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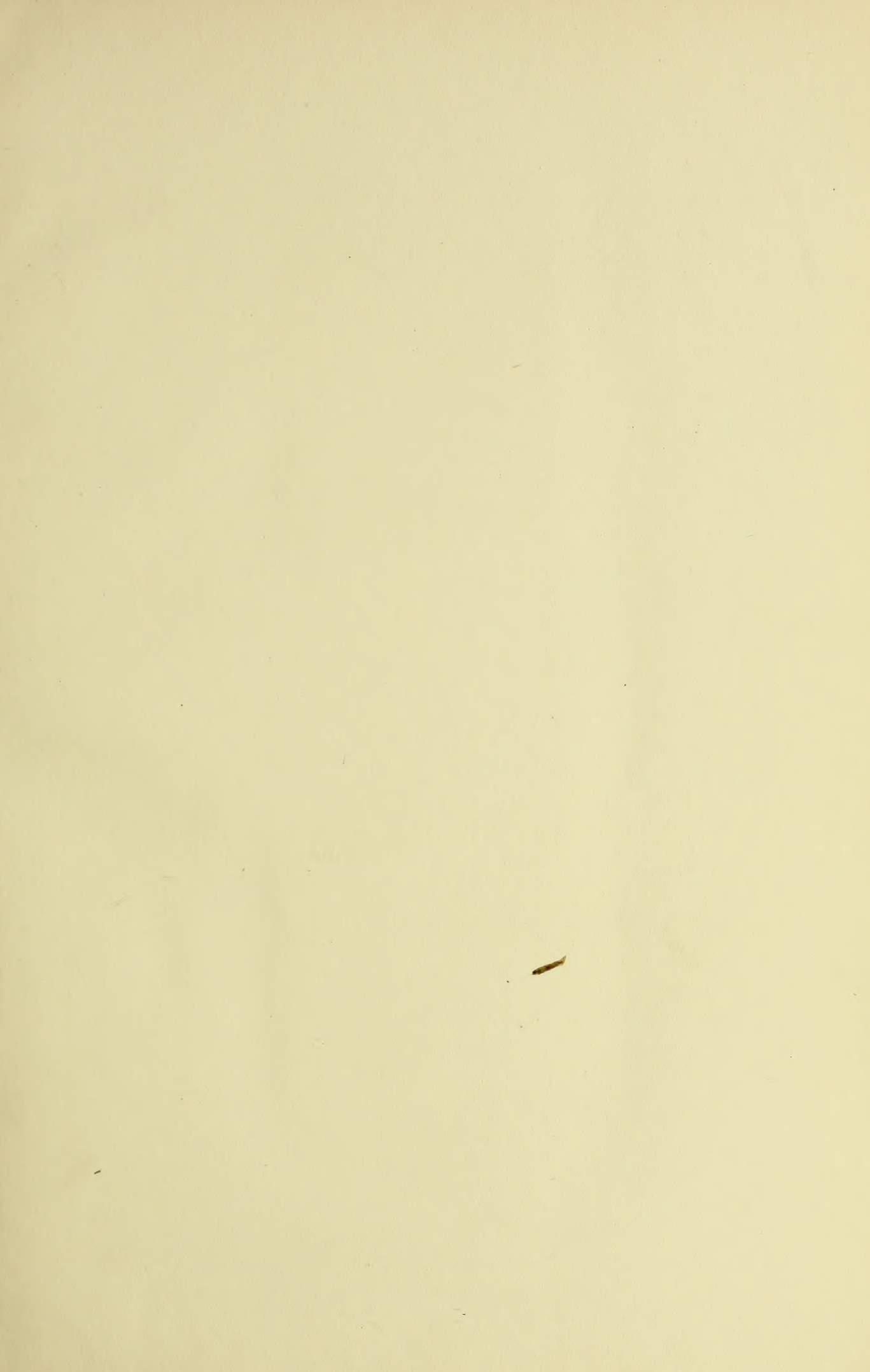
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A. E. WINSHIP, Editor.

THE YEAR 1906 IN REVIEW.

BY WILL S. MONROE.

Neither in Europe nor America was the year just closed marked by any significant educational events. In the Old World the most marked tendencies were the struggles to completely separate the schools from church domination. This was especially true in England, Spain, and Belgium, and in a less degree in Italy. France, while she has just brought about separation of church and state in civic matters, completely freed her schools from religious domination more than twenty years ago. The Church of England, reinforced by some of the non-conformists, has made a heroic struggle, but the final result, however remote, must be the complete secularization of education.

In our own country the salary and pensions of teachers, the organization of technical and industrial courses of training in elementary and secondary schools, the social aspects of education, credit for quality as well as quantity of work in colleges and universities, and the needs of higher commercial schools have chiefly occupied the attention of American schoolmen.

The most important educational gathering of the year in Europe was the second session of the International Congress of Childhood, held at Milan in September. There was also held at Berlin in October a congress devoted to the vital problems of child life and training, which was European in its representation and scope. There were two great educational exhibits during the summer—the one at Milan, held in connection with the international exposition, and the other at Marseilles in connection with the colonial exposition.

In the United States the usual state and national associations held their annual meetings, excepting the National Educational Association, which omitted the 1906 session because of the San Francisco earthquake. The American Institute of Instruction, organized in 1830, and our oldest educational association, held an unusually good series of meetings at New Haven in July. Perhaps the most notable educational convention of the year was the Social Education Congress, held at Boston from the thirtieth of November to the second of December. It was unique in nature; its addresses were stimulating, and it brought together a diversity of educational, social, and industrial interests. A large measure of credit is due to Dr. Colin A. Scott and Mr. James Phinney Munroe for the organization and success of this convention.

American schools have been well visited during the year by notable school men and women from the Old World. Miss Kate Stevens of London, Mr. Cecil Reddie of Abbotsholme, and the Mosely crowd—something like five hundred in all—represent the British contingent; and we have had a lot of educational guests from Continental Europe and the countries of South America. Mr. Ernesto

Nelson of Argentina, who represented his country so ably at the St. Louis exposition, and who rendered distinguished service as a member of the international jury of education, is in the United States on a special mission to collect material for an educational museum to be opened at Buenos Ayres by the government of Argentina.

There has been the customary number of changes in educational posts during the year. The list is headed by the retirement of Dr. William Torrey Harris from the United States commission of education and the selection of Professor Elmer Ellsworth Brown as his successor. Dr. Harris has been identified with all that is best in American education for nearly half a century, and he has in a most striking manner endeared himself to the hearts of our people. Professor Brown brings to the work an altogether promising record as teacher, lecturer, writer, thinker, and organizer; and he comes to Washington with a dozen years of splendid educational work to his credit in California.

There have been important changes in some of the big cities. Dr. Edward Brooks, for twenty-eight years connected with the state normal school at Millersville, and for the last fifteen years city superintendent at Philadelphia, has resigned his superintendency and has been succeeded by Professor Martin Grove Brumbaugh of the University of Pennsylvania. Professor Brumbaugh has had a rich and varied experience of twenty-five years as teacher in elementary and normal schools, county superintendent of schools, commissioner of education in Porto Rico, and university professor of education.

Boston and Cleveland each selected young and promising men during the year to direct the educational activities of their cities—Stratton D. Brooks being chosen by the former and William H. Elson by the latter. James A. Foshay, after nineteen years of educational work in California, eleven of these years in Los Angeles, has resigned the city superintendency at Los Angeles, and Ernest Carroll Moore has taken his place. Tacoma has selected Albert Henry Yoder as her city superintendent of schools; and Frank B. Gault, who some years ago made the Tacoma schools the best on the north Pacific coast, has been called to the presidency of the University of South Dakota.

Dr. Henry Houck, for many years connected with the department of public instruction in Pennsylvania, and one of the best-known institute lecturers in America, has been elected secretary of internal affairs in Pennsylvania. Dr. John Piersol McCaskey, for half a century the principal of the high school at Lancaster, Penn., has become mayor of the city whose secondary school work he has so long and so well directed.

The city of Washington selected during the year

as her school superintendent William Eastbrook Chancellor, who has done such splendid work in two New Jersey cities—Bloomfield and Englewood.

The necrology list in Europe includes the names of three English educators well and favorably known in the United States—Professor Weldon, Mrs. Grey, and Miss Beale. Professor Walter F. R. Weldon (1861-1906), the eminent English biological scientist, had been professor of comparative anatomy and zoology at Oxford University since 1899, and for fifteen years previous he had been professor in the University college of London. Mrs. William Grey (1816-1906) for more than half a century had been identified with the English movement for the higher education of women. Miss Dorothea Beale (1831-1906) was for thirty-eight years president of the woman's college at Cheltenham, and she has been identified with all the recent progressive movements in Great Britain, such as secondary education, child study, and technical instruction.

The death list of American educators for the year 1906 includes some distinguished names. William Rainey Harper (1856-1906), for the past fifteen years president of the University of Chicago, died at Chicago the tenth of January. President Harper was engaged in university teaching sixteen years before he took charge of the new university at Chicago, and he had taken an active part in the Chautauqua and other popular educational movements. He was born at New Concord, O., and received his collegiate training at Muskingum College.

Samuel Sprecher (1811-1906), for twenty-five years president of Wittenberg College, died at San Diego, California, January 10.

Thomas Blanchard Stockwell (1839-1906), state commissioner of public schools of Rhode Island from 1875 to 1905, died at Providence the ninth of February. He was born at Worcester the sixth of July, 1839; graduated at Brown University in 1862, and he was at one time principal of schools at Holyoke and New Haven.

George A. Littlefield (1850-1906), superintendent of schools for some years at Newport and Providence, and at one time principal of the Rhode Island normal school, died at Providence the thirty-first of August.

William Buck Dwight (1833-1906) died at Cottage City, Mass., the twenty-ninth of August. He was born at Constantinople, Turkey, May 22, 1833; graduated at Yale College in 1854; principal of the Englewood Institute, 1859-1865; instructor at West Point, 1865-1870; instructor in the Connecticut Normal School at New Britain, 1870-1878; professor in Vassar College, 1878-1904.

William B. Silber (1826-1906) died in New York city the fifth of May. He was graduated from Wesleyan University in 1850; instructor in the College of the City of New York, 1850-1870, and president of Albion College, 1870-1894.

George Albert Wentworth (1835-1906) died at Dover, N. H., the twenty-fourth of May. He was born at Wakefield, N. H., July 3, 1835; was educated at Phillips Exeter Academy and Harvard College (graduated 1858); was an instructor in Phillips Exeter Academy, 1858-1881, and the au-

thor of well-known text-books on mathematics and physics.

Albert Prescott Marble (1838-1906), long identified with the school superintendency and the National Educational Association, died in New York city the twenty-fifth of March. He was educated in the public schools of Maine and Colby University (graduating 1861); was teacher and principal of schools in Maine and Wisconsin; principal of the high school at Worcester; city superintendent of schools at Worcester, 1864-1894; superintendent of schools at Omaha, 1894-1896; assistant superintendent of schools in New York city, 1896-1906.

Albert Grannis Lane (1841-1906), another prominent worker in the N. E. A., died at Chicago the twenty-second of August. He was born in Chicago March 15, 1841; received his education in the public schools; was principal of the Franklin School, Chicago, 1858-1869; superintendent of Cook County, 1869-1873 and 1877-1891; superintendent of the schools of Chicago, 1891-1898, and assistant superintendent, 1898-1906.

Charles Duncan McIver (1860-1906), president of the North Carolina Normal and Industrial College, and for many years identified with the educational interests of that state, died at Raleigh the seventeenth of September.

George W. Atherton (1837-1906), for twenty-four years president of the Pennsylvania State College, died at Bellefonte the twenty-fourth of July. He was born at Boxford, Mass., June 20, 1837; was educated at Phillips Exeter Academy and Yale College (graduating 1863); was principal of the academy for boys at Albany, 1863-1867; professor in St. John's College (with Henry Barnard), 1867-1868; professor in the University of Illinois, 1868-1869; professor in Rutgers College 1869-1882, and president of the Pennsylvania State College since 1882.

James Mills Peirce (1834-1906), for thirty-eight years a professor of mathematics in Harvard University, died at Cambridge the twenty-first of March. He was graduated at Harvard in 1854, and was the author of several mathematical texts.

Samuel Pierpont Langley (1834-1906), for the past nineteen years the secretary of the Smithsonian Institution, died at Aiken, S. C., the twenty-seventh of February.

Israel Cook Russell (1852-1906), a leading geologist and professor of geology, died at Ann Arbor the first of May. For the past fourteen years he had been professor of geology in the University of Michigan.

Michael Anagnos (1837-1906), assistant director of the Perkins Institution for the Blind from 1867 to 1876, and director of the same from 1876 to 1906, died at Turnu Severin, Roumania, the twenty-ninth of June.

Nathaniel Southgate Shaler (1841-1906) was a moving spirit in the extension of scientific lines of instruction and at the same time he was broadly interested in general education. For thirty-eight years he was connected with the teaching force of the Lawrence Scientific School of Harvard University; and, through his numerous published writings, he exerted a wide educational influence.

EDUCATION OF THE CONSCIENCE.

BY PRESIDENT G. STANLEY HALL,
Clark University.

In the course of civilization conscience has become weakened. The sentiment of honor, which is more or less inherent in even the most degenerate, should be developed in the schools and colleges.

For the majority of intelligent young men or women honor is in fact, or at least is capable of being made the dominant element in controlling life, more potent perhaps even than conscience or religion itself. Perhaps the root of honor is fidelity to the unborn, but its branches bring the soul into the closest and purest relations with the good and true. What does the man in whom this sentiment of honor is alive and not perverted do? He asks himself in every emergency what is the ideal course to pursue, the highest, purest, and most disinterested motive to act from; the loftiest and not the most expedient solution. He would choose to be refuted by merely specious arguments than to use them and win out.

What is dishonor? It is to succeed in anything great or small by trick or subterfuge. Dishonor is to do right merely because it would be embarrassing to be found out wrong. It is to give or to take secret rebates, to adulterate and to cheat, it is to consent to corporate practices that as individuals we would shrink from, it is to be silent when we see imposition and outrage which exposure would put to flight. The man who does any of these things cannot be called a true gentleman in this new code.

Honor's own true knight keeps a personal conscience that party allegiance or popular clamor cannot silence. His maxim is not the craven one of the cheap politician. Make no enemies whatever befalls, but make all the enemies of truth, right, and common justice between man and man in your community your own.

Two years ago the English and American tennis champions were contesting and nearing the end of the third, or rubber game. The score stood exactly even, when the American chanced to make a fluke which would have lost him the international championship, but the Englishman deliberately made exactly the same fluke, because he did not count it honorable to win on an accident. This was true sportsmanship. It is not the spirit that animates such games as football in our country, because the secret practice, tricks, and unfair advantages make it too often a school of dishonor.

Honor I deem not only the heart and soul of the needs not only of our academic youth, but of our country. How we need a little of it in business, trade, and politics! I sometimes wonder if we might not almost sanction racing, pugilism, and even duelling if they were only schools of honor, pure and undefiled, and not of dishonor dominated by the ideal of winning at any price.

True honor cannot sneak or swindle or win under any lie. The life it makes us lead is single—not double; it knows nothing of two standards, one for Sunday and one for the shop, factory, or stock market; one for men and another for women. It is simply ideal conduct in every rank and every walk of life.

It is to the inner all that manners and style, so much in themselves, are to the outer life. It is the best bond and boon of friendship, another too-forgotten pagan virtue, which in its classic sense of Aristotle and Cicero can live again only in its atmosphere. It is capable of being construed as the whole inner vocation of man.

The noblest of all its functions is to regulate love for posterity, and all the issues of future generations are committed to the honor of young men and women.—From address at Social Education Congress.

WHERE'S WHERE IN EDUCATION.

SPOKANE.

Robust health is nowhere more attractive than in the personality of a city, and arrested development is nowhere more pitiable. Both are easily discerned by one who has gone from his conservative New England home to the adolescent Pacific states sixteen times, making thirty-two trips from sea to sea.

Spokane has ideal robustness. In 1890 I knew her as a city of 19,000, in 1900 of 37,000; now, six years later, she is easily a city of 80,000, and the population is the least evidence of growth. Business blocks,—magnificent buildings,—residences and grounds rivaling in beauty anything in the suburbs of New York, Boston, and Philadelphia, and distancing anything between Cleveland and Denver in the perfection of landscape architecture. But beyond all this in suggestiveness is the march of medium-priced residences—from \$7,000 to \$15,000,—out into the forests, especially to the north and west.

The following figures are official and show clearly

enough that the population must be easily double that of six years ago. School census, 7,639 in 1900, 14,049 in 1906. Assessed valuation, \$19,479,000 in 1900, \$36,115,000 in 1906. Bank deposits, \$7,000,000 in 1900, \$20,000,000 in 1906. Bank clearances, \$56,254,000 in 1900, \$164,099,000 in 1905. Postal receipts, \$92,280 in 1900, \$201,887 in 1905. Building permits, \$1,254,000 in 1900, \$3,900,000 in 1905.

Here are some stirring figures. Spokane had 459 students in the high school in June, 1902, and in June, 1906, there were 1,354, or a gain of 895 in four years, or nearly 200 per cent.! This year there will be about 1,500 enrolled by January.

The high school enrollment of Boston is thirteen to 1,000. If Spokane has the same relative attendance she has a population of 115,000. But she has a larger percentage of high school students than has Boston. If she has 80,000 population, which is a ridiculously low estimate, then she has in her high school twenty to 1,000.

Spokane's school property is valued at \$1,387,281. The schools are costing a third of a million

dollars a year. There are thirty-three men teaching at \$108.20 a month, and 256 women at \$77.30 a month.

Spokane has but begun her growth. What has been seen in the past sixteen years is but a hint of what is to be. She has but begun to develop her personality.

Her railroad facilities for local advantage have doubled in four years, and they will double again in the next four years.

Electric car service into the prosperous regions round about has increased tenfold in the last four years, and will increase tenfold more in the next four. The tributary products of farm and orchards have doubled in four years, and they will double again in four years more.

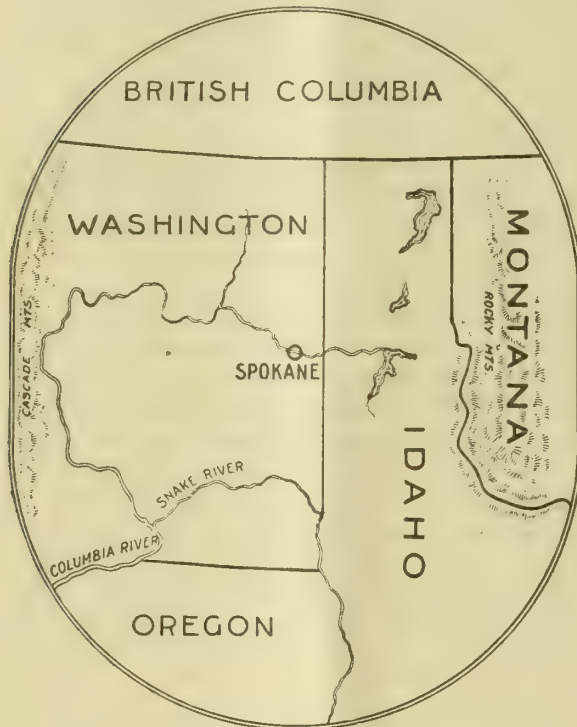
The tributary mines, coal and metals, have dou-

ery half hour without direction or suggestion, without monitors or spies upon their behavior, and they are as manly and womanly, as courteous and well-mannered as I have ever seen. Nor is this all. Despite the growth of 200 per cent. in four years, the library and laboratories, the manual arts, domestic service, and commercial equipment are unsurpassed in any city.

Best of all, there has been the greatest triumph of school morals over fraternity conceit and vandalism recorded in the United States. This story, should it ever be written, will furnish material for an educational comedy and an educational tragedy unrivaled in the country, and the triumph of all that is good and true was complete. No higher moral standard can be found east of the Alleghanies.

To Superintendent J. A. Tormey and Principal David E. Cloyd belong unbounded praise for personal, patriotic, and professional mastery that I have never known to be surpassed.

A. E. Winship.



THE INLAND EMPIRE OF THE PACIFIC NORTHWEST

bled in four years, and they will double again in four years more.

Within 200 miles north, south, and east is all the rich, non-irrigable lands between the Sierras and the Missouri valley from Canada to Mexico. Within 200 miles west is an indescribably valuable combination of climate and irrigable lands; while within a radius of 200 miles is to be found a combination of water-power, forest, coal, and metal mines unsurpassed on the continent.

Under such conditions who can prophecy the future of a city that has no possible rival in this Inland Empire?

The best of Spokane is the tone of the community. Educationally this is clearly demonstrable, and religiously it is as noticeable, though not as easily shown. We have already spoken of the marvelous high school growth, but the figures are the least suggestive feature of the high school. Here is an overgrown school, one which has leaped from 459 to nearly 1,400 in four years, with a principal who has been there less than two years, and these boys and girls—nearly half boys—change recitations ev-

WINTER PATHWAYS.

BY W. W. BAILEY.

Mysterious pathways lead through the snow into the forest. They are bordered by the wrecks of many plants that we knew in summer, golden-rods, asters, and hawkweeds, now fluffy with pappus, a bird's nest umbel of carrot filled with snow as a frothy confection, and evening primrose with four-valved capsules.

Where do these tracks lead? Who made them? Always are we inclined to follow the tiny impressions of fox, rabbit, or squirrel, in search of adventures. Has all magic ceased? Are the "little people" all gone, the funny gnomes, the hump-backed cobolds, Quince, Peasblossom, and other fays of Titania's train? Is the world reduced to solemn prose? Rather would we believe that there is an enchanted Princess, a Sleeping Beauty, and that the trail leads to a palace slumbering for a hundred years. By following the trail we may witness the joyous awakening and follow the happy couple

"O'er the hills and far away,

Beyond their utmost purple rim,

Beyond the night, across the day,

When thro' the world she follows him."

Maybe we would be dazzled, were we but worthy, with a sight of the Holy Grail.

On the other hand, we often shrink with real alarm from the possible dangers of the unknown path. Some ogre may lurk in the way for Hop-o'-my-thumb and his brethren. Around his den lie scattered the bones of those who in other days have striven to release the unhappy and destroy the monster.

There is a solemnity about the winter woods, as well as a transcendent glory. Faith may easily people their depths with chivalric people—Una and the Red-cross knight, queens golden-haired, or the nymphs, graces, naiads, and dryads of the Greek

mythology. Often have we watched by some such mysterious pathway, hoping for a sign. We may not be *en rapport*, for never has a vision rewarded an earnest vigil. Still, as even after three-score expectant years we do not even now give up that ship so long expected, the belief still holds in the enchantments of the woods. They surely hold a story—and we do not resign the hope of witnessing some marvelous transformation.

LIFE.

Life,—what is it?

Ah, who knows!

Just a visit,

I suppose:

Joy and sorrow

For a day,

Then to-morrow

We're away.

Youth, and morning;

Manhood, noon;

Age,—the warning,—

Night comes soon:

Shines a star to

Light us; then

'Tis not far to

Home again.

—Frank Dempster Sherman, in the December Atlantic.

WHY WRITTEN.—(VII.)

HOLMES' "CHAMBERED NAUTILUS."

It has more than once been said that great humorists are frequently the soberest of men. "When a man is laughing," said Henry Ward Beecher, "he is nearest tears. If you are carrying a pail of milk and it spills over on one side, it is nearest spilling over on the other."

Oliver Wendell Holmes was a humorist, and good critics have thought that his best poems were those in which humor predominates. But there were hours in which he gave himself up to profound and serious thinking on such themes as destiny and immortality. The "Chambered Nautilus" naturally belongs to his more pensive and reflective hours.

The sight and study of a pearly nautilus set him thinking of the relation of the present and the future world. The nautilus was a great builder, adding a new pearly chamber to its shell-house every now and then, and then quietly slipping out of the old chamber into the new, while a thin septum—or partition—shut it out of the old and into the new. And this knowledge led him to write that "the two worlds—the higher and the lower—are separated by the thinnest of partitions."

But he could not content himself with seeing this and kindred thoughts in prose. They would be more perfectly shrined in verse. So he wrote his poem, which competent criticism calls a classic. Certainly the simile the poet uses is of the choicest, eminently worthy of a place beside the similes of Isaiah or Tennyson.

"Year after year beheld the silent toil

That spread his lustrous coil;

Still, as the spiral grew,

He left the past year's dwelling for the new,

Stole with soft step its shining archway through,

Built up its idle door,

Stretched in his last-found home, and knew the old no more.

* * * * *

"Build thee more stately mansions, O my soul,
As the swift seasons roll!

Leave thy low-vaulted past!

Let each new temple, nobler than the last,

Shut thee from heaven with a dome more vast,

Till thou at length art free,

Leaving thine outgrown shell by life's unresting sea!"

THE STRAIGHT BACK.

BY BRENELLE HUNT,

Normal School, Bridgewater, Mass.

Many conscientious grade teachers are great believers in the physical and moral benefits of the "straight back," and insist that their pupils shall be more or less constant examples of a rigid military sitting position.

It sometimes happens that a teacher whose interest has been awakened in this matter works herself up to a point of over-stimulation on the subject. From morning till night her pupils are subjected to the oft-repeated though rather vague command, "Sit up! Better position! Backs!" etc. Each pupil makes a spasmodic effort of one kind or another which lasts anywhere from a fraction of a second to a minute, according to the staying qualities of the individual pupil.

Now, if the child knew just how to straighten his back by a properly localized effort, the above treatment might have a desirable effect. As a matter of fact, however, particularly in primary grades, there are many pupils whose idea of straightening up is to throw back the shoulders and hollow the back. This produces a sensation which the child grows to associate with sitting erect; whereas, instead, he has produced a deep lumbar curve, which as the exercise is repeated, will soon develop into that form of spinal curvature known as lordosis.

"But," I hear someone ask, "are you going to say nothing about erect postures in the lower grades?" Certainly—but not until we have investigated to see just what our problem is and what means can be effectively employed. A careful study of defective postures produced by school-room employments would give especial prominence to two which are responsible for more evil results than any others.

The first is a tendency to what is commonly (though incorrectly) called round shoulder, i. e., a marked outward curve of the spine between the shoulder blades accompanied by a forward droop of the head. When children enter school, their backs are, with few exceptions, in pretty good condition. With daily confinement to desk work the drooping head and slowly rounding upper back begin to appear. The teacher who would prevent this from becoming permanent must correct the cause which is producing it. Have the child elevate the head and carry it well back on the shoulders. Instead of allowing the little people to throw back the shoulders and hollow the back, say nothing about the back at all, concentrate their attention on the head and neck, and the back will take care of itself! In the faulty method of straighten-

ing up herein mentioned the relative position of head and shoulders is very little improved; so, obviously, the real defect is not remedied, whereas a second deformity (lordosis) may be begun. If we would try to maintain correct postures by general directions to a class, it would be more effective to say, "Heads up!" "Heads back!" or "Sit tall!" as the direction is more nearly a description of the desired change in position.

If the teacher would give frequent exercises in stretching the backs by trying to push the top of the head upward against some imaginary object, she would thus be taking one of the simplest and most effective precautions against the formation of deep curves. The exercise not only corrects them for the moment, but with every repetition of the exercise the child is unconsciously strengthening the particular sets of muscles whereby the erect posture may be maintained and permanent deep curves avoided.

The second defect, less readily obtruding itself on the teacher's notice, is a degree of lateral curvature which renders itself conspicuous only by the unequal height of the shoulders. If the good teacher is to insist on straight backs, she should be consistent and insist upon them from all points of view.

Lateral curves are fully as bad as anterior-posterior curves.

Enter any schoolroom where the pupils are busy writing or figuring and you will find the majority resting the right arm on the desk and the other in the lap, or vice versa. This throws the shoulders out of line and produces a lateral curve of the spine. Day after day the pupil assumes a similar position during certain periods, the posture becomes habitual, and the curve becomes permanent. Though slight at first, it has a tendency to increase rather than diminish, and in its train may come worse things than mere lack of symmetry.

The primary pupil assumes this position not because it is comfortable, rather because his desk is small and his papers, poorly arranged or too large, occupy nearly all the space, so the left arm slips nearly or entirely off the desk into his lap. First correct the cause and then insist that every child shall rest both arms on the desk in such a manner as to bring his shoulders into a horizontal line. This position is comfortable and restful. It will become habitual if the teacher will insist upon it. A failure to do this is one of our most common mistakes.

It is undoubtedly true that every able-bodied child ought to be trained to sit for a reasonable length of time muscularly, i. e., the trunk and head held erect by the muscles unassisted by any artificial supports at back or sides. I am convinced,

however, that in these days of couches, easy chairs, and sofa pillows it is well-nigh impossible to attain this ideal training. The child will instinctively drop into a position in which he has the utmost possible support of every bodily member, and our problem must be to see that the postures assumed are symmetrical so far as may be.

It is a normal function of the public school to see that schoolroom employments under constant supervision of the teacher do not produce spinal curvature in healthy children; curves once formed, however, the teacher should leave them strictly alone; it then requires the attention of the orthopedic surgeon. Are there many such deformities? A visit to the children's hospitals or spinal curvature clinics will answer with great emphasis, and even the casual observer, once interested in the subject, will find many cases in our public schools in which positive deformity is apparent.

BEATITUDES FOR THE TEACHER.

Blessed is the teacher who expects much from his pupils, for he is thereby likely to receive it.

Blessed is the dumb teacher, for he will save the pupil's time.

Blessed is every teacher who becomes unnecessary.

Blessed is the voice that is the overflow of a sympathetic heart.

Blessed is the teacher who is not the slave of a written lesson plan.

Blessed is the teacher whose criticisms have enough sugar in their foundation to take out the bitter taste.

Blessed is the teacher who examines a foundation before erecting the superstructure.

Blessed is the teacher who owns many shares in "Incentive" stock.

Blessed is every music teacher who uses the yard-stick of emotion in taking the dimensions of a musical performance.

Blessed is the leader of the young who has common sense in framing regulations and enough backbone to enforce them.

Thrice blessed is the teacher whose vocabulary contains more do's than don'ts.

Lucy A. Baker.

So may the New Year be a happy one to you, happy to many more whose happiness depends on you!—So may each year be happier than the last.—*Dickens.*

THE MODERN NOVEL.

In a recent lecture, Professor William Lyon Phelps of Yale University discussed the foremost novelists of the present day and gave a short history of the novel in different countries which highly entertained the large audience.

Among the remarkable statements which the versatile professor made was the one wherein he said that the increase in novel reading is due to the common schools of this country, which have created a great reading public whose wants must be gratified. The result is that the novel of to-day is turned out hastily, and we lose the careful work which was the mark of the novelist of the past.

Russia to-day leads the world in novel writers, followed by France and England. The Germans have had a surprising lack of success due to the fact that they have no sense of proportion. All the German writers have turned to the drama.

America has had one really great novelist, Nathaniel Hawthorne. "The Scarlet Letter" is the greatest single novel ever written in this country. There is no great novelist here to-day, although Mark Twain's "Huck Finn" and "Tom Sawyer" will remain as epics of American life. Henry James has written an excellent ghost story, "The Turn of the Screw."

In "The Virginian" Owen Wister nearly wrote the great American novel, but its fault lies in the fact that it is a string of episodes instead of a story. May Sinclair's "Divine Fire" had undoubtedly some fire in it, but the flame is occasionally hidden by smoke.

Thomas Hardy is the best of present-day English novelists. From the publication of the "Greenwood Tree" down to his latest novel his output is the best of any living writer of English fiction.

One of the strongest writers in England to-day is George Moore. He can hardly be called an Englishman, however, for he is an Irishman with a French education. His work bristles with ideas, although he offends many by his extreme frankness. His "Esther Waters" is one of the finest realistic novels in English.

"Bob, Son of Battle," written by a man who has lain on his back for years with an affliction of the spine, is the best story written in English since 1898.

In speaking of Kipling he remarked that his recent work has been spoiled because he has been in terror of saying something commonplace, and so he has been constantly striving for effect.

Arthur Marvin.

 EVENING SCHOOL GAINS.

In Massachusetts the gain in the evening school attendance is nearly three times the gain in population. This is due chiefly to the large increase in the number of illiterate minors who under the employment laws must attend evening schools. The addition of various forms of manual training to the evening school courses has attracted a considerable number of students. Cooking, dressmaking, and millinery attract young women, and mechanical drawing and wood-working attract young men.

THE SCHOOL GRADE.

BY W. S. JACKMAN.

THE SCHOOL GRADE A FICTION.

The school grade as now generally constituted is a pure fiction in philosophy, but a stubborn and unreasonable fact in practice. The grouping and distribution of pupils should be based upon the nature of their work. It should be a flexible adjustment of the workers to each other and to the thing to be done. The present plan reverses or ignores most of the principles that control the organization of people in practical affairs. Under its operation, it compels the teacher to lay the greater emphasis upon the similarities among pupils, and to ignore differences. It places a premium upon uniformity, and therefore it tends to substitute the mass for the individual as the unit of instruction. The more closely the school grade approaches its ideal, the more strictly must each pupil work for himself; while the closer we approximate the grouping required by the newer social ideal, the more earnestly must the individual strive for the whole.

EVILS OF UNIFORMITY.

The school grade aims at a certain dead level of uniformity in three things, namely, age, knowledge, and skill. The time limits are a school year varying in length from six to ten months. These rigid conditions have imposed the stamp of their own arbitrariness upon the selection of subject-matter and methods of instruction, and they render it impossible to realize the highest ideals of social and civic life in the school. The grading system was established long before child study opened the eyes of teachers, and it represents the quantity idea in education as opposed to that of quality.

INFLUENCE OF OLDER PUPILS.

In school, not all of the teaching is done by the teacher; the younger children are constantly learning from the older. If the work were properly planned, a greater variation in age than that now permitted in a grade would be a distinct advantage. Younger pupils would gain in skill and knowledge, and the older would have lessons in consideration for others and in responsibility that usually remain forever untaught. In the molding of character the efficiency of the school would be greatly increased.

UNIFORMITY IN KNOWLEDGE UNNECESSARY

It is equally undesirable to grade pupils on the basis of equality of knowledge. Outside of school such an aggregation of people would be considered rather stupid company, with but little chance for improvement. It would distinctly improve the situation to bring together in some common enterprise pupils who differ widely in both knowledge and experience. This applies especially where the pupils are employed in doing rather than in talking. The less capable learn from those who know more, and the latter will learn to work from the strongest stimulus that can move any one—the necessity of making knowledge immediately intelligible and available for others. The nearer the conventional grade is approximated, the less there is of such a motive; for a similarity of knowledge makes each one useless and uninteresting to every other.

UNIFORMITY IN SKILL UNNECESSARY.

The same argument applies against the requirements for a parity of skill. Every pupil has a certain skill of his own, and his work should so relate him to others that he may make the most of it. He need not be "graded" with those having equal skill in the same direction. This point finds illustration in the building of a house.

Standing beside a mortar bed one morning, Sam suddenly looked up from his work, and said: "Look heah,

boss, do you recognize de fac, dat dis yer 'stablishment 'pends on me dis mawnin'?" "How is that?" I asked. "Well, y' see, if I'm not onto my job in mixin' dis mawtah, you's goin' to git a rotten wall; an' if de wall's no good, you needn't go no furdah; no use to put in youah woodwork, no use to put on de paint or youah papah. I tell you, boss, 't all 'pends on me. Leastwise, dat's de way I fiosofize about it." Sam was right; that morning the responsibility for the house rested less upon the shoulders of the college-bred and well-paid architect than it did upon the skill and fidelity of that uneducated and underpaid negro. At times there were six or eight different kinds of workmen on the house. No two had quite the same skill, in no two was it required. Each one did what was needed and what he was best able to do. The group was so organized that the house-building progressed rapidly and well; but the organization bore no resemblance to that arbitrary aggregation known as a "grade."

GRADATION AND SUBJECT-MATTER.

The effect of the present grading system upon the treatment of subject-matter has been pernicious. It has led to endless attempts at cross-sectioning subjects, in order that certain portions may be trimmed down to fit the pigeon-holes of the grades. This is reflected in thousands of text-books, and there is scarcely a subject that has not been marred by the ill-advised analysis. Nature study has suffered comparatively little, partly because, when it came into the schools, teachers were beginning to think more clearly, and partly because of the utter repugnance of such divisions to the pupils.

GRADATION HINDERS THE TEACHER.

The evils of arbitrary grading are not less marked in their effects upon the teacher. "There is no grade in the art of teaching," Colonel Parker thundered for years. As yet, however, the words have had but little effect. The notion that each grade must have its method is most persistent at the two extremes—the kindergarten and the high school. Those entering a course of training for the kindergarten are loath to trouble themselves with what lies beyond; and the would-be high school teacher is apt to regard a suggestion that he look into the nature of elementary instruction as a reflection upon his intelligence. The teacher who is the most impervious to new ideas is the one who believes that there is some magic by which he may be fitted to teach a particular grade to the exclusion of others. Of such teachers let all schools beware.

GRADATION AND MORALS.

The influence of the grading system upon the pupil is necessarily bad. It retards his progress through the elementary school, and it fosters selfishness. In the conventional grade all the pupils are working for the same thing; if they are spurred to their greatest effort, competition leading to bitter rivalries is the inevitable result.

In the wake of the grade trail many evils that fret the children. Not the least of these are the marking system and formal examinations, which have done more to introduce and foster knavery during the impressionable years of childhood than all other agencies combined. Under such unphilosophic and arbitrary stimuli to action, it matters not how hard he may try, no pupil can grow up honest or unselfish.

Grouping of pupils under the ideals of the new education rests upon a principle radically different from that which now prevails. Under the old ideals, the children must exert themselves to excel each other. Under the new, members of a group must exert themselves to help each other. This change is wrought through a more intelligent organization of their work. In the former the

work is so planned that each must strive for the same thing—the very same bone; in the latter that—as in the building of the house—the best effort of each is a needed contribution to the welfare of all. Each, therefore, must encourage and support the other. It is the operation of this principle that at once divides the light from darkness, that lifts civilization out of barbarism, that filters righteousness from iniquity, and that will finally give us the ideal school.

The problem of grading and grouping of pupils will be solved when the children are permitted to plan work for themselves that demands co-operation. It must be for an end that no one by himself can attain, that, in school as well as out, the principle may be established that no one can live unto himself alone. That is the supreme fact in democracy.—The Elementary School Teacher.

COLLEGE ENGLISH.

BY EDITH GILES.

A STUDY OF "PILGRIM'S PROGRESS."—(VIII.)

Characters to remember:—

Ignorance, who follows the pilgrims to the end of the story, that his death may be in contrast to theirs.

Flatterer and his net.

The Shining Ones of Beulah Land.

Sometimes referred to: Little-faith and his story, which comes in incidentally; also Great-grace, the King's champion.

Descriptions: The net of the Flatterer, and the Flatterer himself.

The Enchanted Ground.

Beulah Land.

The journey between the Delectable Mountains and Beulah Land is much taken up with discourse, and pages of it can be omitted. The characters of young Ignorance and of the Flatterer are often referred to. Of Ignorance there is little to note except the beginning and the end of his story. He always seemed to me a character deserving of much pity. He is so utterly unconscious of his being in the wrong that when he comes to his dreadful end it is hard to reconcile oneself to it. Especially in the character of the thoughtless, heedless youth, springing out from the country of Conceit into the King's highway with a hop, skip, and jump, for he was "a very brisk youth." Of course he had his chance to learn from Christian, but did not avail himself of it, but risked his chance on the happy event. The happy event was favorable to him until the end, when he is plunged into utter destruction. There is no question of the force of his lesson, now as in Bunyan's time, but there is an appeal to our sympathies for the thoughtless youth.

Flatterer, the man with a black skin, covered with white garments, is too vivid to need any comment. His revelation of his true nature as he flees away leaving the pilgrims entangled in his net is realistic to the imagination. The Enchanted Land, on the very borders of Beulah, is very pretty.

The pilgrims have journeyed almost as far as their strength will allow; they have met and resisted every temptation possible to man, and the last stage of their flagging energies is hard to support. Here Hopeful weakens, but Christian is strong in endurance. Hopeful's story which he tells is very interesting biographically. It is Bunyan's own story.

The description of Beulah Land is too splendid for the loveliness of the idyll that Bunyan has given to so many of his earlier country scenes. But as he has led up to this splendor all the way it would be disappointing to have a lesser climax. The overlapping of the confines of Zion upon the country on the hither side of the River of Death is a beautiful thought, and is carried out with wonderful delicacy, tenderness, and sweetness. The King, whose name and thoughtful care have been a part of the theme more than once, is almost actually realized here. There is the echo of his footsteps; there are those who have seen his face; and hither come Shining Ones, his own appointed messengers. But between the pilgrims and the Gate of Zion lies the River of Death, which must be forded. As the Valley of the Shadow of Death signified the apprehension of death in the abstract, so the River of Death signifies the personal death which every one must come to. It is quite a different thing.

Here it is quite in character with the rather unstable Christian that he should lose his footing; and with Hopeful, that he should support both himself and his brother, and yet seem to be the one to follow, not to lead.

The final description does not fall short in power of what we might expect; Bunyan, still simple in his purpose, puts the strength of his emotion and his faith into his words and stamps them with authority as it were the voice of the prophet.

SUPPLEMENTARY GEOGRAPHY.

In a recent article Professor MacNaghten of McGill University, Montreal, makes what he considers a valuable and also novel suggestion as to a possible improvement in teaching geography. The Professor—who, by the way, is an old Eton boy, and afterwards an assistant-master at Harrow—is personally convinced that the customary methods of instruction in this subject are by no means worthy of the subject itself, which in his thought is of prime importance. He also thinks that these methods fail very largely in giving the pupil a vital and intelligent interest in the wide, wide world, of which he is a life-citizen.

He believes that the customary formal and technical instruction, upon which he is careful to cast no slur, needs to be supplemented by something that by its appeal to the eye and ear may make an impression on the pupil's mind and memory that will probably be more lasting than what is usually made in the classroom.

And this is his suggestion: He finds that in these days of extensive travel there are numbers of bright, intelligent, and observant people who visit other lands than their own, and get first-hand information concerning those lands that is of the highest value. Of course, he is not thinking of the mere globe-trotter, who gets no more than a passing glance at foreign places and people; but rather of those who travel with something of leisure, or—better still—who have had a more or less extended residence in some foreign country, that would make their notebook worth the opening to their friends and townsmen afterwards. And he would invite such travelers to share with the pupils of the

schools in their own and contiguous communities the results of their observation and research while abroad. He would not ask from them anything like expert geographical information, but what might be interesting and illuminative.

Here again, the Professor has not in mind the professional traveler, who visits other lands to secure material for lectures, and whose gleanings in foreign fields must necessarily have an eye to coins. He is thinking, rather, of traveled men and women, who, in the interest of the schools of their own community, could and would give their services gratuitously. Some expense would be necessary if a stereopticon were used with the address. And here the Professor deems the use of the lantern as almost absolutely essential, as it would make the geographic lesson more vivid and interesting, and would do for the address what the "illustrated page does for the modern magazine." But his aim would be to keep the lecture or lectures down to the "minimum of expense."

To secure this, he suggests that several schools be grouped together for the course, each school to provide for one or more of the travel talks, according to its ability. On this point, however, he would not prescribe any hard-and-fast plan, preferring to leave to each community the working out of its own method. What he would specially guard against would be any expensive outlay, that might be prohibitive to any scholars of slender means. By extending—if possible—these travel talks over a period of two or three years of the pupil's course, he believes that the pupil would gain a knowledge of, and an interest in geography that would be an advantage to him for all after years.

While the Professor has a sincere conviction of the value of some such supplementary instruction in geography, he speaks, however, with a somewhat hesitant note as to the feasibility of carrying out such a course. He seems to fear what he calls "the legitimate conservatism" of the public schools, and is timid about their possible opposition. Certainly the question of feasibility cannot be set aside. Many plans for our schools may seem to their authors faultlessly ideal, and yet for some good reason they cannot be made practical. Yet the Professor need not abate his idealism one whit in this matter. If his suggestion shall commend itself to the school authorities as valuable and vital, they can and will find some way to make it practicable and serviceable. Our schools are irrevocably committed to give the best they can provide to the pupils. School methods are usually sufficiently elastic to make any such provision. And if such addresses by citizen-travelers would tend to make the pupils more familiar with lands that they have not yet seen, and may never see, and so further an intelligent interest in geography, lifting it as a subject out of mere routine, and linking it with life, then certainly some way can and will be found to make such first-hand information available.

The swindlers of the world are on the lookout for whoever wishes to get something for nothing.

Suitable literature for children is of the utmost importance, but its value depends upon its use.

THE EVACUATION OF BOSTON.

BY JANE M. BULLARD.

A PLAY IN FOUR ACTS.

Act I.

Headquarters of the Continental army, Cambridge. Time, March 2, 1776.

[Enters General Washington, who seats himself at a table and begins studying some charts.]

[A knock is heard.]

General W.—Enter! [A corporal enters and salutes.] What is it, corporal?

Corporal.—Your excellency, Generals Putnam, Thomas, Sullivan, and Greene are without seeking to be admitted.

General W.—Tell them to come in! [Corporal exit.] [The generals enter and salute.]

General W.—Good morning, gentlemen! I am glad to see you. I sent for you because I have a plan I wish to lay before you, by which I hope to drive the foreign foe from yon beautiful city of Boston, which they have too long held in bondage.

General P.—Right glad am I to hear this, general, for I have long felt that the failure of Bunker Hill should not go unredeemed.

General W.—True, my brave Putnam, such heroism and sturdy endurance deserved a better ending. But we must not be rash. The lack of cannon and ammunition has heretofore so crippled our efforts that nothing could be done.

General P.—Indeed, yes, my general, and the army needed much organizing and drilling, but it is hard to hear the word of detraction spoken against a man who has given his whole heart to the cause as you have done.

General W.—Let not undeserved blame give you uneasiness. It troubles me not! But to the business of the morning. I now have many siege-guns on hand, besides a large quantity of powder and shot. They arrived last night, brought hither on ox-sleds from Ticonderoga by our brave and ingenious Colonel Henry Knox.

General G.—I saw them, sire, as they came into camp, and I thought that never were oxen put to better use.

General W.—These cannon we must now hasten to place in position on some commanding height and threaten the British army with absolute destruction. So only can we drive them to their ships.

General P.—What! Shall we try Bunker Hill again?

General W.—Oh, no! The enemy holds it too securely. Draw up, gentlemen, to the table and examine these charts with me. I will show you a finer position, [They gather around the table.] See you not that height of land called the Twin Hills of Dorchester or Mattapanock, so named by the Indians? It overlooks the town and harbor. Guns planted there could destroy both houses and ships, and much I wonder that Howe has not taken possession e'er this.

General S.—Yes, and I hear that President Hancock, though the largest property owner in Boston, says, "Spare not the town, but drive the British out!"

General W.—So self-forgetful is our noble patriot president! But my hope is that the mere sight of the guns will frighten the enemy away. Still we must be ready for the worst. You, General Thomas, shall take charge of planting the guns on the Twin Hills. Let it be done as speedily as possible. I would suggest the fourth of March as the date of your operations. You will scarcely need more than two days to mature your plans. It should be done in the night, and with all possible secrecy. I shall order a furious cannonading to be kept up from Somerville, East Cambridge, and Roxbury through the night to distract the attention of the British from the real point of interest.

General T.—Thank you, general, for your confidence in me, and I will try to do my best.

General W.—I know you will, and I shall leave most of the detail of the undertaking to your judgment. Let there be no lack of men and wagons. Carry plenty of crowbars and pickaxes, and in case the ground should be found too hard to be easily worked, bales of hay will make good ramparts.

General T.—I will attend to that matter with all diligence, and it comes to me now that binding the wheels with hay will make them move more quietly over the frozen ground.

General W.—Right, Thomas, and your best route will be by Dorchester Neck and up the western slope of the hill. [Turning to the other generals.] And for you, gentlemen, I also have tasks worthy of your prowess. To you, General Putnam, I entrust the responsible duty of attacking the town with two divisions, should Howe make an attempt to scale the Heights, while Greene and Sullivan with one division each are to attack the works on Beacon Hill and Barton's Point. These counter attacks will so paralyze any attempt Howe may make upon the Heights that our position there will be practically impregnable. You have your instructions, gentlemen, and with them my best wishes for your success.

General T.—We thank you for your confidence in us, and we will do our best to deserve it.

[They salute and retire. Exit General W.]

Act II.

Headquarters of the British army, Boston. Time, March 5, 1776.

[Lord Percy, General Clinton, and Major Musgrave in conversation. Very jolly. Enters General Howe. They rise and salute.]

General H.—Ah! Good morning, gentlemen; you seem right merry. Pray tell me what entertaining theme keeps you so well amused!

Lord P.—We are still discussing the merits of last night's play and planning for the masquerade that is soon to follow.

General C.—And we are vastly pleased, too, that so much fine dramatic talent should come to light in this most Puritanic city of Boston. How great a pity if we had never crossed the ocean to discover it!

Major M.—And I think, your excellency, it is well we have learned to mix a little play with the stern business of war. I am sure we shall make better soldiers when the time for fighting comes.

General H.—No doubt, my colonel, but has either of you happened to cast his eyes up to the Twin Hills of Dorchester this beautiful morning? The fog has lifted, and the whole top is in view.

All.—No, your excellency, what standeth there?

General H.—As unpleasant a sight as ever my eyes rested upon. Come, use this spy-glass, gentlemen, and tell me what you see!

[All move to the door, and Lord Percy takes the glass.]

Lord P.—Rebel breastworks, as I live! And there is that man they call General Washington moving about among them and directing the labors of the men.

General H. [takes the glass]—And how complete it all looks! I do declare, those rebels have done more in a single night than my whole army could have accomplished in months. [All use the glass.]

General C.—It is easy to see now what the bombardment of yesterday meant. But we must never let them have their way. Surely you will order an attack on their works and drive them from their hill.

General H.—I wonder if it could be done! [A knock is heard at the door.] Enter! [A messenger from Admiral Schudam enters and salutes.] What bringest thou?

Messenger.—His honor, Admiral Schudam, com-

manding the British fleet in Boston harbor, sends greetings to your excellency, and advises you that the completion of the rebel forts on the Twin Hills of Dorchester will compel him to withdraw his ships from the inner harbor.

General H.—Return my regards to your distinguished admiral, and tell him an attempt will soon be made to dislodge the enemy from his strong position, and request him to hold his ships in readiness to co-operate in the attack.

Messenger.—I will do so, your excellency. [Salutes and retires.] [A second knock is heard, with a disturbance outside.]

General H.—Step outside, Major Musgrave, and see what this disturbance means. [Major Musgrave retires and then re-enters.]

Major M.—Three men are trying to pass the guard, who objects to their intrusion upon your excellency's time.

General H.—Let them come in. [Enter three Tories, wringing their hands and showing great distress.] Who are you, and why do you come here, disturbing the peace?

First Tory.—We represent the King's friends in Boston, and we come to ask you what can be done. The Continentals have taken possession of the hills in Dorchester, and will drive his majesty's gallant soldiers out of port.

General H.—Well, what of that? You won't have to go if you don't want to.

Second Tory.—But we do want to! We shouldn't dare to stay behind. And what will become of all our household goods?

General H.—I'm sure I don't know; there will be no room for them on the ships. But calm your fears. We

expect to drive the rebels from their hills and remain another ten months in this good city of Boston. So do you go home and prepare yourselves to give sturdy help in the hard fighting that is sure to come.

Third Tory.—Yes, your honor, and thank you kindly for your word of encouragement. [Exit Tories.]

General H.—I see, Lord Percy, there is but one thing to do! We must attack the forts, and I entrust to you this difficult and dangerous undertaking. Take 3,000 men and storm their works before this day draws to its close, and God grant it may not prove another Bunker Hill.

Lord P.—Thank you, my general. I am glad to be set to so honorable a task. I will hasten to gather my troops together. [Exit Lord Percy.]

[Exit all.]

Act III.

Headquarters of the Continental army, Cambridge. Time, March 9, 1776

[Enters General Washington with his aides, Generals Putnam, Greene, and Ward.]

General W.—Good morning, gentlemen. What news do you bring?

General P.—We come to inform your excellency that all goes well on the Twin Hills. General Thomas has not been idle. Even in the terrible storm of Tuesday, his men kept steadily at work. The redoubts are now completed, and enough cannon are in position to batter down the strongest walls stone masons ever reared.

General W.—Very good, my general, but what of the town and Howe's intentions?

General Ward.—I hear, your honor, that Howe has determined to withdraw his troops without further re-

(Continued on page 18.)

FOR MEMORIZING.

HONEST TOIL.

Every mason in the quarry, every builder on the shore,
Every chopper in the palm grove, every raftsmen at the
oar—

Hewing wood and drawing water, splitting stones and
cleaving sod—

All the dusty ranks of labor, in the regiment of God,
March together toward His triumph, do the task His
hands prepare:

Honest toil is holy service; faithful work is praise and
prayer.

—Henry van Dyke, in *Suggestion Magazine*.

THE ONE WITH A SONG.

The cloudmaker tells us the world is wrong,

And is bound in an evil fetter,

But the blue sky man comes bringing a song

Of hope that shall make it better;

And the toilers, hearing his voice, behold

The sign of a glad to-morrow,

Whose hands are heaped with the purest gold

Of which each heart may borrow.

—Nixon Waterman, in "In Merry Mood."

May every soul that touches thine,
Be it the slightest contact, get therefrom some good,
Some little grace, one kindly thought,
One inspiration yet unfelt, one bit of courage
For the darkening sky, one gleam of faith
To brave the thickening ills of life,
One glimpse of brighter sky beyond the gathering mist
To make this life worth while,
And heaven a surer heritage.

—The Outlook.

KEEP ON.

If the day looks kinder gloomy,

An' your chances kinder slim,

If the situation's puzzlin',

And the prospects awful grim,

An' perplexities keep pressin'

Till all hope is nearly gone,

Jus' bristle up, and grit your teeth,

An' keep on keepin' on.

—H. L. Bland.

GOVERN THE LIPS.

As they were palace doors, the king within,
Tranquil and fair and courteous be all words
Which from that presence win.

—Edwin Arnold.

O spirit of that early day,

So pure, and strong, and true,

Be with us in the narrow way

Our faithful fathers knew.

—Whittier.

Fair is the soul, rare is the soul
Who has kept, after youth is past,
All the art of the child, all the heart of the child,
Holding his faith at last!

—Gelett Burgess.

Be firm! One constant element in luck
Is genuine, solid, old, Teutonic pluck.

—Holmes.

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THINKING CONSEQUENCES.

Say what we may, there is really no other aim in teaching than thinking, and no other aim in thinking than character. We should, therefore, teach for thinking and think for character.

The character outcome of thinking is discrimination as to consequences. Consequences of acts, thoughts, and truths neglected or rejected, accepted and applied.

We are paying undue attention now to keenness of thought, to brightness, to vivacity, and these qualities are developed by not seeing into a thing but on to it. "Catch on" is the motto for brightness.

Smartness disregards consequences. A good joke must be launched, no matter who is hurt. A pun is not bright unless it has something of a sting in it. Champagne has a lot more snap in it than beef tea, but the consequences of the two differ radically. The man who takes the champagne doesn't care how he feels in the morning, while the man who takes beef tea is thinking chiefly of the next morning.

It is a bit stupid to ask about the consequences, but there is no character without asking just that question.

The beauty of modern science is the fact that it deals almost wholly with consequences. So with mathematics when you feel every minute that in the final result you must face the consequences of any carelessness, neglect, or ignorance. The best thing about athletics is the undeniable fact that a fellow cannot indulge appetite or passion without reaping the attendant disaster on the gridiron or diamond.

The best thing about agricultural teaching and the school garden is the fact that whatsoever one sows that shall he also reap, that there is all the difference in the world between planting tested seed

and haphazard seed, that care of soil, suppression and elimination of weeds all determine the consequences in the harvest.

Any thinking that does not ultimately take into account the consequences is weak and futile. And the higher the class of consequences the greater the effect on character. Teaching morality is not a matter of precept so much as of practice, practice all along the line, in thinking as well as in doing.

The patent office is the receptacle of hundreds of thousands of inventions, most of which lack the practical element of estimating the consequences of an application of their principle. There are multitudes of men of eminent learning, of extraordinary power of thought, theoretically, who are comparatively worthless members of society because they cannot apply their thought. They can link their chariot to a star, but not to earth.

A physician of comparatively slight professional training, provided he have thorough training in the fundamentals, may succeed where the most learned fail, by acquiring practical skill in estimating promptly and discriminatingly the effect of treatment. In the legal profession the same truth is verified by experience. In the ministry, in teaching, in literature, it is the same. The scholarly men for whom the world has no need console themselves with the fact that the world likes to be humbugged, and only humbugs succeed, but the fact remains that with insignificant exceptions the world wants men of brains, but of brains applied to real life.

The spider eats double quantity,—part for its life, and part for the purpose of spinning webs. When it ceases to spin, it ceases to eat, and dies eventually because it does not spin. Men with brains must feed their minds doubly well, for the sake of growth and of development, or the use of its knowledge and power for the world's enlightenment. Men who will not weave their thoughts into the network of daily life must be content with the mental dyspepsia which leads to uselessness and unhappiness.

ARRESTED DEVELOPMENT.—(III.)

A street bootblack, a hustling newsboy, any street gamin, street arab, or wharf rat is several times smarter at twelve than the son of a college president or the son of any other man of good inheritance and habits. President Eliot, the brightest of our school men, will do well not to test wit with an urchin who has put edge on his wit on the street strop. No boy in school and home can develop the keenness that comes from life in the street up to twelve years of age.

But development is arrested at about this point, and as a young man of eighteen or as a man of thirty he still has twelve-year-old wit, which was smart then, but is imbecile now.

Forty-nine-fiftieths of the paupers and beggars and seventeen-twentieths of the prisoners are specimens of arrested development. Most of the latter were prodigies of cleverness at twelve years of age.

Osler says, in fun or in earnest, that most men suffer arrested development at forty and all men at fifty. There is a prevalent notion that preacher and teacher are thus afflicted at the "dead line" of

fifty. And yet, no one would suggest that President Eliot, in the seventies, is anywhere near the threshold of arrested development.

John D. Rockefeller, minus hair and digestion, is not a safe proposition to attack in the business world on the assumption that he is afflicted in this way. Jacob Towne at ninety was president of fourteen boards of trustees of eminently important and prosperous corporations, and I have seen him, before breakfast, open all the mail that he knew to be important. Nine-tenths of the chief business and professional leadership of the United States has always been in the hands of men above fifty.

If a man can pass his fortieth birthday without arrested development he is fairly safe till he is sixty, and if he passes his fiftieth birthday in progressive, youthful vigor he is safe till he is seventy-five.

The trouble is that the wise ones know that it is coming on, fully ten years ahead of the collapse in the individual, as in the case of Spain and Russia.

There are more cases of arrested development under fifteen than between forty and fifty. It is not a question of age but of purpose and pluck.

Arrested development first shows itself in attitude towards problems. Spain's attitude toward her colonies, Russia's attitude toward all weaker peoples proved conclusively the arrest of national development.

PENNSYLVANIA PENSIONS.

"All teachers, principals, supervisors, and superintendents who have taught in the public schools for a period of not less than thirty years, twenty of which shall have been in the public schools of Pennsylvania, may be retired on an annuity equal to half the average salary received during the five years of employment immediately preceding such retirement, and this annuity shall not be less than \$200 nor more than \$600 in any one year."

This is the main provision of a bill drafted by the committee of seven from the Pennsylvania Teachers' Association for presentation to the next session of the Legislature. State Superintendent of Public Instruction Nathan C. Schaeffer meets with the committee in an advisory capacity. Among the other provisions of the bill are ones that require the proper certification of the eligibility of the teacher; the cessation of the annuity should the recipient be re-employed as a teacher; the restoration of the annuity when such employment ceases; the payment of the annuities on warrants drawn by the state superintendent of public instruction, and the setting aside of a sufficient sum out of the general school fund to carry out the provisions of the act. A strong legislative committee, headed by Superintendent Samuel Andrews of Pittsburg, will work for the bill at Harrisburg, and an educational campaign in its favor will be commenced at once in all parts of the state.

The committee which was appointed at Harrisburg October 12 is composed of C. H. Garwood, Pittsburg, chairman; Mrs. M. E. Bassett, Erie, secretary; Mary E. McClintock, Meadville; Mary McCormick, Indiana; Professor H. M. Ferren, Allegheny; Superintendent D. A. Harman, Hazle-

ton; Superintendent G. W. Moore, Chester, and Professor H. S. Fleck, Tyrone.

JAMES BRYCE'S APPOINTMENT.

The appointment of James Bryce as England's ambassador at Washington is easily the most interesting appointment from the American standpoint that has occurred for a generation. His books on America are by far the best that have been written by a foreigner in recent times, so that his knowledge of America and appreciation of our institutions are beyond dispute. Another incident in his career attracts our people to him. He is one of the few Englishmen who has ever declined the honor of being made a lord.

MARK TWAIN'S WIT.

It is claimed that Mark Twain has a plan to beat the copyright laws by re-issuing his books, with portions of his autobiography as extended footnotes. The New York Times has been given the entire plan of the humorist, who got the idea from Walter Scott's re-issue of his novels with commentaries. The copyright of "Innocents Abroad" will expire in 1910. If Mark Twain is alive, and if not, then his executive will take such portions of his voluminous autobiography as may be cognate to the text and print a portion of it as a footnote on every page. The same plan will be followed with other books as the copyrights expire.

IN SAN FRANCISCO IN 1908?

The National Educational Association, which was to have held its annual meeting in San Francisco last July, has again been invited to meet there in 1908, a letter to that effect having been mailed to Dr. Nathan C. Schaeffer, president of the association, by Rufus P. Jennings, chairman of the California committee, N. E. A. The letter written by Mr. Jennings was as follows:—

"Dear Sir: As the catastrophe of last April rendered it inexpedient to hold the meeting of the National Educational Association in San Francisco as had been previously arranged, and as it has been intimated to us that the association would be glad to meet here in 1908, the matter was brought up at a recent meeting of the California committee of the National Educational Association. At this meeting it was decided to extend, through you, to the National Educational Association, a cordial invitation to hold its meeting in 1908 in San Francisco.

"In extending this invitation the committee expresses the sincere hope that it will be accepted, and it believes that the session will be an unusually interesting one. Proper reception and accommodations for the thousands of people who will be attracted to this meeting are assured."

Of course it is too early to talk of the meeting in 1908. Neither Dr. Schaeffer nor his board of directors will have aught to do officially with the choice of the meeting place. They have had official troubles enough of their own, and besides no one can think of going to San Francisco until it is certain that hotels and halls will be adequate by July, 1908. The association can but recognize the

propriety and desirability of meeting there when it can be done advantageously, but it cannot go until it is ready to receive such a throng as will go there when the way is open.

BEST SCHOOL BOARD PLAN.

The school board of Boston has not a single sub-committee. The real business is no longer done behind closed doors, but in the full committee, invariably in the presence of representatives of every Boston newspaper. The superintendent is always present and has the right to enter discussions.

WHAT IS DONE FOR THE MOSELY TEACHERS.

Mr. Mosely does not pay as much as is generally supposed towards the expenses of the five hundred teachers, but it is all done through his effort and placing. He secured for the whole five hundred free transportation on the steamships coming and returning. He induced the school boards of England to continue their full salaries while they are away, so that they pay their own expenses while in America, and they have their salary with which to do it. The full salary feature is of the utmost importance. Just how the steamship companies came to grant free round-trip passage is not clear.

NEW YORK STATE TEACHERS INVESTIGATING THEIR FINANCIAL CONDITION.

The rise of the cost of the necessities of life has reduced the salaries of New York state teachers to such an extent that the State Teachers' Association has asked William McAndrew and his committee on finance to investigate. The two circulars just sent out well indicate to teachers and superintendents in other states the practical nature of the canvass.

"Your aid is requested in enabling the association to report the actual condition in which teachers are called upon to work. During the past eight years the cost of necessities of living has increased to such an extent that the teachers' dollar will purchase scarcely three-fifths of what it would buy in 1898. Our committee on the financial condition of New York state teachers should make a report at the annual meeting of the association at Syracuse, December 26 to 29. In order that this report may represent actual conditions you are earnestly requested to send to the chairman of the committee, Mr. William McAndrew, Washington Irving High School, 34½ East 11th street, New York, the enclosed blank, carefully filled out.

"William McAndrew, C. W. Bardeen, William L. Ettinger, John H. Haaren, Charles F. Wheelock, committee on financial condition of teachers."

W. H. Langdon, who was superintendent of schools in San Francisco up to December 31, 1905, was candidate for governor in November, 1906, and polled a heavy vote in all the cities. In San Francisco, Oakland, Los Angeles, Santa Barbara, San Diego, San Jose, he polled a handsome vote. More than 45,000 voted for the school master for governor.

Oakland teachers are in a fair way to have their salaries carried up to \$100 a month for a maximum

for the grade teachers. Oakland comes near leading the country all the time. It is a way that Superintendent J. W. McClymonds has of setting standards.

Principal William A. Wetzel of the Trenton high school has secured New Year messages for his students from more than a hundred persons, more or less prominent in various lines of life, and they make an interesting body of doctrine.

The least that can be said is that it is highly unfortunate that large numbers of children of the Hebrew race were kept from school on the Friday afternoon before Christmas when the exercises were in no sense religious.

Every Boston teacher can have one year in seven off on half pay, provided she will use it in travel or study, and the twenty-first year she does not need to travel or study. What city has a more tempting plan of that kind?

Matters in Morocco are at a crucial stage. An article on Tangier and Fez appeared in the Journal of August 17, 1905. An article on the Congo, in the issue of April 5, will bear re-reading now.

Fifty dollars a year increase for each of 3,000 teachers in Chicago is no more than just. A teacher who is not well worth the new salary should be bounced for incompetency.

It is a libel on San Francisco and her school officials to say that they have excluded the Japanese from the public schools. They have done nothing of the kind.

There is a plan to have a new charter for Chicago, educationally, inspired quite largely by the success of the Teachers' Federation during the past month.

State Superintendent Hyatt of California had the astonishing plurality of almost 70,000. He swept the state almost as clean as he did the convention.

Fifty dollars increase for three thousand teachers in Chicago is one of the notable events of the season. They are behind the procession now.

Within a few weeks 175,000 mill hands in New England have received an increase in wages. Let the good work go on.

Not one reason has ever been given for the taxing of college property that is not narrow, reactionary, and mossbackish.

Western Reserve University gets two gifts of \$100,000 each. Congratulations to President Thwing.

It may be well for some men to remember that the National University will not be laughed out of court.

Chicago employers gave their employees a total of half a million dollars in Christmas gifts.

THE WEEK IN REVIEW.

A WELCOME TO JAMES BRYCE.

The American public does not care much about the social or political intrigues which may have led to the abrupt recall of Sir Henry Mortimer Durand, British ambassador at Washington, but it will have a hearty welcome for James Bryce, scholar, statesman, and historian of America, who is to take his place. It will appreciate also the high compliment which is involved in detaching such a man as Mr. Bryce from his important post in the Liberal ministry as chief secretary for Ireland and sending him to this country as ambassador. Mr. Bryce's appointment should be especially grateful to Irish-Americans, for he has always been a supporter of home rule and helped to draft the second home rule bill. He is a personal friend of the President, and Englishmen who have been rather absurdly uneasy because of the warm personal relations existing between the President and the German ambassador at Washington should be relieved. Mr. Bryce is a splendid figure, in the full vigor of his powers, although he has nearly reached the Psalmist's limit of three-score and ten.

CONGRESS AFTER THE RECESS.

The two months which lie between the re-assembling of Congress after the holiday recess and the end of the session on March 4 promise to be more fruitful of debate than of legislation. The discussion of the President's action in the matter of the Negro battalion, which was opened by Senator Foraker before the recess, will go on in the Senate, probably with a good deal of bitterness. Some of the leading Democratic senators, it is reported, will come to the defence of the President; and if any votes are taken, they are likely to show some curious groupings. The unfortunate incident, whatever may be thought of the President's action regarding it, will undoubtedly deepen and intensify the race feeling which he so keenly deplores. Then there is the question of the Japanese at San Francisco, which may lead to sharp differences, not to mention that of Chinese labor on the isthmus, and other issues with large possibilities for debate.

THE FUEL SHORTAGE.

The shortage of fuel in the Northwest has been investigated by the Interstate Commerce Commission, with what results remains to be seen; and the President also has made it the subject of inquiry. Something has been done to relieve the situation, and at many points where the trouble was most serious the embargo has been lifted. But no good reason is discoverable for the inconvenience and suffering to which these communities have been subjected. The shortage of cars and the blockade of transportation which led up to the shortage of coal were not caused by any great natural upheaval nor even by any unusual weather conditions. All of the antecedent conditions were of the ordinary character, and such as should have been foreseen and provided for; and if the root of the trouble is a defect in the method of handling cars which al-

lows them to accumulate at certain points and delays their return to points where they are needed, a remedy cannot be too soon applied, even if it has to be done by legislation.

THE FAMINE IN CHINA.

The famine in China has attained such appalling proportions that President Roosevelt, in a proclamation, has very properly directed the attention of the American people to it and has asked for generous contributions of food and money, to be sent in charge of the American National Red Cross. After Congress re-assembles, the President will ask for authority to use our transports for carrying supplies of flour and other food to the famine districts. The famine is in the province of Kiangsu, and has been occasioned by floods which have put under water an area of 40,000 square miles, populated by 15,000,000 inhabitants. Over a large part of this area the houses of the people have been swept away, and the ground is covered with water, through which the hapless people must wade, knee-deep or waist-deep. Near Yangchow about 300,000 refugees are encamped, and outside of Nanking there are 30,000. The feeble government machinery is wholly inadequate to deal with such an emergency, and unless the outside nations pour in relief the people must die by the ten thousand.

FRANCE AND THE VATICAN.

The French government had no difficulty in passing its new religious law, amendatory of that of 1905. It went through the Chamber of Deputies by the overwhelming vote of 413 to 166, after a vehement speech by Premier Clemenceau. In certain respects the new law modifies the old, since it changes the provisions relating to "cultural associations" and makes it possible to continue public worship by complying with the simple requirements of the common law regarding public meetings. But, on the other hand, the new law provides for the immediate devolution to the civil authorities of church property, provided that it is held for purposes of worship, and it cuts off from government pensions priests who refuse to conform to the law. The Vatican likes the new law no better than the old, and has proclaimed its hostility to it. It has also protested to all governments to which it has accredited representatives against the conduct of the French government in expelling the papal representative at Paris and seizing his records.

AGAIN THE ASSASSIN IN RUSSIA.

The assassins have resumed their activity in Russia. Not all of them can aim well, but their purpose is unmistakable. A few days ago, a new attempt, one of a long series, was made upon the life of the cordially-hated Admiral Dubasoff, ex-governor-general of Moscow. One Terrorist fired seven shots at him, as he was walking in the palace garden, and, these failing, followed them with a bomb, which also failed, and as the admiral rose to his feet another Terrorist fired first a bomb and

DIRECTED HOME READING FOR GRADE IX.

BY RUTH B. ELLIOTT, MILTON, MASS.

In placing the following book list before the pupils of grade nine, the objects are to create a love for good literature, to help in laying the foundations for high school English, and to broaden the pupils' outlook upon life. The list was made after talking with the pupils and learning something of the books known by them.

It was requested that each month one book from a group be read. The pupils were also asked to make short, oral reports concerning the books read.

A number of books have been reported. In discussing these, the endeavor has been to lead pupils to see that in such books as "Silas Marner" the development of a character stands out most clearly, while "Ivanhoe" gives a series of historic pictures, and the books of which, perhaps, "The Gold Bug" is typical, are noted for the cleverness of plot. Every book, of course, requires a different kind of report.

I.

"Tom Brown's School Days," Hughes. "Polly Oliver's Problem," Wiggin. "Arthur Bonnicastle," Holland.

II.

"Leatherstocking," Cooper. "The Pilot," Cooper. "Last of the Mohicans," Cooper.

III.

"House of Seven Gables," Hawthorne. "Uncle Tom's Cabin," Stowe. "Little Women," Alcott.

IV.

"The Crisis," Churchill. "Rudder Grange," Stockton. "Being a Boy," Warner.

V.

"Window in Thrums," Barrie. "The Oregon Trail," Parkman. "The Lady of the Lake," Scott.

VI.

"Lives of the Hunted," Seton. "Wild Animals I Have Known," Seton. "Up From Slavery," Washington. "The Gold Bug," Poe.

VII.

"Innocents Abroad," Twain. "The Prince and the Pauper," Twain. "Conquest of Granada," Irving.

VIII.

"Ivanhoe," Scott. "Woodstock," Scott.

IX.

"Silas Marner," Eliot. "Mill on the Floss, Pt. I."—Eliot.

X.

"Oliver Twist," Dickens. "Nicholas Nickleby," Dickens. "Old Curiosity Shop," Dickens.
—Milton School Journal.

J. A. M., New York: I regard your Journal the best educational journal in the United States.

THE EVACUATION OF BOSTON.

[Continued from page 13.]

sistance. He realizes the impossibility of carrying the redoubts, now made strong by five days' work on them, and he will not risk the terrible loss of life that would certainly follow.

General W.—This is good news, indeed, and so, thanks to that March gale, we shall win a bloodless victory. But how impossible to have foreseen this happy result!

General G.—Indeed yes, your honor, and those were anxious moments, as we watched Lord Percy and his men struggling through the raging waters. I could think of nothing but Pharoah and his hosts overwhelmed in the Red Sea. But Percy ordered his boats back to land just in time to save his soldiers' lives.

General W.—And I think we may now feel certain that the God of Battles and of Storms is with us, and take heart for nobler ventures in the great work we have undertaken. But who comes here? [Enters Colonel Learned carrying a letter in his hand. He salutes.]

Colonel L.—I am Colonel Learned, of the Roxbury line!

General W.—And what brings you from that important post in these perilous times?

Colonel L.—Your excellency, three men came out of Boston last evening bearing a flag of truce and bringing this letter with them. It has no address, but I have thought your excellency could best decide upon its value and importance. [Hands the letter to the Chief, who opens and reads aloud.]

General W. [reading]—

Boston, March 8, 1776.

As his excellency General Howe is determined to leave the town with the troops under his command, a number of the respectable inhabitants of Boston, being very anxious for its preservation and safety, have applied to, and been assured by, his excellency that he has no intention of destroying the town unless the troops under his command are molested during their embarkation by the armed force without. If such an opposition should take place, we have the greatest reason to expect the town will be exposed to entire destruction. Our fears are quieted with regard to General Howe's intentions. We beg we may have some assurance that so dreadful a calamity may not be brought on by any measures from without.

As a testimony of the truth of the above, we have signed our names to this paper, and have, at the earnest entreaties of the inhabitants, solicited a flag of truce for this purpose.

(Signed)

John Scollay,
Thomas Marshall,
Timothy Newell,
Samuel Austin,
Selectmen of Boston.

You hear the letter, gentlemen. What action shall we take upon it?

General P.—Your excellency, it seems to me there is nothing to take action on. This letter does not come from Howe, and it does not bind him; therefore it cannot bind you.

General G.—And however much your wishes, general, may comport with those of the patriotic citizens of Boston, your action must be determined by the action of General Howe in withdrawing his troops.

General W.—You have given expression to my own thoughts, gentlemen, and with this reply we will send Colonel Learned back to his post. Tell your messengers that as this paper is unauthenticated, without address, and not obligatory upon General Howe, I shall feel obliged to take no notice of it. But unofficially you may assure the selectmen of Boston that I shall do

nothing to cause damage to the town, unless compelled thereto by offensive action on the part of General Howe. Give them to understand that I have great concern for the safety of Boston and its inhabitants. [Exit Colonel Learned.]

[Turning to his generals].—And now, my generals, I have little fear for the result. Still we will be prudent and watch. Do you go back to your commanders and keep a sharp lookout on the movements of the enemy. They must not escape and leave destruction behind them. Be ready to give full answer to any offensive action on their part, but hinder not in any way their peaceable embarking. I shall be with you as much as possible to direct and overlook, and may a redeemed and rescued Boston be the reward of these earnest labors. [Exit all.]

Act IV.

The Top of Dorchester Heights.

Time, Sunday, March 17, 1776. At sunrise.

[Tableau—Washington with his aides and soldiers in line of battle, watching the departure of the British with seventy-eight ships and transports.]

General W. (pointing in the direction of the fast-disappearing ships)—The enemy routed and Boston recovered!

[Close with the singing of "America" by the whole audience.]

THE CONNECTICUT SCHOOLMASTERS' CLUB.

In the state where Henry Barnard wrought mightily for public education and where Yale University for two centuries has disseminated the higher culture, we are not surprised to find the present-day schoolmen wide awake and abreast of the times. The state of Connecticut, which in Revolutionary days gave to General Washington and the country our beloved "Brother Jonathan," the state whose early constitution was so excellent that it served as the model for our national constitution, this state naturally in these latter days should furnish the country statesmanlike educators organized in a model schoolmasters' association.

The Connecticut Schoolmasters' Club, now five and "going on for" six, was organized June 1, 1901, in the Hartford high school. Its purpose, a broad one, was to serve in ways both social and educational. Its membership, open to all male teachers in the state, are asked to pay no dues, but instead—for two informal dinners each year, provided, of course, the individual member is present and dines. The dinners with their social and scholastic programs are held first in Hartford and then in New Haven, the two great social, commercial, and educational centres of Connecticut. The next meeting will be in Hartford about February 1, 1907. The present officers, who comprise the executive committee and are responsible for banquet and program arrangements, are President Marcus White, principal of the New Britain State normal school; vice-president, Charles H. Keyes, supervisor of schools of the south district, Hartford; and secretary-treasurer, William A. Wheatley, superintendent of schools of the townships of Fairfield and Branford.

Between seventy-five and one hundred representative schoolmen and their guests participate in the club's semi-annual gatherings. Besides the appetizing banquet, served in most approved style, there is always a feast of bright little speeches, delicious in the atmosphere of good fellowship, as well as a masterful address full of professional wisdom and inspiration by some noted educator, or instead a serious discussion of some timely theme by the members. These educational feasts are held in hotel parlors, public high schools, or college buildings, the last one being housed in no less auspicious a place than the reception room of the president of Yale University.

Not only have representative college professors, school principals, and superintendents from Connecticut and other states graced these occasions with their presence, but also the following editors and college presidents: Charles H. Clark of the Hartford Courant, Charles F. Chapin of the Waterbury American, and Colonel Norris G. Osborn of the New Haven Register, President George W. Smith of Trinity College, President Charles W. Eliot of Harvard, President Frank W. Gunsaulus of the Armour Institute of Chicago, President Charles D. McIver of the Greensboro, N. C., Industrial College, President Flavel S. Luther of Trinity College, President Arthur T. Hadley of Yale, and President W. O. Thompson of the Ohio State University.

The two fold purpose for which the club was organized is being accomplished successfully. The social gain has been not only a larger fellowship among the members themselves, but also a closer affiliation and a more sympathetic co-ordination of colleges and common schools. On the direct educational side there have been delivered before the members and their guests excellent addresses, rich in suggestion and inspiration, which, with other less formal utterances voiced at the club's gatherings, yes, and the very aims and ideals of the Connecticut schoolmasters, the press has kindly passed on to the public, the real masters of the educational situation. Last as an accomplishment but significant, there has also resulted directly and indirectly from the club's activities improved legislation for the public schools of the state. For the service rendered, for its present worth and standing, and for its future possibilities, may the Connecticut Schoolmasters' Club live long and be prosperous.

William A. Wheatley.

A TEACHERS' RETIREMENT FUND IN PHILADELPHIA.

Article I., Sec. 1. A retirement board shall be constituted, which shall have charge of securing funds and paying annuities to the teachers of the public schools in the city of Philadelphia.

Sec. 2. Contributors to a retirement fund, to be managed by the retirement board, shall be such teachers employed in the public schools of Philadelphia as shall agree to the provisions herein set forth. The words "teacher" and "teachers," as used throughout this plan, shall include all teachers and supervising officers connected with the department of instruction.

Sec. 3. The retirement board shall consist of five persons, as follows: The president of the board of public education, two other members of the board of education, appointed by the president; one member of the department of superintendence, chosen for two years by the teachers contributing to the fund, and one teacher not a member of the department of superintendence, chosen by the teachers contributing to the fund, first for one year and regularly thereafter for two years.

Sec. 4. The first election for choosing the teacher members of the retirement board shall be conducted by the Philadelphia Teachers' Association Committee on Retirement Funds. Each subsequent election shall be conducted by a committee which shall be appointed by the retirement board.

Article II., Sec. 1. Contributions for the support of the retirement fund shall be one per cent. of the salaries of contributors who have been ten years or less in service in the public schools of Philadelphia, and two per cent. of the salaries of contributors who have been more than ten years in the service of said schools; provided, however, that the maximum contribution from a teacher in any one year shall be fifty dollars.

Sec. 2. The amount provided for in section 1 of this article shall be supplemented by items in the annual es-

timates of appropriations furnished to the city councils by the board of public education, of \$50,000 for the year 1907, and for the years thereafter amounts equal at least to the amounts contributed by teachers (Article II., Section 1) during each preceding fiscal year from September 1 to August 31, unless financial conditions shall not warrant an appropriation in excess of \$50,000.

Article III., Sec. 1. Full annuities, given only after thirty years of service, twenty of which shall have been in the public schools of Philadelphia, shall be one-half the annual salary at the date of retirement; provided, however, that the minimum full annuity shall be \$400 and the maximum \$800. If, however, after the retirement fund shall have been administered one year it shall appear that the funds at the disposal of retirement board for the payment of full and partial annuities will permit an increase of the maximum annuity, such increase to an amount not exceeding \$1,000 may be made with the consent of the retirement board.

Sec. 2. Partial annuities, given on account of disability and for more than five and less than thirty years of service in the public schools of Philadelphia, shall be as many thirtieths of a full annuity as the teacher has served years in the public schools of the city.

Article IV., Sec. 1. No teacher shall be entitled to an annuity who shall not have contributed to the retirement fund an amount equal at least to twenty-five regular annual contributions. In case the teacher at the date of retirement has made less than twenty-five such contributions the amount necessary to make up the remaining number of contributions shall be based upon the salary of the teacher at the date of retirement. The payment of this amount may, at the discretion of the retirement board, be distributed over a term of years by making deductions from the annuity.

Sec. 2. Every annuitant who was a teacher in the public schools at the time the retirement fund becomes operative must have paid an amount equal at least to that which would have been contributed had the teacher become a contributor to the fund at the date of its establishment.

Sec. 3. Contributors may retire voluntarily on full annuity if they have reached the age of sixty years and have served thirty years, twenty of which shall have been in the public schools of Philadelphia.

Sec. 4. At the discretion of the retirement board, contributors physically or mentally incapacitated, who have served thirty years, twenty of which shall have been in the public schools of Philadelphia, may be retired on full annuity.

Sec. 5. No full annuity either for voluntary retirement or disability retirement shall be for a smaller amount than is fixed by article III., section 1, unless the funds at the disposal of the retirement board are insufficient to pay full annuities, in which case the board may make a pro rata deduction from all annuities.

Sec. 6. At the discretion of the retirement board, contributors physically or mentally incapacitated who have served less than thirty years and more than five years in the public schools of Philadelphia may be retired upon partial annuity. But a partial annuity shall cease on the recovery of the annuitant from disability, and provision shall be made for the re-admission of annuitants into service as teachers should they recover from the disability for which they were retired.

Sec. 7. Teachers dismissed for cause shall have refunded them without interest the amounts which they have contributed to the retirement fund.

Article V., Sec. 1. The administration of the retirement fund, according to this plan, shall begin January 1, 1907, provided it is jointly agreed to by 2,000 teachers and the board of public education, or as soon thereafter as it shall be so agreed to.

Sec. 2. The board of education shall require by its

by-laws and rules that teachers appointed after the date at which this plan becomes operative shall agree to its provisions as a condition of appointment.

SALARIES AT YALE AND HARVARD.

Some surprise has been felt at the report that the salaries of Yale professors, even with an increase of from \$3,000 to \$4,000 per year for thirty-five members of the faculty, are still about twenty-five per cent. lower than at Harvard. The comparison is inexact, but apparently it is not far from true, as Harvard professors under the new salary scale which went into effect in 1905 receive a minimum salary of \$4,000 on appointment, and the maximum, which many are receiving, is \$5,500. This applies to the "full professors" only, of whom there are approximately seventy-five in the departments under the faculty of arts and sciences. For associate professors, of whom there are only one or two, the minimum is \$3,500, and the maximum \$4,500. For assistant professors the minimum is \$2,500 and the maximum is \$3,000.

This scale of salaries was made possible by the Teachers' Endowment Fund of more than \$2,000,000, which was raised in 1904 and 1905 under the leadership of Bishop Lawrence. The express purpose of the fund was "to increase the salaries of teachers in Harvard College," and this was done, both by making numerous promotions which had been long delayed by lack of funds, and by putting into effect the new salary schedule, which increases the salary for every grade by \$500. A number of teachers thus benefited both by advancement in grade and by the higher salary of the grade attained.

No recent figures have been made public showing the proportion of the members of the faculty receiving different salaries within the prescribed schedule. The last figures published were contained in tables in the *Graduates' Magazine* in September of 1904, before the new schedule went into effect and when there were only fifty-three full professors in the faculty of arts and sciences instead of about seventy-five, as at present. The principal figures—omitting two or three odd amounts—were as follows: Receiving \$5,000, fourteen; \$4,500, nine; \$4,000, fifteen; \$3,500 ten; \$3,000, three. The average, "weighted" in proportion to the number receiving each figure, was \$4,200. Adding to this the general advance of \$500 for each grade, the average now is approximately \$4,700 for seventy-five full professors, as compared with \$4,000 now to be paid, according to reports, to thirty-five of the Yale faculty. This does not take into consideration any lower salaries paid at Yale. These figures would indicate a difference of about 17½ per cent. in averages; but the maximum of \$5,500 paid to about a fourth of the Harvard men makes the comparison in this respect more striking.

COLLEGE BOYS AS FARMERS.

The entire class of 1907 in the Agricultural College at Fort Collins, Colorado, has been engaged by H. E. Bullock, president of the Malleable Iron Company of Chicago, to go to work on his plantation in Old Mexico as managers of his various departments. Bullock's "farm" in Mexico is a remarkable one, fifty-four miles long, in a wonderfully fertile valley within shipping distance of the city of Mexico. The farm is well stocked, and two young men from the dairy school will have charge of a dairy with 1,000 cows. Two of the young men will go as hog experts, and over 1,000 hogs will be intrusted to their care. Bullock examined the machinery at the college for up-to-date farming, and will take several of the boys to do his farming by machinery. There are 40,000 acres to be irrigated on this ranch, a large portion of which is to be put into grain, and 130,000 acres of virgin soil is to be cultivated. Much of the work is to be done by traction engines and gang plows, such as are used at the college.

BOOK TABLE.

FIELD, LABORATORY, AND LIBRARY MANUAL IN PHYSICAL GEOGRAPHY. By Cary Thomas Wright, Teacher of Physical Geography, Redlands, Cal. Ginn & Co. Cloth. List price, \$1.00; mailing price, \$1.15.

This is a book with distinct features which can but appeal to both students and teachers, especially the fact that there are as many blank pages of extra good paper for notes. This adds materially to the value of the work. It is in the fullest sense a student's guide, with explicit instructions for reading and for work in laboratory and field. It contains seventy exercises adapted to the ability of students in high schools, normal schools, and academies, and is written in accord with the latest and best thought on the subject. Its aim is to direct pupils in their first attempts at scientific investigation and research. It leads them along naturally in their study of these phases of geography.

To prevent desultory reading and to avoid the disappointment of seeking without finding, all citations have been made definite, indicating to the pupil where he is to begin his reading and where to conclude it, and "special terms" have been introduced, which may serve as nuclei about which he may group the truths of the lesson.

It has been borne in mind that all "out of doors" is the real laboratory for the study of geography; but on the other hand, it has not been forgotten that the average traveler usually carries a guide book with maps. The ability to read a landscape correctly may be of primary importance; yet the ability to read a map correctly is invaluable. Therefore, much use has been made of the excellent and inexpensive maps of the geological survey, coast and geodetic survey, hydrographic office, weather bureau, at Washington.

This is the latest authentic information that has been put forth along these lines, and it is presented with the most modern methods and equipment.

FOOD MATERIALS AND THEIR ADULTERATIONS.

By Ellen H. Richards, Massachusetts Institute of Technology. Boston: Whitcomb & Barrows.

This is the third edition, carefully rewritten, of a highly useful book that has stood the test of twenty-two years' sale and use. The needs of the housewife and of the school have greatly changed in the past twenty years, notably in the past two years, and this edition meets all the new conditions. We cannot understand the slowness of young women to take up the study of chemistry after it has been made possible and they have been shown the practical advantage of such knowledge. Doubtless some such universal excitement as the country has just been through is needed to focus attention. All this agitation over the pure food law has come about because the buyer has not kept himself informed as to the methods of manufacture and because the impossible has been demanded. We are all suffering because thoughtless and ignorant women have demanded red berries, green pickles, bright catsup, and variegated candies, and have not even considered whether the results were possible without preservatives and coal tar dyes. It is, perhaps, an evidence of the ancient credulity persisting in the belief that science can work miracles. But it was to combat that idea with knowledge that this volume was written and is now rewritten. It seems incredible that intelligent women could have put upon their tables canned meats "largely corn meal" and not know the difference.

TALES FROM HERODOTUS. By H. L. Havell. Children's Favorite Classics. New York: Thomas Y. Crowell & Co. Illustrated. 290 pp. Price, 60 cents.

In presenting a series of stories for children based upon the great authors, poets, and historians, the publishers are doing a real service. This volume will make Herodotus a friend of many young people who otherwise would view him as a musty name, if, indeed, they heard of him at all. It was he who first told of Midas, the king whose touch turned everything to gold; of Croesus, the rich king who sought happiness; of the famous wars of the Persians against Greece, when Xerxes scourged the sea with whips, and brought so vast an army that they drank a river dry; and of how the little bands of Spartans and Greeks fought them and drove them back by land and sea, thus preserving the freedom of all Europe for ages to come. The present book is largely devoted to this Greek struggle for liberty, a theme which will never lose its fascination.

FIRST BOOK IN LATIN. By Alexander James Inglis, A. B., and Virgil Prettyman, Ph. D., both of the Horace Mann high school, New York. New York: The Macmillan Company. Cloth. 301 pp. Price, 60 cents.

Here we have a book of great value to the first-year Latin student, and with special reference to his reading of Caesar. From lesson XI. onward brief extracts from Caesar are added to relieve the monotony of mechanical effort. Conversational exercises based on the work of each section are a feature. There is a copious vocabulary of over six hundred and fifty words. Reviews and review lessons are not lost sight of. The general rules governing the Latin are given in the second appendix.

PREMIERES NOTIONS DE VOCABULAIRE ET DE LECTURE. By J. E. Pichon, principal of Modern School of Prague. England: Oxford University Press. Cloth. 120 pp. Price, 40 cents.

A bright and interesting French book with the first elements of grammar, giving lists of nouns, adjectives, verbs, and other parts of speech, and then showing their relationships in brief and pithy sentences for dictation and translation. The work is arranged by a master's hand; and must be of considerable service to any instructor in French in meeting his classes at the threshold of that study.

THROUGH SCANDINAVIA TO MOSCOW. With many illustrations and maps. By William Seymour Edwards. Cincinnati: The Robert Clark Company. Cloth. 237 pp. Price, \$1.50, net.

This is the most beautiful, readable, and reliable inexpensive book on Norway, Sweden, and European Russia that has been published. It is as fascinating as a novel, as reliable as history, and as beautiful as a collection of artistic photographs.

RIEHL'S DIE VIERZEHN NOTHELFFER. Edited by J. F. Louis Raschen of Lafayette College. 16mo. Cloth. 91 pp. Price, 25 cents.

THIERGEN'S AM DEUTSCHEN HERDE. Annotated by Professor S. W. Cutting, University of Chicago. 16mo. Cloth. 261 pp. Price, 50 cents.

HEINE'S POEMS. Selected and edited by Carl E. Egbert of University of Michigan. 16mo. Cloth. Portrait. 312 pp. Price, 60 cents. Boston: Ginn & Co.

The first of these three German texts is a story by one who knew how to write it with simplicity, vivacity, and humor. It deals with the adventures of an artist in medieval Germany. The editor adds to the text exercises for retranslation and conversation as well as a vocabulary. The second is a charming bit of description of Germany of to-day in letters by two German-Americans who are visiting the Fatherland, and who see its docks, cities, parliaments, schools, theatres, operas, and art museums, and tell of their sight-seeing in beautiful German. The book may well be used by intermediate classes. Heine's Poems contain one hundred and sixty-three selections from Germany's most popular bard. A lengthy introduction allows the student to come to an intimate acquaintance with Heine, while the annotations are arranged more on a literary than a grammatical basis, as the work is purposely planned for college students who have had at least two years in German. Some of the poems that Heine omitted from collections which he himself arranged are included in this work.

BOOKS RECEIVED.

"A Treatise on Rocks, Rock-Weathering and Soils." By George P. Merrill. Price, \$6.00.—"Songs for Schools." Compiled by Charles Herbert Farnsworth. Price, 60 cents. New York: The Macmillan Company.

"Plain Geometry." By Edward R. Robbins. Price, 75 cents. New York: American Book Company.

"Hugo's Quatre-Vingt-Treize." Edited by C. Fontaine.—"Sudermann's Teja." By R. Clyde Ford. Boston: D. C. Heath & Co.

"Old-Fashioned Rhymes and Poems." Selected by Mrs. Road-knight. New York: Longmans, Green & Co.

"Mary Kingwood's School." By Corinne Johnson.—"Simple Experiments in Physics." By John F. Woodhull and M. B. Van Arsdale. Price, 65 cents.—"Composition in the Elementary Schools." By Joseph S. Taylor.—"Little Talks on School Management." By R. N. Saunders.—"Hints and Helps from many School-rooms." Arranged by C. S. Griffin. New York: A. S. Barnes & Co.

"The Cloak-room Thief and Other Stories about Schools."—"Reading for Training Classes." By Rose M. Libby.—"School Administration." By John T. Prince. Price, \$1.25. Syracuse, N. Y.: C. W. Bardeen.

"Petite Phonétique Comparée Des Principales Langues Européennes." By Paul Passy. Leipzig: B. G. Teubner.

"Humorous Monologues." Price, 25 cents.—"Tableaux and See

nic Readings." Price, 25 cents. Chicago: T. S. Denison.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

January 12, 1907: New England Association of Penmanship Supervisors, Boston.

February 5-6: Pennsylvania State Educational Association, Department of City and Borough Superintendence, Harrisburg.

February 26-27-28: Department of Superintendence, N. E. A., Chicago.

April, 1907: Eastern Commercial Teachers' Association, Boston.

July 1-2-3-4: American Institute of Instruction, Montreal.

NEW ENGLAND STATES.**MAINE.**

AUGUSTA. The mid-winter meeting of the State Federation of Women's Clubs will be given up largely to a discussion of public school issues. It will be held at the State House the week of January 21.

LEWISTON. Miss Elizabeth Hall has resigned the principalship of the Lewiston Training school, to accept a position as primary supervisor at Schenectady, N. Y. This change takes effect January 1, 1907. Adelaide V. Finch, who went from Lewiston to the Waterbury (Conn.) Training school the fall of 1900, has been elected to the vacancy. So far the present year Miss Finch has been taking work at the School of Pedagogy, University of New York. Miss Hall's withdrawal from Maine is felt to be a distinct loss, not only among school officials, but also in social circles, where she had become very favorably known in her six years' work. She is a woman of strong personality and of unusual adaptability to the "need at hand."

MASSACHUSETTS.

BARRE. The school committees of the towns of Barre, Hardwick, and Petersham have chosen O. A. Tower of Ashfield as superintendent of schools, to fill the unexpired term caused by Mr. Warren's resignation. He will reside in Petersham.

BOSTON. Charles H. Morse, head master of the Rindge Manual Training school of Cambridge, has been chosen secretary of the commission on industrial education.

The next meeting of the Teachers' Geography Club will be held at the Horace Mann schoolhouse, 178 Newbury street, Boston, January 9 at 7.45 o'clock. Miss Patterson will speak on "The Connecticut from Source to Mouth," with emphasis on the flood plain areas as factors in the settlement and development of the region. The talk will be well illustrated by pictures and special maps, and, through the courtesy of the Boston & Maine railroad, by many large views.

The New England Association of Penmanship Supervisors will meet at 100 Boylston street, room 1021, January 12 at 10 o'clock a. m. The fol-

lowing program has been arranged: "The Advantages of Arm Movement Writing," R. A. Stevens; discussion, C. E. Doner; "How to Teach the Arm Movement," J. C. Moody; discussion, Miss Schubarth; "How to Secure Arm Movement in All Written Work," Harry Houston; discussion, F. W. Martin.

WILBRAHAM. Rev. Dr. William Rice Newhall, who resigned last summer as principal of Wesleyan Academy at Wilbraham, but consented to remain for a time, at the urgent request of the trustees, will be relieved on April 1, the trustees having elected Rev. Dr. Charles M. Melden of Providence, R. I., to the principalship. Dr. Melden is well equipped to take up the work at Wilbraham, having had a number of years' experience in administrative work at a large institution in the South.

SPRINGFIELD. George H. Danforth of Westfield, for six years superintendent of schools in Greenfield, and for the ten preceding years holding the same position in the Westfield schools, dropped dead in the Union station, Springfield, December 18. Mr. Danforth was a graduate of Dartmouth College, and taught school for a number of years. Before going into the superintendency, he was principal of the Adams grammar school in Quincy. For four years previous to going to Westfield, he was superintendent of the Walpole schools. He was the first superintendent of schools in Westfield, and began his work there in the fall of 1889. He remained in Westfield ten years, and then went to Greenfield.

DANVERS. The school committee has elected Arthur J. Collins as superintendent of schools, his term to expire June 1, 1907, the salary being \$1,600 for the year. Since last March there has been a deadlock in the committee over the choice of a superintendent, three members contending that Mr. Collins held the position until his successor was elected.

MIDDLE ATLANTIC STATES.**MARYLAND.**

The Association of School Commissioners and County Superintendents of Maryland, in their annual meeting in Baltimore, elected the following officers for the ensuing year: President, A. C. Willison; first vice-president, Charles H. Stanley; second vice-president, George O. Gary; secretary, William B. Beckwith; treasurer, Charles F. Wright.

CENTRAL STATES.**ILLINOIS.**

CHICAGO. The Principals' Association has elected the following officers for the year: President, Edward C. Rosseter, Medill high school; vice-president, Gertrude E. English, Farren school; secretary, Mary E. Tobin, Hammond school; treasurer, Clarence O. Scudder, Morris school; finance committee, James E. Armstrong, William J. Bartholt, A. Esther Butts, Harriet Winchell, and Wash D. Smyser.

The vote in the board of education in passing the "anti-merit bill" was as follows: Yeas, Kuflewski, Miss Addams, Dr. De Bey, Mills, Angsten, Guerin, O'Ryan, Harding, Robins,

Post, Sonstebly, Ritter, Nays, Hayes, White, Spiegel, Duddleston, Sethness, Absent, Chavatal, Weil, Mrs. Keough, Mrs. Blaine.

The full text of the Jane Addams plan is as follows:—

"Resolved, that it be the duty of the superintending force, including principals, to encourage continued professional investigation and study by teachers and to aid them by consultation and advice in the selection of the subjects best calculated to promote their efficiency as teachers, and

"Resolved, that every teacher shall be deputed for one school afternoon weekly for ten weeks in alternate school years to pursue in the normal school or the normal extension department of said school, as part of his or her duties as a teacher and without loss of pay, such course or courses of investigation or study as he or she in consultation with his or her principal shall freely choose for the promotion of his or her proficiency as a teacher in the school service.

"Resolved, that an extra teacher be assigned to the respective schools to perform the schoolroom work of teachers deputed as hereinabove provided for and consequently absent, the services of such extra teacher when not employed in the schoolrooms to be utilized to relieve the principal of clerical work and in such other manner as may be specified by the superintendent of the board; and

"Provided, that teachers who have been in the service more than seven years and are reported 'efficient' by their respective principals in January, 1907, shall be regarded as having been favorably reported for the salary promotion; and provided, that the first report of all teachers who have been in the service seven years and no longer shall be made on or before March 31, 1907, and that the subsequent reports shall be made and completed annually thereafter as to all teachers then receiving the seventh year salary."

MISSOURI.

SPRINGFIELD. The Ozark Teachers' Association held a meeting December 22, which was largely attended. At this meeting President W. H. Lynch made an address to the assembly, in which he gave special attention to the new Springfield State Normal school. He said that the importance of this state institution to Southwest Missouri cannot be overestimated, and urged that every teacher in the association lend to the Normal his or her utmost support. The organization has heretofore been known as the Tri-County Teachers' Association, but it has outgrown that name now, and consequently a new one has been adopted. The association now embraces eight counties. The next meeting will be held January 26 next, in Cabool, the home of President Lynch. An extensive program is now being prepared for this occasion. The program December 22 was: Address of welcome, E. J. Knight; response, A. C. Bowman and N. R. England; "What the Rural Schools Need," John Boyd; "The Chief End to Education," J. T. Williams; "Why We Need County Supervision," C. H. McClure; "What the Small School Most Needs," C. H. Simmons; "Training for Citizenship," J. A. Hylton; "Some Primary Plans," Miss Mary Steger. The officers of the new association are: President,

Professor W. H. Lynch of Cabool; vice-president, Professor J. A. Hylton of Mansfield; secretary, Professor J. T. Williams of Mountain Grove; and treasurer, C. H. Simmons of Seymour. A large number of the teachers of the several counties were present at the meetings.

SOUTHWESTERN STATES.

CALIFORNIA.

BERKELEY. Citizens of Berkeley have voted to spend \$140,000 for the new Polytechnic school. The plans submitted call for several buildings, including a large assembly hall, a building for laboratories and science rooms, and minor work rooms in small buildings. The new buildings are to join the old by means of roofed corridors. The assembly hall is to be the central building of three large structures. The hall, with balcony, is calculated to seat 1,400 persons. The principal building designed for polytechnic instruction will contain many laboratories and classrooms, all designed after patterns that have been approved by experts in the field of polytechnic instruction.

COLORADO.

DENVER. The state again chooses Katherine L. Craig of Jefferson county as superintendent of public instruction. Miss Craig is a thoroughly trained college woman whose life has been devoted to the interests of public schools. Her parents were pioneers of Colorado. She was connected with the schools of Salt Lake city four years, and with the public schools of Denver several years preceding her election to this office in 1904. She is broad-minded, possesses a strong character, and has gained an enviable reputation among the educators and business people for her executive ability during her term of office. During the first year of her administration she thoroughly revised and annotated the school laws and decisions of the state, a much-needed work, as previous to this time the laws and decisions were disconnected and conflicting.

NORTHWESTERN STATES.

OREGON.

PORTLAND. The following are the officers of the State Association this year: President, Miss Aphia L. Dimick, Portland; first vice-president, R. F. Robinson, Portland; second vice-president, W. W. Wiley, Tillamook; secretary, G. W. Jones, Salem; treasurer, Caroline A. Barnes, Portland; executive committeeman, long term, J. W. Powers; executive committeeman, short term, P. L. Campbell, Eugene. Salem was selected as the next place of meeting.

PENDLETON. The State Teachers' Association of Eastern Oregon officers for the coming year were elected as follows: President, E. E. Bragg, school superintendent of Union county; vice-president, J. F. Smith, school superintendent of Baker county; secretary, H. J. Hockenberry of La Grande; treasurer, Mrs. Nellie G. Neill of La Grande; members of the executive committee, E. B. Conklin of Ontario, Frank K. Welles of Pendleton, J. A. Churchill of Baker City, and Omen Bishop of Union.



Dustless Schoolrooms

The gravity of the dust question as applied to our schoolrooms is such that we cannot afford to ignore its significance. While great attention has been given to ventilation, very little has been given to dust.

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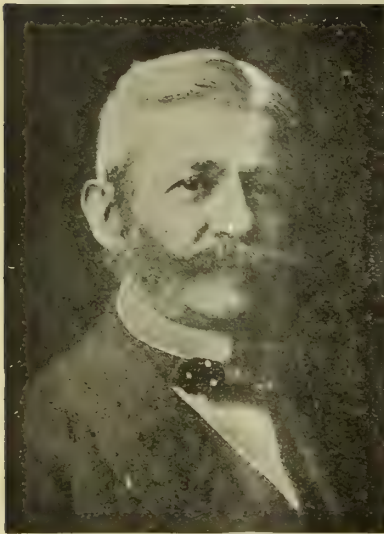
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THE WEEK IN REVIEW.

(Continued from page 17.)

then three revolver shots at him. But the admiral was only slightly wounded, and both of the would-be assassins were captured. Count Ignatieff, who was once talked of as a possible dictator, and who is bitterly hated as the reputed author of the drum-head court martials by which so many Terrorists have been summarily executed recently, was the next victim of the assassins. He was shot and killed at Tver December 22 by a man wearing the garb of a workingman, who vainly tried to escape capture by suicide.

UNIVERSAL SUFFRAGE IN AUSTRIA.

The opening of 1906 saw Austria involved in an internal struggle of so intense a factional character as to threaten the very foundations of the empire. The opening of 1907 marks the introduction of one of the most liberal constitutions in Europe, so far as the qualifications for the suffrage are concerned. Henceforth every male Austrian over the age of twenty-four, without regard to his station or his property, will have the right to vote; he will cast a secret ballot; and the iniquities of the plural vote for privileged classes will be done away. The extent of the change thus brought about will be realized when it is remembered that, of the members of the Diet hitherto, 425 in all, 85 were elected by about 5,000 land-owners, 21 by chambers of commerce, 118 by tax-paying urban voters, and 129 by tax-paying rural voters, and only 72 by a general electorate of more than 5,000,000.

Mrs. Winslow's "Soothing Syrup" has been used over fifty years by mothers for their children while teething, with perfect success. It soothes the child, softens the gums, allays all pain, cures wind colic, regulates the bowels, and is the best remedy for diarrhoea, whether arising from teething or other causes, and is for sale by druggists in every part of the world. Be sure to ask for Mrs. Winslow's Soothing Syrup. Twenty-five cents a bottle.

The Five Years Program of the Tokyo Municipality in the Matter of Education.

BY WALTER J. BALLARD.

With a view to the increase and repair of primary schools in the city, the capital of 5,000,000 yen is to be allowed for the space of five years by the municipality. According to this scheme, this sum of money is to be liquidated within the fifteen years from the date that such an allowance is granted. The municipality, on the other hand, may have to float a loan in order to raise the sum of money required. The program for scheme is stated as follows: "According to the statistical investigations made at the end of May of this year, the total number of children who have reached the school age was 165,080, and the percentage of increase was 94.71 per cent. The present number of those who are attending schools is 87,970 in the primary and 33,497 in the higher departments. In order to house this vast number of children, in addition to governmental schools there are 112 schools established by the municipality, and the number of students is 93,087. These figures are taken from reports of the present condition of the co-educational schools for younger children, and if boys and girls are to be separated we shall have to build a larger number of school buildings. When all is told, there are 31,013 children who are utterly deprived of the benefit of school education because of the want of proper buildings. The municipal education of these children will be provided for if we can re-build forty-one schools and add forty-eight new ones for the coming five years. The expenses needed for this would be about 920,000 yen for buildings and 360,000 for the extension of grounds, 410,000 for finishing buildings now under construction, and 250,000 yen in round numbers for the building of new schools. The total amount of expenses will be 4,200,000 yen in liquidating this sum for five years, the sum of 840,000 will be required per year, and when this sum is ap-

portioned to fifteen wards in the city of Tokyo the burden of each ward will be 56,000 yen per year."

Teaching—The Underpaid Profession.

"The most underrated and underpaid profession we have in the United States," is the way a writer in the New York Times characterizes teaching. All the world knows that women constitute the vast majority of public school teachers. Former United States Commissioner of Labor Carroll D. Wright says: "The lack of direct political influence constitutes a powerful reason why women's wages have been kept at a minimum," and it seems significant that in the four states where women have the same political rights as men, men and women teachers are paid alike for equal work.

E. J. H.

Education in Spain.

According to Daily Consular and Trade Reports, the desire for education is rapidly developing in all Spain, except perhaps in the province of Andalusia. The Spanish press warmly approves the announced intention of the government to establish 5,000 more schools. The need is apparent. In Spain only 11.84 out of each 100 inhabitants attend school, against 23.2 in the United States. Other countries rank as follows: Switzerland, 21.39; England, 17.45; Germany, 19; Austria, 15.2; France, 14.37. The Spanish schools have only one teacher for each eighty-four children, while the United States has one for each thirty-six.—New York Sun.

Mark Twain says that some years ago, when in the South, he met an old colored man who claimed he knew George Washington.

"I asked him," relates the humorist, "if he was on the boat when George Washington crossed the Delaware, and he instantly replied:—

"'Lor, massa, I steered dat boat.'"

"'Well,' said I, 'do you remember when George took the hack at the cherry tree?'"

"He looked worried for a minute, and then with a beaming face, 'I drove that hack.'"

Championship Gold Medals.

1. Pitman's Journal offers a solid Gold Medal, value One Hundred and Fifty Dollars (\$150), to be held as an Isaac Pitman Shorthand Championship Trophy carrying the title of championship for the year. This championship medal will have to be wrested from the holder from year to year.

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this medal bears a life-like reproduction of the head of the late Sir Isaac Pitman, and it is worthy of note that the design and dies were cut by Mr. Allan Wyon, F. S. A., Medallist to His Majesty King Edward. These medals, which are made of 18 and 22 carat gold and hand carved, are on view at the office of Pitman's Journal, 31 Union square, New York.

The competition will be open to all writers of the Isaac Pitman system who have commenced the study of the system within the limits of the continent of North America and adjacent islands. Competitors must be residents of this territory for at least one year prior to the date of the competition. There is no limit as to age, sex, or color.

The first competition will be held at Boston, Mass., Saturday, March 30, 1907, in connection with the annual meeting of the Eastern Commercial Teachers' Association, at which other shorthand speed trophies will be competed for, viz., the Miner Gold Medal (now held by an Isaac Pitman writer and open to the shorthand writers of any system of less than ten years' experience) and the Eagan Silver Challenge Cup, open to all shorthand writers without restriction. Candidates for the Isaac Pitman Gold Medals must enter their names with Isaac Pitman & Sons, 31 Union square, New York city, at least one month before the date of the Boston meeting.

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proposed to conduct a separate test for the Isaac Pitman Medals. All Isaac Pitman writers contesting for our medals will have to compete in either the Miner Medal or Eagan Cup tests at Boston, and whichever Isaac Pitman writer stands highest [see general conditions on page 12 of the June issue of Pitman's Journal] will be awarded our medals by way of a bonus, whether he wins any other event or not. The object of the editor of Pitman's Journal in offering the medals is to induce Isaac Pitman writers to enter for the Miner Medal and Eagan Cup.

Varieties.

AN OLD-TIME REMEDY.

When the world seems full of trouble,

And you feel you'd like to swear;
When you see no silver lining

To your black cloud of despair;
When you look and feel disheartened,

When you're full of bluest blues,
Beat it home and hunt the feathers—

Take a
good
old
snooze.

When you feel that you've been handed

A big lemon all around;

When your throat gives forth a grumble

Ev'ry time it makes a sound;

When with discontent you're teeming

From hat down to your shoes,
Beat it home and hunt the feathers—

Take a
good
old
snooze.

—Denver Post.

A WELCOME CALLER.

"I hope you will stay

For the rest of the day,"

Said little Miss May

To a caller. The caller said: "Thank you;

That's sweet of you, dear.

Are you glad that I'm here?"

"You bet that I'm glad!

'Fore you came I was bad,

An' mamma got mad,

An' said: 'When she goes I shall spank you.'

—Cleveland Leader.

It is told that a grandfather, well known in the English House of Commons, was chatting amicably with his little grand-daughter, who was snugly ensconced on his knee. "What makes your hair so white, grandpa?" the little miss queried. "I am very old, my dear. I was in the ark," replied his lordship, with a

painful disregard of the truth. "Oh! Are you Noah?" "No." Are you Shem, then?" "No, I am not Shem." "Are you Ham?" "No." "Then," said the little one, who was fast nearing the limit of her Biblical knowledge, "you must be Japhet." A negative reply was given to this query, also; for the old gentleman inwardly wondered what the outcome would be. "But, grandpa, if you are not Noah or Shem or Ham or Japhet, you must be a beast!"

A SHINING LIGHT ON HIS MEMORY.

"My vord, fardher—vhère did you git dat peautiful diamond pin? Vos it left you in der vill of Uncle Isaac?"

"Vell, it vus der same ting. He left fifty pound for a funeral and fifty for a memorial stone—and dis is der stone."—The Bystander.

A THREAT.

Said the kettle to the fire,

"If you so excite my ire,

Beyond a doubt

When the people come to tea,

Right before the company,

I'll put you out."

—John B. Tabb, in Youth.

'Tis not the house, and not the dress,
That makes the saint or sinner;
To see the spider sit and spin,
Shut with her webs of silver in,
You'd never, never, never guess
The way she gets her dinner.

—Alice Cary.

A little girl whose parents had recently moved from country to town, and who is now enjoying her first experience in living in a street, said: "This is a very queer place. Next door is fastened to our house." Her younger brother added his impression by declaring, "I like to live where the sidewalks have edges."

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THE MAGAZINES.

—If the January number of the Atlantic Monthly is any indication of what may be expected from "the grand old magazine" during its coming jubilee year, there is a feast in store for its readers. The issue opens very fittingly with a genial and witty discourse from the editorial pen on "Turning the Old Leaves." Certainly the Atlantic has a past to be proud of; yet one of its distinctions is the directness with which it faces the issues of the present day. Nothing, for example, could be more timely than an article by James A. Le Roy upon "Japan and the Philippine Islands." Most opportune, also, is an article by Hon. Francis C. Lowell on "Mutual Life Insurance," in which he analyzes the fundamental defects of the present system and proposes a rational scheme of reconstruction. An eloquent paper by E. A. Ross, entitled "The Criminaloid," is equally certain to attract wide attention. May Sinclair's new novel, "The Helpmate," takes rank at once among the important novels of the year,—bold in conception, and executed with all the insight and skill of its author's maturing genius. Edith Wharton continues her fascinating account of "A Motor Flight Through France." There are stories by S. Carleton, Elizabeth R. Pennell, and Mary Heaton Vorse. Mary Moss reviews the new novels; W. A. Gill writes on "The Nude in Autobiography"; and A. S. Pier on "Brawn and Character." R. W. Gilder, Charlotte Wilson, and T. Sturge Moore contribute poems.

—The new editors of the American Magazine are making good. Their periodical grows better every month. The January number is excellent. Ray Stannard Baker leads off with a description of an extraordinary experiment in brotherhood now being conducted in America—the Theosophical Institution at Point Loma, Cal. William Allen White, the famous Emporia (Kansas) editor and novelist, compares Emporia and New York City. Of course the article is compact of wit and wisdom. Ida M. Tarbell, proceeding with her story, "The Tariff in Our Times," tells about the outbreak of protectionism that followed the Civil War. Washington Gladden, writing of "The Negro Crisis," suggests that the separation of whites from blacks may become necessary. F. Marion Crawford begins a new serial, "Arethusa, a Princess in Slavery," a love story of old Constantinople. Two editorial announcements of importance are made. One is of a series of articles, "We and Our Servants," by Josephine Daskam Bacon, and the other is of a new series on the negro problem by Ray Stannard Baker, both to begin in February. David Grayson, in his autobiographical serial, "Adventures in Contentment," tells the best story he has yet related—the story of his conversion of a book agent. George Madden Martin, Marion Hill, and Lily A. Long contribute short stories.

BOSTON THEATRES.

KEITH'S THEATRE.

Houdini, "the Handcuff King," who mystified so many thousands of people during his phenomenal engagement at Keith's last season, will return to Boston next Monday for a limited engagement. The sensation caused by some of his achievements last winter will readily be recalled. He has been living up to his reputation ever since. Only recently, while in Detroit, he jumped into the river heavily shackled and when he came to the surface he had freed himself from all the handcuffs and chains that had held him. He will do a number of new feats during his stay at the Keith house in Boston. Providence is the only other city in New England in which he will appear this season. Another very attractive feature will be the presentation of a sketch by George Ade, "Marse Covington," by Edward J. Connelly and company. Mr. Connelly has a great reputation as a character actor and only recently resigned from the company at Weber's Music hall, New York, to go into vaudeville. Katie Barry, the clever English comedienne; the Hazardous Globe, the most sensational of all the cycle sensations; Clifford and Burke, two very proficient blackface comedians and dancers; the Baggensens, in a droll mixture of juggling and jests; Eleanor Dorel, a beautiful vocalist; Kingsley and Lewis in a breezy sketch; and Arthur Whitelaw, a witty Celtic humorist, will all be among the feature acts. Delphino and Delmora in musical drolleries; Les Larose's in a fine wire act; Jack and Bertha Rich, singers and dancers; Flemen and Miller, skitists; Sousa and Sloan, in a mixture of magic and mirth, and the kinetograph will complete the program.

AT THE RACES.

Upson—"I just won \$10 on a horse that didn't have any tail."

Downs—"I just lost \$10 on one that didn't have any head."—Detroit Free Press.

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"Some women," said Uncle Eben, according to a writer in the Washington Star, "not only wants their own way, but dey wants de privilege of blamin' deir husband's foh lettin' 'em have it if it don't turn out right."

A little girl, who was trying to tell a friend how absent-minded her grandpa was, said: "He walks around, thinking about nothing; and, when he remembers it, then forgets that what he thought of was something entirely different from what he wanted to remember."

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State Board of Education,
State House, Boston,
January 3, 1907.

EXAMINATION
OF

SCHOOL SUPERINTENDENTS.

A public examination of persons wishing to obtain the certificate of approval of the State Board of Education for the position of superintendent of schools in accordance with chapter 215, Acts of 1904, will be held in Room 15, State House, Boston, Friday, February 8, at 9:30 A. M.

Candidates must bring to the examination a certificate of moral character, and testimonials of scholarship and of experience in teaching or supervision. They will be examined in the school laws of Massachusetts and in the principles of school management and school supervision. Much weight will be given to successful experience in the supervision of elementary schools.

Persons intending to take this examination should notify the Secretary of the Board of Education, if they have not already done so.

GEORGE H. MARTIN,
Secretary.

JOURNAL OF EDUCATION.

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A. E. WINSHIP, Editor.

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WHAT THEY SAY.

SUPERINTENDENT C. L. CLAY, *Harvard, Mass.*,
Under all circumstances and conditions the school,
like a mirror, reflects the teacher.

SUPERINTENDENT C. F. CARROLL, *Rochester, N. Y.*:
The place of music in the public schools appears to
be secure. As a part of a complete training for
life it is unquestioned.

SUPERINTENDENT M. G. BRUMBAUGH, *Philadel-
phia*: Dropping out of school may be due to a
sated appetite, the result of bad nutrition in the
school below.

SUPERINTENDENT H. D. HERVEY, *Malden, Mass.*:
The library should be recognized as a very impor-
tant educational institution and the relations be-
tween it and the public schools should be regarded
as mutually interdependent.

SUPERINTENDENT W. H. ELSON, *Cleveland, Ohio*:
To conduct a lesson with skill, illuminating and en-
riching the treatment, gathering together all the
separate threads, setting out boldly the essentials
and clinching the fundamentals, is indeed a fine art.

ALFRED MOSELY, *Address at Cooper Union, N.
Y.*: I am convinced that the superiority of the
American engineers in South Africa was due to
your attention in education to stimulating the ini-
tiative, originality, imagination, and reasoning pow-
ers of your pupils.

SUPERINTENDENT GILMAN C. FISHER, *Danbury,
Ct.*: Germany's greatness, like Japan's, so far
as education has contributed to make her great, is
due to putting the whole boy to school and to doing
thorough work in everything, including the teach-
ing of the so-called fads—music, drawing, nature
study, physical culture, and manual training.

SUPERINTENDENT S. H. LAYTON, *Fostoria, O.*:
That teacher is not true to himself or his mission
who is not a wide-awake, active Christian. He
must be fired with the social purpose. He must
strive by all means to make the physical, civil, so-
cial, religious life of the next generation far sur-
pass that of the present. Let the spirit of the
Master prevail.

SUPERINTENDENT A. B. BLODGETT, *Syracuse,
N. Y.*: The schools are of and for the people,
and weaknesses can best be corrected and strength-
ened by just, honest, candid criticism, and sugges-
tion as to what to eliminate, what to retain, what to
modify, and still retain the broad foundation so es-
sential to the various demands made upon those ed-
ucated in the public schools.

THE DEMAND OF THE TIMES.

BY SUPERINTENDENT J. A. TORMEY, SPOKANE.

Our duty as educators demands that in addition
to noting carefully the changes and progress in the
work in which we are engaged, we also give our at-
tention to the great movements of society which
require re-adjustments in school facilities and mod-
ifications in methods of instruction to meet these
changed conditions.

One of the most important conditions demanding
our immediate attention is the re-organization of in-
dustries and society itself resulting from the wide-
spread application of mechanical power and the
consequent migration of our rural population to the
cities.

The sudden transition of our people from a rural
to an urban population is laying a burden upon our
public schools not realized by those who have not
given the subject careful study. Children whose
playground has become the crowded street with all
its influences for evil instead of the farm with its
wholesome surroundings, have suffered a distinct
educational loss which the modern school must
make good in order to prevent a permanent deterio-
ration in the quality of our citizenship. Not only
must the schools meet this changed condition when
it occurs, and counteract its evil effects by provid-
ing a curriculum suited to these changed conditions
of child life, but they must be on the alert to check
this great city-ward movement before it goes too
far by helping to make it possible to keep a larger
proportion of our rural boys and girls on the
farms. Skilled physicians often fight diseases by
causing counter irritations. Efficient teachers can
correct many social evils by creating counter at-
tractions of a more wholesome character. There
are in our country to-day thousands of abandoned
farms and thousands of cheerless rural homes for
the sole reason that the country school has done
nothing to counteract the effect of the false mirage
which the boys and girls of the country see over
every city.

Scientific agriculture, appreciation of the true
grandeur of life upon a well-managed and well-
equipped farm are subjects which should find a
place upon the program of every rural school. That
these subjects properly taught would do much to
rescue many a boy and girl from a life of oblivious
inefficiency in the city will be readily admitted.

Next to the effect of this transition from rural to
urban population in rendering the work of teaching
more difficult is the effect of our foreign immigra-
tion.

During the year 1905 over one hundred thousand
foreign children of school age landed upon our
shores. Fifty-four per cent. of these children were
of Italian birth, one-half of whom were illiterate in
their native tongue. While it is true that the prob-
lem of schooling these foreign children is at present
met chiefly by the large centres of population like
New York and Chicago, the time is fast approach-

ing when this addition to the inherent difficulty of teaching our youth will be felt by almost every school in our land.

The assimilation of our foreign elements and the correction of the evils which result from the rapid growth of our cities constitute a problem for our schools which promises to grow more difficult with the advancing years.

Add to this increasing difficulty the long list of new demands which our modern complex life makes upon the school and it will be seen that the teacher of our modern efficient school must possess qualifications very far above those of the teacher of even a generation ago, when the home life of the child provided adequate development for the eye, the hand, the body, and character, and asked that the teacher supply intellectual discipline only, which was amply provided by a simple course in the three "R's."

Our crowded curriculum and overworked teachers and pupils of to-day are simply the result of an honest effort of the school to meet the demands made upon it.

Life has gone higher. Preparation for life is a vastly more difficult task than in the recent past. Those who think the difficulties of the school can be met by a simplification of its course of study or a return to the three "R's" simply fail to recognize the real situation. Who thinks of advising the farmer of to-day to return to the sickle in order to avoid the mental strain required in managing his modern harvester? Does anyone seriously think that the students of medicine, law, or mechanics can meet the demands of the twentieth century in these lines by pursuing courses of a former generation?

The twentieth century demands that its schools shall afford preparation for life in the twentieth century, not in a former time. These demands can only be met by recognizing them and training our teachers to meet them.

The great weakness of our schools to-day is not that the courses of study contain too much, but that the teachers have not been trained sufficiently for their work. In many cases the teacher who has enjoyed no preparation except the meagre intellectual discipline afforded by the school of yesterday is expected to lead children through courses enriched by nature study, agriculture, manual training, drawing, calisthenics, music, etc. The result too often is useless worry and exhaustion for the teacher and confusion and discouragement for the pupils. This situation was ably illustrated at the last national meeting of city superintendents by citing the experience of the modern church which

purchased a magnificent pipe organ with the pneumatic action, its two thousand pipes and the necessary swells and stops, but failed to recognize the need of a new organist. Of course the results were disappointing, and there were those who urged a return to the simpler instrument. But it was found more practical to dispense with the old, poorly-prepared organist than the new pipe organ. The new instrument simply could not be operated by the feeble hands trained upon the old organ. It was incomplete and unsatisfactory until touched by the master hand trained upon the modern organ. Such is and will continue to be the experience of the new education. It will never give satisfactory results until administered by a master hand. But it is useless to cry out against it and attempt to return to the school of our fathers. The new school with its enriched curriculum and its complex machinery is as far above the old as the new pipe organ is above its predecessor. The community which once experiences its blessings will at once direct attention to the task of securing skilled hands to operate it. How can this be accomplished is the all-important question. The organist required for the new pipe organ commanded fifty dollars per week. His employment proved the greatest economy on the part of the congregation, for without him the expensive organ would have been a total loss. The new school cannot be conducted by cheap teachers of the old school. Salaries must be increased until the ablest men and women of every community can be commanded to serve as teachers. A sharp distinction must be made between efficient, professionally trained teachers and those who possess merely the ability to pass an intellectual test.

THE ADVERTISING OF EDUCATIONAL INSTITUTIONS.

BY ARTHUR BUMSTEAD, PH.D.,
Kansas City, Mo.

There are about 440 universities and colleges in the United States, controlling an annual income of over \$29,000,000, and giving instruction to some 180,000 students. This statement takes no account of the far more numerous private schools, academies, and seminaries of lower grade; yet the fact stands forth quite clearly that the conduct of this great educational system is a business proposition of no slight proportions.

And it is not a business proposition simply—this fact also must be held constantly in mind in the business conduct of every college and university. Not one of them could afford to set out upon an

And I will trust that he who heeds
The life that hides in mead and wold,
Who hangs yon alder's crimson beads,
And stains these mosses green and gold,
Will still, as he hath done, incline
His gracious care to me and mine.

—JOHN GREENLEAF WHITTIER.

advertising campaign the sole end and aim of which should be more students and more dollars. It would look too much like a lawyer drumming up new clients, or a physician engaged in the manufacture and sale of a nostrum.

Yet although our institutions of learning cannot afford to drift into commercialism, still, on the other hand, it would be suicidal for them to disregard fundamental business principles, or to expect to grow and thrive on philanthropy alone. They must maintain their business credit like any commercial house; they must invest their funds as discreetly as any trust company; they must keep abreast of the times in the quality of their instruction; and they must establish their reputations and assure their growth by judicious and persistent publicity. The business house or the educational institution which fails to do these things will sooner or later be driven to the wall.

There may be institutions which can show a long record of prosperity without any advertising campaigns of the usual sort; but a closer examination of their history will disclose, nevertheless, an actual publicity record, even if not of the bill-board kind.

In fact, it is right here that we find the essential difference between educational advertising and the ordinary forms of commercial advertising. In the very nature of the case the former must maintain a certain dignity not required in the latter; and where printer's ink and display type are less in evidence, the reputation of the institution is usually being built up among the substantial portions of the community by methods more quiet but not less effective.

In comparison with the total population, the student constituency of any of the higher institutions of learning must be very limited. The higher and more specialized the training offered the more limited does this constituency become, and the more extensive a territory must be drawn upon to supply it. Whereas a kindergarten or grammar school might easily gather all its pupils from the homes of a single village, a high-grade technical school would perhaps find it necessary to draw upon a dozen states to secure an equal enrollment. This principle holds true of any business proposition appealing not to the public as a whole, but to a special class constituency.

It is for each institution to determine in its own case whether it will be satisfied with a constituency largely local, or whether it must draw upon a more extensive territory to fill its lecture rooms. A definite policy in this matter is quite essential for any successful publicity campaign.

The general character of the constituency sought should also be a matter for careful consideration before any publicity campaign is undertaken. If tuition charges are high and the quality of the instruction offered is correspondingly good, the nature of the campaign will be very different from that of the more democratic and popular institution whose appeal is to the moderately-circumstanced young people of the middle class. Yet in any case, it would be poor policy for any institution to look merely at the pocket-book of the prospective student; and no school could long maintain its good

name whose students and graduates had nothing except their bank accounts in their favor.

The arguments against mere "general publicity" as an advertising policy are numerous; and of late they have been much exploited in certain quarters. However, it is a safe assertion that there is no business proposition that can derive greater benefit from general publicity than the educational institution. At the outset such publicity may seem to show very slight results; but as time passes the cumulative effect becomes tremendous. Witness the fame and reputation of any of the great universities, acquired through a venerable life extending through one, two, or ten centuries. Such a reputation becomes priceless; it permeates the civilized world and draws students like a magnet from the four corners of the earth.

Granting, then, that general publicity of a dignified sort is the key to the advertising situation for the educational proposition, it remains to consider the means by which this publicity may best be secured. In general the means are these: (1) The personal influence and efforts of instructors and graduates; (2) school and college publications issued by faculty and students; (3) the exploiting of academic news events in the public press.

These methods should be considered a little more in detail. As to the first, it is safe to say that the name and reputation of any school or college are in the hands of its faculty and alumni. The enterprising institution will not fail to make the most of its opportunities along this line by thorough organization and persistent effort. Professors and instructors must be given time and opportunity to keep themselves to a certain extent before the local or national public as the case may be. They must be encouraged to do lecture and teaching work outside of the institution, especially in summer schools and university-extension courses. They should be expected to appear from time to time as contributors to the press, and as writers for magazines and periodicals, if not as authors of books. They should also be known in the community in their civic and social capacities. It is poor economy on the part of any institution so to overload its instructors with routine work as to cut them off from these outside activities. The alumni should also be organized and made to feel that their connection with their alma mater still continues. Class reunions, alumni banquets, and local alumni associations should be fostered, and the resulting benefit to the institution will be incalculable.

As to school and college publications, the time is past when any educational institution can hope to maintain itself favorably in the public view without their aid. Some institutions think it best to confine their activities along this line to their student publications, which usually consist of a college daily, and some weekly and monthly magazines under the editorial control of the students themselves, with but little faculty supervision. This is a mistake, and one of the leading universities of the middle West has recently insisted with marked emphasis and success upon its publishing function as co-ordinate with its teaching function in the dissemination of learning. The resulting publicity is such as

could be gained in no other way; and this fact is gaining wider and wider recognition among leading institutions in their establishment of a university press for the publication of books, magazines, and pamphlets. It is only a question of time before the schools and seminaries of lower grade will see the need of taking the hint and will issue a regular official publication in addition to their annual catalog.

The third method of publicity, the exploiting of school and college news events in the public press, is one that should be followed up with system and persistence, and not left to run itself as is so often done. Few institutions fully realize their opportunities along this line. A football game or regatta is fully reported, and the public is interested; but herein only one side of the students' life is brought to view, and that not the most important side, nor the side which invariably attracts the most desirable class of students. There are numberless events connected with the life of any educational institution which might be turned into news, and which would serve to enhance the name and reputation of the school, if only served up for the public in an attractive manner. Reports of special lectures or classroom discussions; anecdotes of student life; the past history of the institution, as well as its plans for future development; the latest achievements and successes of individual graduates; besides papers on educational topics in general—all these ought to furnish an inexhaustible field for a good press agent with the right sort of news instinct, and he wouldn't need to be an ad-school graduate either.

A few institutions are beginning to see their opportunities in this matter; but the time is not far distant when the press agent or publicity manager will be as essential a member of the well-equipped academic staff as in the case of any enterprising railroad or manufacturing concern.

When we advertise an automobile, a typewriter, or an adding machine, we do not dilate upon their ornamental appearance or the length of time required for the assembling of all their various parts; we speak rather of the merits of the contrivances as workers of results.

Educational publicity should hold to the same principle and show up the institution advertised as an educator. The kind of education emphasized should be of the most attractive sort—not mere book learning, but the development of forceful and well-equipped men. Here is the key to the vast variety of motives which are to be appealed to among prospective students, according to the ideals of each. The records of successful graduates are the most convincing testimony that any institution can offer. Such records awaken ambition; they create a demand for the educational commodity. To create a demand in the field where none exists is now a well-recognized commercial principle; and enterprising educators will soon have to adopt it if they expect to make headway in the face of increasing competition. The business college and the correspondence school have already "gotten wise" in this matter; the colleges and preparatory schools have not yet acquired quite so keen an

eye. But competition is a very compelling force, and sometimes works surprising results within a very brief period.

OUR PUBLIC SCHOOLS.

[From the Hartford Courant.]

It is not in one of Governor Vardaman's speeches but in a leading editorial article in the New York Sun that we find the descendants of the old-time Negro slaves described as "inflated and misled by the worthless 'education' of the latter-day public schools."

Doubtless the public schools are not doing all for their pupils that they might do, and should do. In our American theory, they exist to give the boys and girls a right start towards useful manhood and womanhood. They are to be factories of good citizenship. Nothing should be suffered to interfere with that object, or divert attention from it. A multitude of the children are not going on to high school and college. They are to earn their daily bread with their hands. In their case the opportunities of the primary school and grammar school years are as precious as fleeting, and not an hour should run to waste. We rejoice in the rapidly growing recognition of the importance of manual training in the schools. We want to see as good schools of industry supplied for the white youth of the South as now exist at Hampton and Tuskegee for the Negro youth, and we'd be glad to see these schools of industry supplemented with high-grade technical schools of an excellence equal to any in the North. The sooner the many-millioned men who don't want to "die rich"—or to die too rich—get busy in that direction, the better. Meanwhile a good many of us think it would be well if our public schools—South and North alike—gave a more direct, systematic training in practical morals; if they found or made time also to give the coming citizens simple but clear instruction as to the kind of country they are growing up in, and the duties and obligations which the years are bringing them.

But the public schools as they are do a great deal more than teach the children to spell, read, write, do sums, etc. We don't undervalue that part of their activity. We greatly value the training the children get in self-denial and self-restraint, in obedience to lawful authority, in habits of orderly, assiduous application to the business in hand, in the punctual doing of the appointed task at the appointed time. If these things are not worth while, the people of this country have been given over for a long time back to strong delusion—a delusion the strength of which is measured by the millions of dollars they have cheerfully expended on their schools.

The young Negroes down South are inflated, Governor Vardaman and the Sun tell us; they give themselves airs on the strength of their schooling; they prefer the city to the farm, idleness to hard work; often they bring up in the jail or the penitentiary. We have heard no complaint of this kind—even from Governor Vardaman—about the young Negroes from Hampton and Tuskegee. In the case of many others, there is only too much truth in it; and pity 'tis 'tis true.

Are like spectacles quite unknown here at the North? Are there no white young men, recently boys in school, loafing on Northern city street corners and in peril of jail or penitentiary? Shall we, therefore, shut up the public schools? Shall we say that the public schools have been, from the beginning, a colossal mistake?

It was in his haste that the Psalmist called all men liars; and he was sorry for it afterwards. There is more than a suggestion of irreflective haste in the applying of such an epithet as "worthless" to such an institution as the American public school of 1906.

SHOULD A TEACHER BE MORE THAN A CLASS-ROOM INSTRUCTOR?

BY DANIEL W. HOFF, LAWRENCE, MASS.

Naturally we look to our college presidents, pedagogical instructors, or school superintendents to inform us as to just what a teacher should be. Nor is there a lack of useful opinions in this direction, so far as the pedagogical phases of the subject are concerned.

The teacher who never leaves the rut of routine classroom work misses the broad landscape of human activities through which his ever-deepening pathway leads. He fails to drink in the rich, invigorating atmosphere, laden with the pleasure-giving, profit-giving experiences of others, which so strengthens and invigorates that mental muscle essential to complete success.

The intelligence of a community is not all confined to the classroom; nor are text-books the only storehouses of useful information. A teacher should tap every available source of knowledge. He should be a habitual reader of books, other than those of a professional character. As he wishes to broaden his sphere of usefulness, so must his reading cover a wide range of subjects.

No teacher can afford to miss an instructive talk upon any subject. One gets so many choice bits of meat from such talks, which may contribute to his own specific subject. Nor must he deem unworthy of his consideration the man whose bread-winning vocation happens to be in some other field than his own. Here, in fact, is one of the most fruitful sources of information.

While religiously avoiding active participation in partisan politics, still, the wide-awake teacher should be sufficiently in touch with the great political and economic problems of the day to enable him to converse with some degree of intelligence upon their relative merits. Nor should he neglect any opportunity to lend moral support to any effort that gives promise of bettering the conditions of the community in which he lives. As a tree adds new growth at its circumference, so the growing teacher is constantly adding to his intellectual girth through the sympathetic contact with these external agencies.

If you are a fault-hunter you will be a fault-finder, though not necessarily a chronic grumbler, or if you seek the good points in production they, too, seem to group themselves for convenient detection.

A teacher should be an inspiration to his pupil.

His whole manner and bearing should constitute a moral force. This quality often has much more to do with his pupil's welfare than has his intellectual strength or pedagogical qualifications. Hence he should neglect no opportunity for strengthening the pupil's moral stamina. Show a boy that you really want to believe in him, that you expect much of him, and in most cases he will resolve to grow to your estimate of him.

A high school principal once said to me: "My first aim is to arouse a scholarly ambition on the part of my pupils." Once this ambition is well established the rest is comparatively easy—a guiding not a driving process.

The commercial instructor who, while teaching the science of accounts, fails to arouse in his pupils a sense of the importance of that true business integrity which should characterize his dealings with men, has but in part fulfilled his mission.

Even the manual training instructor can point a practical moral lesson in the care bestowed upon the hidden portions of a piece of work. It requires both more time and hardware properly to nail the shingles on a roof, for example, than to "slap them on," in the vernacular of the wood butcher, with one nail to a shingle, but he should be taught that he cannot afford thus to defraud his employer.

It is said of the late Marshall Field that he was not the wealthiest man in his state, only the heaviest tax-payer. His ideas of business integrity forbade even the too frequent practice of tax-dodging. Is it not worth a teacher's while, briefly, to contrast the business code of this merchant prince with that of the typical Wall street shark?

Is it not true, as we hark back to our own school days, that we give greater credit to the teacher who was able to inspire us with noble ambitions than to the one who was simply a thoroughly competent drill master? It must have been such a teacher that Moran had in mind when he wrote, "Inspiration is better than instruction."

The teacher who mingles with his boys while at play manifests a real interest in their sports, feels a genuine sympathy for, and wins the true confidence of his boys. Such a teacher is building for himself a monument of good-will and appreciation that shall be to him in his ripening years what Arnold's was to him at old Rugby.

If a man receives a big salary you say, and rightly so, "Lucky fellow!" Yet have you paused to reflect that there are pleasures that cannot be purchased with a Rockefeller's gold—yet which may be had without price through personal contact with the earnest, active, progressive, practical work-a-day thinkers to be found in every community?

Edward Everett says: "Man has three teachers—the schoolmaster, himself, his neighbor. The instruction of the first commences together; and long after the functions of the schoolmaster have been discharged, the duties of the last two go on together. And what they effect is vastly more important than the work of the teacher, if estimated by the amount of knowledge self-acquired, or caught by the collision or sympathy of other minds, compared with that which is directly imparted by the schoolmaster in the morning of life. In fact, what we learn at school and in college is but the

foundation of the great work of self-instruction with which the real education of life begins, when what is commonly called the education is finished." Apropos of this same idea Parton Hood writes: "Every accession man makes to his knowledge enlarges his power."

When a teacher learns that a pupil is about to terminate his school life, what higher service could he render the right sort of a boy than to seek a personal interview and to impress him with this same idea—self-improvement—and how he may solve the problem after he has passed out into the arena of active life.

A teacher should be unselfish. He should be willing to help others with no expectation of reward beyond that which comes through a consciousness of having added to the convenience, comfort, or happiness of another.

A teacher should be selfish. There are two types of selfishness. The one seeks personal advantage at the expense of, or regardless of the interests of others, the other is of that commendable sort which prompts one to make the most of self, to embrace every opportunity, and to employ every right means for self-improvement. With this latter sort of selfishness every teacher should be liberally endowed. Only a wanton waste of opportunities can prevent a teacher from adding to his mental storehouse an abundance of experience—the recollections which will amply provide against the inevitable rainy day of later years, enriching his resources both for pleasure and profit, when the day comes that he must yield to the coming generation the training of the young, as a bread-winning vocation. Then will his declining years be such in a physical sense only.

Every teacher should be an active, energetic member of some progressive organization of educators that shall be entirely distinct and apart from those already in vogue.

The public school teachers of America possess a power, which now lies dormant, which if roused would prove most potent in its possibilities for the uplifting of the profession and the betterment of the teacher's station as well as that of the pupil. This power should be roused from its lethargy to the point of action. Local, county, state, and national organizations should discuss such topics as universal medical and sanitary inspection of both private and public schools, pupils and school buildings; tenure of office, civil service, pay and pensions for teachers; suitable age limit for the first entrance of pupils to kindergartens or first primary grade, etc. Through the medium of their authorized representatives the proposed organizations should urge and facilitate legislation alike favorable to teacher and pupil. Under suitable legislation medical inspectors and boards of health might be empowered to condemn or restrict the use of improperly arranged buildings for school purposes.

I once heard a noted educator say that in his judgment every well-spent day at school had for the average pupil, in after life benefits, a money value of not less than \$5.00. A most deplorable feature of surrounding pupils with conditions which

AN OPEN LETTER.

Des Moines, Ia.

Dear Mr. Winship:—

It is a puzzle which I am not able to unravel. Occasionally I send you an article. Sometimes it goes into the paper and sometimes into the basket—but when I write you a letter I am pretty apt, as in this case, to find it in the Journal. See issue of November 22. I do not care particularly, but I do not like to pose as a "bird of evil omen." The world improves, although some of us get impatient at the slow progress of affairs. I well remember my first examination, just sixty years ago this month. It took the whole of Saturday evening and school was to begin the next Monday. How they did play "battledore and shuttlecock" with me, those two old farmer schoolmasters! They wound up by handing me an uncut goose-quill, and asking me to make a pen. Luckily I had in my vest pocket a white-handled penknife which I had purchased for that purpose. Then they handed me a sheet of paper and asked me to use my pen in setting a copy. So I wrote, "Command you may your mind from play." Eventually I got my certificate, and have it yet. Since that day I have had certificates and diplomas of greater or less value, but none that I earned as I did that. The blue ink is fading; the old farmers who signed it have been dead many years, but I mean to have that certificate framed and hung up in my library as evidence that once I knew something about the three "R's." Still we do not have to go back very far to get into the dark ages. It is not over sixty years since a Congregational minister said in my father's house in New Hampshire: "I have a little boy at home, only four years old; he is a loving, obedient child, who comes every night when he is ready for bed and says his prayers at his mother's knees,—yet, if he were to die to-night, I could have no hope of his salvation." That was a relic of the theology of Jonathan Edwards, which I hope cannot be duplicated to-day in all New England. I only cite this to show how much our religion has broadened in the last half-century. The only really discouraging outlook is in the decadence of home life. Still, with the aid of the press and the pulpit and the teacher, we shall yet solve that problem, and so bring back to the conscience of father and mother the divine impulse which attaches itself to parentage. It will yet be well with the children of America. I have attempted to analyze the letters which you are printing concerning the morals of school children. I think I recognize three distinct classes of teachers. First are those who look for evil traits, and of course they find them. I once heard a man who stands deservedly high in our ranks say in a meeting of the Educational Council: "Children are naturally savages. They steal plumes and ribbons and pencils; they rob each other's dinner pails, and they delight in causing pain to their mates." The teacher who believes that will act accordingly, and her pupils will respond to her thoughts of them. I do not doubt but that all they say of their schools is literally true. There is another class of teachers who answer your inquiries in a different spirit. They raise their hands in holy horror that

any one should suggest the existence of evil in the hearts of children. They profess to regard themselves insulted when you ask them to examine more closely into the exact status of affairs on the school grounds and in the places where children are wont to take secret councils with each other. These teachers have much yet to learn, and I fear they will not prove to be very apt scholars. They close their eyes when they ought to see; their ears when they ought to hear; and their lips when they ought to rebuke. The third class, and I hope by far the most numerous, is composed of those who love children, and who recognize the possibilities of childhood. They see that while human nature is human nature there will be occasion for restraint,

rebuke, or punishment, as well as for praise and reward; they are continually on their guard lest they fail of their duty in one direction as well as the other.

There seems to me to be this difference between the first and third class of teachers as I see them. The one is greatly disturbed over the evil acts themselves; the other is chiefly exercised over the spirit which prompts the evil actions. If I could visit their schools I should expect to find a corresponding diversity in the remedies which they devise and apply.

Yours truly,

Henry Sabin.

THE WORLD'S NERVE CENTRES.—(XXX.)

BY RALPH WARBURTON.

TEHERAN.

The cable despatches from Persia are carefully scanned at present not only by the diplomatic world but by the reading world as well, for they bring the tidings of the approaching death of the Shah, and the unsettlement naturally incident to such an event. For some time it has been known that the Shah has had an incurable disease, but of late he has failed so rapidly that it was deemed prudent to appoint his son as regent.

In one way it is a most inopportune moment for the Persian monarch to die. Unlike the Sultan of Turkey, the Shah has paid more than one visit to the European capitals, and was so deeply impressed by some features of Western rule that he proposed a change for the "Land of the Lion and the Sun" from absolutism to a constitutional government. There is to be a representative body, and a senate, half of which is to be appointed by the government, and the other half elected by the people. This important and liberal change was in process when the Shah fell ill, with his significant task still incomplete. Whether the Regent will be disposed to follow in his father's footsteps, and how far, only the future can disclose.

The politics of Persia has for many years interested deeply, and sometimes disturbed seriously, the chancelleries of Europe, especially those of Britain and Russia. Persia has been a "buffer state" between mid-Asian Russia and India. And a great game of diplomacy has been played at Teheran, Russia seeking to gain an influence there that will give her access to the Persian Gulf, and Britain endeavoring to block any such move because of the imminent danger to her possession of India. Up to the present Britain has successfully checkmated Russia's aims. But what may happen with a new Shah and a new and popular government remains to be seen. There is enough of uncertainty about the present situation to keep the rulers of Europe guessing.

Every schoolboy knows something of ancient Persia, and specially of her invasion of Greece, with its mortifying and complete defeats. The names of Cyrus, Darius, and Xerxes are household words. The civilization of Persia is older than that of

Rome, and the immortal colonnades of Persepolis were reared long before those of the Parthenon.

But it is not so well known that there is a modern Persia, that at least a remnant of the great ancient empire still exists, and is a vital power in Asia to-day. The Persia of to-day is more than twice as large as France, and Teheran is its capital.

Yet Teheran has been the capital but a hundred years. It was made the seat of government a century ago by Shah Mohammed Khan, the founder of the reigning dynasty of Khajars. Since it became the capital, it has come to be one of the most flourishing and most active cities of the East. To-day its population is close upon 200,000.

There is an old city with a wall about it, and known as the "City of plane trees," and a new city outside the old walls, and encompassed by earthworks, which is called the "European Quarters," because of its many European features. The Austrian, German, and Russian embassies are located in the old city, while those of England, France, Turkey, and the United States are in the new.

*No one has written more fully or more entertainingly about Teheran than S. G. W. Benjamin, United States minister for some time at the Persian court. According to him both the older and the newer city are interesting, the first because of its fascinating Oriental features; the latter because of its exquisite gardens, its charming avenues, its attractive residences, and its distant mountain prospects. Here one may hear the trill of the nightingale in the rose-bushes, the cooing of the turtle-dove, and the musical tinkle of fountains in the court areas around which the homes are built.

The city is built upon the great central plateau of Persia, about 3,800 feet above sea-level, and not far from the southern shore of the Caspian sea. The climate is very dry, and is peculiarly favorable to any one with pulmonary troubles. The winter is very short and moderate, the spring and autumn delightful, the summer hot with a temperature of from ninety-five to 110 degrees, but a heat so dry as to be easily endured.

Rain falls but scantily on the Persian table-lands except during the short winter. But the rest of the

ART TEACHING IN THE PRIMARY SCHOOL.—(IV.)

BY G. T. SPERRY,
Westfield [Mass.] Normal School.

DESIGN.

Each faculty of the mind is capable of cultivation and requires it for its fullest development. The faculty called "good taste" is no exception to this rule, and design is a means to this end.

again. Elemental ideas are gained, too, through the representation in clay and other handwork materials.

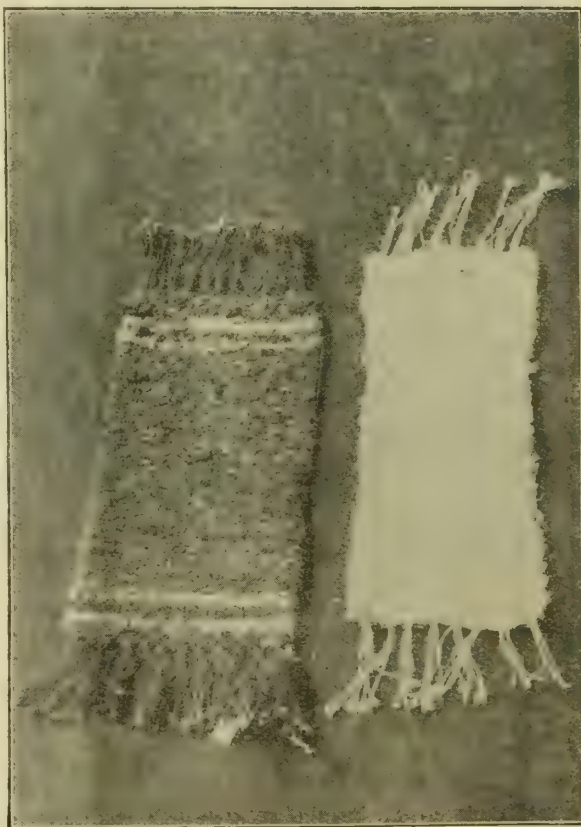
The teacher should see to it that this matter is attended to in other school subjects where it can be done without detracting from the first aim of the



A THIRD GRADE CLASS WEAVING.

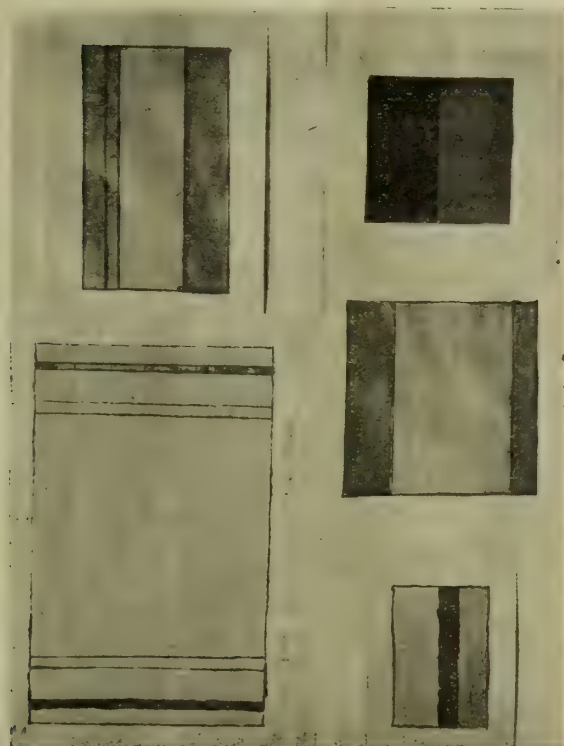
In the primary schools particularly the foundation is to be laid, but there is danger of too rapid building without a good foundation. Design looks big because it is given so many different names—pure design, decorative design, applied design, constructive design, composition in the flat and round, and so on to the end of the list. These all have one end, i. e., the ability to appreciate and to make beautiful things. Appreciation comes with knowledge. Ability to make comes after knowledge, or should; therefore our aim should be to teach the pupil that he may know what is beautiful and how to make everything he does beautiful, both as to use and appearance. If we do this we shall teach design, and all that it includes, by whatever name it is called. Let it be remembered that beauty is eminently consistent in all its parts, both as to the specific use, and to the adjustment of relationships. There is as much beauty in structure as there is in decoration, generally a great deal more, for decoration is very often entirely superfluous.

In constructive work, the beauty lies in the proportions of the whole, of the parts, and in the color scheme, which is really a matter of proportion, too. The article on color was intended to lay the foundation for the intelligent use of color in these designs. It will be seen also that by our placing all studies in representative drawing on paper suited to them in shape and size, the ideas of proportion and consistent form are taught and applied over and over



RUGS WITH SIMPLE BAND BORDERS NEAR THE ENDS.

exercise. For example: Let the paper upon which the spelling, number work, and the language exercise are written be of a size and shape to correspond with the mass of written material to be



ROMAN STRIPE PATTERN FOR GRADES II. AND III.

placed upon it. The spelling lesson will be long and narrow in its effect vertically. Make the paper so. The language lesson may be longer on the horizontal. Give the paper out in the general shape required. The teacher should be sure, also, that the paper is approximately of the right size as well as of the right shape.

There are two ways to teach proportion ideas. The first is by showing good examples in every way possible, both of the thing under consideration and of other things. The second is by some device that will at least keep this thought before the mind. The "Greek rule," so-called, is an important aid in holding the thought on this line.

Let us look in detail at a concrete example in design. If I am to make, say in grade three, a small woven rug for the doll house, what are my considerations? Clearly, first, the use. This resolves itself in my mind into the questions, "What is it for?" and "Of what material shall it be made?" The answers to these two questions, "A rug for the floor of a certain room in a certain house," and, "It shall be made of wool, cotton, or what-not, woven in simple 'canvas weave,'" give me the cue to all my work. The first answer modifies the shape and size—in fact, virtually determines them. Still if there is a chance to use discretion, I use my knowledge of the "Greek rule" in determining what is a pleasing oblong as to relative length and width.

The second answer governs the strength, thickness, pattern if any, and the other matters pertaining to the technique in the working out. These I think out carefully before I attempt teaching them as a class lesson.

The second consideration is as to beauty. If the rug is made of the most appropriate material and in the best possible proportion as to shape, pattern, and color, it is beautiful, so the second consideration is intimately associated with and truly a part of the first.

How shall I determine the pattern if there is to be one, and where shall it be placed? A rug is generally oblong because of the shape of the place it is to occupy on the floor. On our simple looms we construct the long way. This confines the problem of pattern to either a simple band at each end or to some very simple stripe either entirely or part way across the rug. The pattern part way across is done by breaking or hiding the thread in passing the wool back and forth. Suppose I decide on the bands. Why shall they be at the ends or near them? They are a border. A border is near the stopping place. Besides, the bands are a signal that the rug is to stop; they may make it look stronger, too, if they are of the right width and color. What shall be their relative widths, and what their color? The Greek relation of widths is a good one and the color should be one that is in harmony with but stronger than the body of the rug. By stronger, I mean either darker in value or more intense in color, and sometimes both.

It is sufficient for the purpose here to define the "Greek rule" in widths as those widths that are so related that no one readily seems to be an equal part of the other, or so narrow in comparison that it looks inconsistent and out of place with it. These two thoughts are worthy of consideration in all sizes or widths where they are not absolutely determined by the use of the thing designed.

Let the rug be consistent in color also. A plain serviceable tone as a body, not too light, not too bright, is a good rule. Select for the bands a brighter, darker tone of the same color, or black, or white, or the complement of the body-tone, if the body is not too intense for that. Complements both in full intensity are too trying and crude for this work.

The problem of the rug has been used as an illustration only as to the method of procedure in design. The same general course should be followed, whatever the problem and whatever the medium in which it is worked. Consider first the use to which the article is to be put, then of what it is to be made. Study for the best way to present these two things so that the class may feel that an object perfectly adapted to its use is the primal thing in every case. Use is the first guide in size, shape, and proportion. Then they may see how, by changing the proportion, or the shape, without interfering with the thickness of the article, they may make it more beautiful. And then, if any decoration will really make it better, what it shall be, and where and how applied? This in general should be the order in all our work.

That relationship in widths may be very clearly

understood, apply it in a ribbon-pattern and call it a "Roman stripe." If there is a surplus of time, weave it, if not, put it on paper. In grade two let the unit have three widths or stripes. In grade three, four widths. This unit may or may not be repeated as circumstances determine. Choose an oblong, say five by three inches. Draw, well placed on paper. Hold its short edge toward you. Divide it by a horizontal line a little more than a third of the way up on either side. The upper part of this oblong now is the wider. Divide this upper part by another horizontal line so that the narrowest part shall be in the middle, the widest at the bottom, and the middle-sized width at the top. This gives three well related divisions of the original oblong. These may be called a unit in design. Repeat them above or below in the same order, and adjacent to, if desirable. Get other orders of size arrangement by trial as exercises. When each pupil has a satisfactory set, color them, in the second grade in two tones of one color and one of another. Take black and one of the spectrum colors, white and one color, gray and one color, or even black and white and gray. In grade three use any two colors keyed pretty strongly to each other that a pleasing harmony may result. Exercises in keying colors till they are harmoniously related have been given previously in the color article.

This is a good time to call attention to pleasing, well related sizes, shapes, and colors in furniture, parts of buildings, pottery, textiles—in short, in any of the common things of life. Inasmuch as this teaching in design relates to the various interests of the school and the home, it is well done. Inasmuch as it aids in establishing and developing a higher taste standard in all the walks of life, it is a success.



INDIAN IMPLEMENTS AND SPITZEN BATS FOR GRADE III.



▲ THIRD GRADE WHITTLING.

PUBLIC SCHOOL MUSIC.

ATTUNING A CHORUS OF CHILDREN.

BY ESTELLE CARPENTER, SAN FRANCISCO.

[An Interview in San Francisco Call.]

"How do I manage to keep such perfect control of the children I am directing?" counter queried Miss Estelle Carpenter, who is preparing the children of the schools for the special song program.

She laughed lightly, as though it were too simple a thing to explain. Then, after hesitating for a moment, she said:—

"Well, it is this way: I come down to the children and in spirit I am a child for the time being. I watch their faces and thus follow their emotions, and govern my acts accordingly. The moment I see a pair of eyes wandering from me I introduce something new, and thereby gain its attention again and lead the other children with me. It requires the cultivation of one's personality to make it harmonize with the children, who will open up to the right individuality as a flower does to sunshine.

"The first thing I try to do is to get them in sympathy with me. To do this I must work upon their emotions until I get them in tune, as I might term it. This is like getting an instrument mechanically in tune before beginning to operate on it.

"After I have the children in harmony with me, I control them, as does the conductor of an orchestra the musicians he is directing. Then I constantly change from one thing to another to get the best results, and to keep them from tiring of one thing.

"The nature of a child is so susceptible to music, and music is so great a power for good in forming character, that it is most necessary to child life, and becomes a wonderful power in the creation of higher ideals. If used properly it can be made to obtain wonderful results, not only for the musical side of a child's nature, but for the general development of its individualities.

"The control of a great variety of children at one time is accomplished only by constant study of children in general. It was not my ambition at any time simply to be a musical instructor, but a musical director, and since assuming the supervision of instruction of music in the schools of San Francisco it has been my constant desire to become nearer to the children and to understand them better.

"It was before the great fire that Mayor Schmitz suggested that a grand chorus of children's voices should be a feature of the celebration of the Fourth, and in this he was heartily supported by the board of education.

"Of course, so many children are away during vacation time that some difficulty will be found in getting as great a number present as could otherwise be obtained. But from present indications I believe that nearly every child who is now in the city will be present to take part in the program. It is good for the children under present conditions, I think, to revive in them the spirit of patriotism and thus take their minds off the misfortunes they have been compelled to witness."

ENGLISH VERSE CORRELATED TO MUSIC.

BY A. E. WINSHIP.

I know of no book recently issued that signifies more by way of developing music in elementary schools than Alice C. D. Riley's book just issued by the Clayton F. Summy Company of Chicago, entitled "The Elements of English Verse Correlated to Music." Miss Riley has certainly placed the schools under high obligation to her by teaching how to have children take the initiative in verse making, how to get definite results even in the first grade, and to know how and why he gets them.

Several desirable ends are attained by this book. It teaches the art and principles of verse making in the elementary school. It distinguishes between rhythm and rhyme so that every child will appreciate the significance of each term.

Any child who loves "Mother Goose" is ready to be led out in thought and creative energy as naturally and simply in making rhymes in rhythm as in singing childish songs in tune.

Are you a doubter? Then get the book and see for yourself what can be done in the first grade and then do it with your little people. The possibilities of each grade are carefully worked out. The classification is wonderful. It opens up new fields of activity along lines that signify much by way of giving the best relish to school work.

Rhythm is as easily taught a little child as is tune. Miss Riley will convince you in pages 10-22 of her book that any teacher can get any first grade class to write their own verse in good rhythm and have the best time imaginable while doing it.

Starting with ways and means appreciated by the first grade, the class can advance as naturally as they develop physically until the results in the eighth grade are better than are now attained in high schools.

We shall get entirely away from the absurdities of "I go up," "Do I go up?" "I do go up," and the scarcely less absurd forms of "I see a cat," "Do I see a cat?" "I do see a cat," and "Can the cat see me?" when children are led into their own rhythmic creations.

NORMAL CHORUS PROGRAM.—(IV.)

ARRANGED BY CAROLINE V. SMITH,
Winona [Minn.] Normal School.

FOLK LORE OF ITALY.

Reading—"Folk Songs" Louis C. Elson

Reading—"The Folk Songs of Italy,"

Countess Martinengo Caesareso

Folk Songs.—

(a) "Why Do You Turn Your Eyes Away?" (Venice)

(b) "O Sanctissima" (Sicily)

(c) "The Bagpipers" (Abruzzi)

(d) "Santa Lucia" (Naples)

Madrigal—"When Flowery Meadows,"

Palestrina (1590)

Reading—A group of rose poems from the Italian.—

(a) "Rose and Roses" (Caliban)

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A. E. WINSHIP..... Editor

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LEADERS WHO LEAD.

There are leaders and leaders. For instance, there is a group of men who have been much in the public mind of late, all leaders in a way but so different in their ways of leading. Senator Tillman's claim to prominence is his brutal "courage" in saying openly about the colored race what the South very generally has long been saying, and often acting, privately. His honesty and personal integrity are respected, and he is a great drawing card even where his opinions are despised and his brutality abhorred. Tom Lawson has been a great "seller" because of his matchless use of English in writing historical fiction about men and measures in which the truth has since been shown to be worse than his fiction. Neither Tillman nor Lawson has anything to his credit by way of doing things personally, though Tillman is responsible for a lot of evil deeds in the South, and Lawson is to be credited with a lot of good deeds inspired by his serial fiction in Everybody's.

La Follette—Little Bob—says the worst things in the worst way, so far as conventionality goes, but he has done more things politically in his own state than any other man has ever done, in defiance of the machine, since the days of Aaron Burr. He is one of the most popular men on the platform, say whatever he may, because of his political achievements in Wisconsin, yes, and in the United States Senate, where he has done things that no other man has ever done.

Jerome, without doing much as yet, is popular in the extreme, because of the way in which he has kept up a running fire of promises to do, which has been almost as attractive to the public as though he had done some of them. He is the great leader through imagination and fascinating epigram.

Folk and Hughes are the leaders pre-eminent in the doing of things that no one else could have done, and their political advancement has come to them without any political machinery, while La-Follette's came through the erection of political machinery of his own. These men are the greatest of their class that the world has ever seen, and they are, strange to say, so busy that they cannot be prevailed upon to sell their time for the platform or the press.

But above any of these men are three supreme leaders, Jacob Riis, Booker T. Washington, and Ben B. Lindsey. No one of these could be elected governor, as Folk and Hughes have been; no one of these could build up a political machine as La-Follette did, no one of them could hurl epithets with Tillman and Jerome, or twist such sentences as Lawson does, and yet each has done more than any of the others. These men are leaders in the only true sense because their genius has been devoted to children. They have worked for all the future while the others have dealt blows at men and measures that are out of date and would have passed away sooner or later like any crumbling ruin. Leadership must deal with youth, never with old age. Leadership is always forward, never backward; is always toward the future. The most that can be said of the work of even Folk and Hughes is that it is clearing away the ruins, while Riis, Washington, and Lindsey are always building into the future. They are architects and contractors for humanity. This is leadership.

Education should produce the leaders of the world.

ARRESTED DEVELOPMENT.—(IV.)

Parents often think that their son is especially promising because he wants to get to work young, wants to leave school and be earning. This is never a sign of strength, but always of weakness.

When a boy wants to get to work, instead of getting ready to work, it indicates arrested development.

There is not one probability in fifty that a boy who desires to leave school at the sixth grade and is allowed to do so, will ever amount to anything. It is not the fact that he does not have as much education as the other boys, but that he does not have their purpose to get ready for the doing of things.

Teachers often greatly err in dealing with such boys and their parents by trying to show how important it is that they should know what they will learn in the seventh and eighth grades, whereas that is the least part of it. It is a case of arrested development usually, and this is what should be treated, treated as a disease.

We make a lot of talk about defective sight and hearing and we do well, but it is vastly more important that we "get busy" in defective mental progressive development. There is a near-sightedness of parents and pupils that is criminal. It contributes to delinquency and, as I think, is within the statute and subject to court punishment.

It sometimes shows itself in diverted attention,

in dissipated interest, and often in over-athletic or fraternity zeal.

The college theory is that the fraternity chaps are the elect, but life does not show that. The data is imperfect at present, but there is enough to make it wholly probable that when the figures are in it will be clearly shown that, in the last fifteen years, when fraternity life has been extra social and extra political in clannishness, much of the fraternity zeal indicates approaching arrested development. It is entirely clear already that this is characteristic of the high school fraternity, because it almost invariably means that a set of fellows dare not trust themselves to win honors in the open contest, but seek it as a favoritism by means of a little band of social highwaymen, as many of these high school fraternities are.

MADISON BABCOCK.

Madison Babcock died in San Francisco on December 28, 1906. That is a brief statement of a fact in which comparatively few persons will be interested. Another teacher has died, died as a teacher in the ranks. But to me, Madison Babcock was much more than this. I have known and loved him for more than twenty years. It was he with whom I dined on the day that I arrived in San Francisco, a month ago. It was he who took me all over the wrecked and ruined district; from him I had a voice picture of those tragic days as I had had many pen pictures from April to November. I had just written him a long letter of affectionate appreciation when the news of his death came.

Madison Babcock was born in northern New York state March 16, 1840, graduated from the Albany normal college in 1861, and taught in Carlinville, Virden, and Springfield, Illinois, in Warrensburg and Jefferson City, Missouri, and was eminently successful as an agent for Van Antwerp, Bragg, & Co. in Cincinnati and San Francisco until the organization of the American Book Company, when he became a principal in Sacramento, and, very soon, deputy superintendent with Mr. Anderson in San Francisco, where he remained through John Swett's term and was for one term superintendent of San Francisco. No man ever loved the profession more than he, and none was more ready to enter any conflict for the teachers and their interests.

THAT NATIONAL UNIVERSITY.

The East, that is to say, some persons in the East, think they will be able to dispose of the National University idea by styling it an "archaic" scheme. No one anticipates any considerable favor from men east of the Alleghanies whose life and thought is here. It would be wholly unreasonable. Few men think in units larger than their environment, but fortunately, or unfortunately, this country has spread out beyond the Alleghanies with almost startling extensivity and intensity. There is much that the West will never have. There will never be a Harvard, Yale, or Princeton west of the Alleghanies. No amount of money can produce the atmos-

phere of Cambridge or New Haven. A hundred years from to-day they will lack what these institutions will have, and the wise men of the West know it. But they, in turn, have much that is not discernable in the East. The "archaic" is not to be found in the West, and it is ridiculous in the extreme for a New Englander to style a Western idea archaic.

One interesting phase of the archaic is the opposition to a National University which is as sure to come as the sun is to rise at Easter time. It will not harm any New England college. The government will never establish a Harvard or a Yale. It could no more do it than the President could change the spelling of the English language, and there will be no attempt to do so, but there is a place for a National University, and American education will never enter into its inheritance until it is established.

If Harvard and Yale men could have had their way there would never have been a Berkeley or an Ann Arbor, a university at Madison, or Boulder, at Pullman, or Columbus. Fully one-half of the university students of to-day are in institutions that would never have been established had Congress listened to the representatives of the Eastern colleges. There will be no National University championed by these men, but it will come as easily and naturally as the state colleges have come, and it is the height of folly to oppose it, for this is the fruit of the state college system already so successful.

INTERNATIONAL JUVENILE COURT SOCIETY.

The committee appointed under instruction of the meeting in Chicago on June 9, and again on December 7, has decided to organize the International Juvenile Court Society, with headquarters at Chicago, and plans were fully matured at Hull House, Chicago, on January 4, 1907. The following are the names of the committee, which have matured these plans and organized the society: Miss Jane Addams, Hull House, Chicago; Henry W. Thurston, Chicago; Hon. T. D. Hurley, Chicago; George L. Sehon, Louisville, Kentucky; J. J. Kelso, Toronto, Canada; Max Senior, Cincinnati, Ohio; Hon. William H. DeLacy, Washington; Mrs. Hannah K. Schoff, Philadelphia; Rev. William Byron Forbush, New York city; Miss Lilian Wald, New York city; Jacob A. Riis, New York city; Luther Gulick, New York city; Homer Folks, New York city; Joseph Lee, Boston; A. E. Winship, Boston; Edward W. Frost, Milwaukee; Julia Kurtz, Milwaukee; Mrs. Hattie Van Wyck, Milwaukee; Mrs. Benton McMillan, Nashville.

A NOBLE SCHEME.

There is a scheme to have a notable plan for federal aid to education by enlarging the Bureau of Education, extending its functions to include experimentation and serious study in education, employing several hundred experts, establishing experiment stations in education and in other ways promoting the efficiency of education at an annual cost of some fifteen million of dollars.

This could be made the most important national legislation in a generation, but it will not be. It will scarcely be noticed by lawmakers, who are providing hundreds of millions for an army and navy—mostly a cruelly wicked waste of money and of human life. It is little better to doom thousands of men to army and navy life in times of peace than to slaughter in times of war. There is something ghastly in the relative attitude of lawmakers toward efficient education of over 20,000,000 children and youth for life and toward the education of a few men in the art of dealing out death.

BLOW TO N. E. A.

The railroads will not collect the two dollars membership fee for the National Educational Association as heretofore. This results from the famous, possibly in some respects infamous, railroad rate bill that was rushed, crushed through Congress at the last session. Just what the result will be cannot now be said. It is probable that the Association will have to be content with collecting its own two dollars in order to validate the return tickets. This will produce adequate funds, but not so much as the old-time conditions.

SIMPLIFY CUBE ROOT.

The Boston Herald has this interesting editorial note:—

"If, as Stanley Hall intimates, it was to pamper the school children that spelling was reformed, the President might try abolishing cube root. Perhaps that would prove more popular."

PHILADELPHIA IN THE LEAD.

Again has Philadelphia raised the salaries of the teachers. This time it is \$200,000, making \$600,000 increase in salaries inside of three years. Has any city done better? This is largely due to the fact that there are four teachers on the board of education, and the leader in salary campaigns has been Franklin S. Edmonds, recently of the Central high school.

NOTABLE WARNING.

Booker T. Washington, at a dinner tendered him by the leading Negroes of Kanawha County, West Virginia, upon his return to his boyhood home, recently said: "We cannot expect to win our battle in the South or North by a policy of antagonism. Civilization soon tires of a race as of an individual that continually whines and complains. And likewise the country will not tolerate any element in the population abusing and cursing the chief executive."

HEIGHT OF INBECILITY.

The December grand jury of Kings County, —Brooklyn,—after the examination of several members of the board of education and principals of the Brooklyn high schools, handed in a presentment to County Judge Aspinwall yesterday condemning certain school methods. The present-

ment demands that home study by the pupils cease and that instead the daily hours at school be increased by one hour each day, and the curriculum be changed so that a large part of this additional hour be devoted to supervised study. The grand jury finds that the curriculum for sixteen-year-old pupils is much harder than it was a few years ago, and that students are being forced far beyond their capacity to assimilate knowledge. Such a system, it declares, can result only in weakened memories and physical disability. If any age or community can match this for silly imbecility we would like to hear of it.

BRADBURY HONORED.

Principal W. F. Bradbury of the Cambridge Latin school, fifty years in the service of Cambridge as a high school teacher and principal, has been honored by the alumni with a public reception, participated in by the teachers of the city, the alumni, the city officials, and other distinguished citizens, on which occasion the city was presented with an oil painting of Mr. Bradbury for the Latin school, an elegant book with the names of more than seven hundred alumni, and a beautiful loving cup.

They agree with Nixon Waterman when he wrote:—

A rose to the living is more
Than sumptuous wreaths to the dead.
In filling love's infinite store,
A rose to the living is more
If graciously given before
The hungering spirit has fled,
A rose to the living is more
Than sumptuous wreaths to the dead.

President G. Stanley Hall is unquestionably the most suggestive educational talker on the American platform to-day, and that is saying much, for there are many admirable speakers, but he is always saying the new thing, and it is always born of keen observation and clear thinking.

Miss Estelle Reel, United States superintendent of Indian schools for a longer time than any of her predecessors, is making the work more and more successful each year. Already there is abundant evidence that her policy is making the younger Indians self-supporting and thrifty.

Despite the calamitous year San Francisco has passed Pittsburg in the extent of her banking business, with only New York, Chicago, Boston, Philadelphia, and St. Louis ahead of her. Think of the large cities in the East that she has left behind!

Charles H. Morse, principal of Ringe Manual Training School, Cambridge, is to be the secretary of Massachusetts' new Commission on Industrial Education at a salary of \$5,000, an appointment that is universally approved.

If teachers could see San Francisco as the editor of the Journal of Education has seen it, their pupils would make generous contributions to take children out of the shacks and give them schoolhouses.

The American Institute of Instruction will meet in Montreal, July 1-4, and every arrangement is looking to a large meeting and a notable program. President Walter E. Ranger is giving expert attention and earnest devotion to the plans.

Why do not Carnegie and Rockefeller each offer to give as much for the new San Francisco schoolhouses as the school children raise? They would never miss it.

It is worth a trip across the continent to see the refugee camps. The world never had the like before April 18, and will never see the like again when these are eliminated.

It may be necessary to have a city board of education appointed by a mayor or some other board, but it is not the American ideal. The people should elect.

Iowa Association voted against simplified spelling, and then, out of respect to the member of the Carnegie committee from the state, accepted it.

President James H. Baker of the State University succeeds President Z. X. Snyder of the Normal School as president of the State Association.

San Francisco lost all of her kindergartens on April 18-20. Ten of them have been re-opened, but in the vicinity of the refugee camps.

Superintendent W. H. Elson of Cleveland has a five-years' term as well as a salary raised to \$6,000. He has "made good," and so has the city.

Salt Lake City will have \$20,000,000 worth of material improvements in 1907. The prosperity of America seems but to have begun.

J. Franklin Jameson of Washington is elected president of the American Historical Association, which will meet at Madison next year.

Dr. Z. X. Snyder, as president of the State Association, this year gave the teachers of Colorado a notably successful annual meeting.

Senator Beveridge is making an heroic and righteous attack on child labor abuses.

San Francisco has already received \$180,000,000 insurance money from the April fire.

William Jennings Bryan is, always has been, always will be a friend of the schools.

Teachers want no favors that are not greater favors to the children than to them.

Department of Superintendence February 26, 27, and 28, Auditorium, Chicago.

William James of Harvard was one of the Utah Association attractions.

A national child labor law will surely come. It should come soon.

THE WEEK IN REVIEW.

TAFT AND THE PRESIDENCY.

The situation has been cleared somewhat, so far as the contest for the next Republican nomination to the presidency is concerned, by the frank announcement of Secretary Taft that his name may be considered in that connection. Mr. Taft's statement was drawn from him by the urgency of his friends, who realized the hopelessness of making headway in their efforts to promote his nomination so long as there was no definite assurance that he would accept a nomination if it were offered him. His declaration amounts to just that. It is to the effect that his ambition is not political, that he is not seeking the nomination, that he does not expect it, but that if the opportunity to run for the great office of President were to come to him, he should not decline it. Meanwhile, he will go on with his official duties, fully realizing that with his faithful performance of them the probability of his nomination as President lessens rather than increases.

A RAILWAY TRAGEDY.

One of the most appalling in a lengthening list of railway catastrophies was the collision at Terra Cotta station, just outside of Washington, on the Baltimore & Ohio railroad Sunday evening, December 30. A passenger train, containing people who were returning to Washington from various near-by points in Maryland, so crowded in the two coaches that many of them were standing, was halted at the station in a dense fog, when a train of empty freight cars, running at high speed, dashed into the passenger train, cutting through the two passenger coaches and scattering the dead and dying along the tracks for half or three-quarters of a mile before it stopped. About sixty passengers were instantly killed or mortally hurt, and about as many more were injured. Of course "somebody blundered," and an investigation may or may not determine who it was. The block system, which is supposed to be a sure protection against such accidents as this, was working at the time on the road affected.

THE INSURANCE PROSECUTIONS.

The insurance prosecutions in New York have taken a sensational turn with the indictment for forgery of George W. Perkins, a former vice-president of the New York Life Insurance Company, and Charles S. Fairchild, a former secretary of the Treasury, who was president of the New York Security and Trust Company, which was subsidiary to the New York Life. The grand jury, in presenting its indictment against these two men, accompanied it with a declaration to the effect that the acts of which they were accused were influenced by a desire to benefit the policy-holders of the company and not by a desire for personal profit. The indictments are based on the so-called Prussian bond matter. It is alleged that when the New York Life was threatened with exclusion from Prussia because it was carrying securities which to the Prussian government did not seem proper for an insurance company, it charged off these securities to the subsidiary company of which Mr. Fairchild was president, as a bona fide sale, and that com-

NORMAL CHORUS PROGRAM.

(Continued from page 41.)

- (b) "Roses in the Garden".....(Caliban)
 (c) "The Castle in the Sea".....(Ischia)
 Menuett in A Boccherini
 "The Story of Pippa" (from "Pippa Passes")..Browning
 "Row Us Swiftly".....Campana
 "Home to Our Mountains".....Verdi
 Prelude—"To Italy"Vincenzoda Filicala
 Essay—"Historical Sketch of Italy."
 Reading—"Giacchino Rossini" (1792-1868)..Broeckelman
 Reading—"The Story of William Tell."
 Overture—"William Tell"Rossini
 Chorus—"O Italia, Beloved Italia".....Donizetti
 Cornet solo—"From 'Il Trovatore'"—"Miserere Scene,"
 Verdi
 Selection—"La Carita".....Rossini
 Solo—Andante from "Pagliacci"Leoncavella
 Chorus—"Good Night" ("Martha")Flotow

THE ART SONG.

(Historical Development.)

- "Pieto Signore"Alexander Stradella (1645-1685)
 "Pur Dicesta o Bocca Bella".....Antonio Lotti (1667-1740)
 "Nina"G. B. Pergolesi (1710-1736)
 "Quel Ruscelletto,"
 Pietro Domenico Paradies (1710-1792)
 "Caro Mio Ben"Giordani Tommaso (1753-1794)
 "La Zingara"Gaetano Donizetti (1797-1848)
 "Una Voce Poco Fa" ("Barber of Seville"),
 Giacchino Rossini (1792-1868)
 "Pace, Pace Mio Dio"Guiseppe Verdi (1813-1901)
 "Good-bye"Francisco Paolo Tosti (1846—)

SHOULD A TEACHER BE MORE THAN A CLASS-ROOM INSTRUCTOR?

(Continued from page 36.)

prohibit efficient work is the wanton waste of their time.

Among other things these organizations should aim to further the material interests of the teacher just as existing ones promote their intellectual welfare. They should seek for teachers, through legislation, a more substantial recognition for their services and just rights.

One of the most beneficial bits of educational legislation affecting the children of Massachusetts has been brought about, not so much through the efforts of the educator as the laborer. It is called the Child Labor Law, not the Child Educational Law. It seems to have been drawn primarily for the protection of the adult laborer, and incidentally for the promotion of the child's education. Whatever the dominant motive may have been, however, it is to his credit that the laboring man has secured this much-needed legislation.

A teacher should be something more than a retailer of text-book phrases. A close familiarity with his subject, and the "cut and dried" plan—provided it is not too thoroughly dried—are essential and helpful in accomplishing the routine work. A teacher should be original in the larger sense so aptly defined by Professor Griggs, who says that "The most original man is he that gathers ideas most widely from every source, puts them through the spectatum of his own soul, infusing into them his own personality." While weighing the opinion of others, adopting or endorsing those which appeal

to his sense of reason, a teacher should also be an independent thinker, if possible a creator of new ideas, an originator of new plans, methods, or devices, for the furtherance of the cause he represents.

Every teacher should have at least one useful, or pleasure-giving fad, a mental playground wherein his mind may find rest and recuperation.

A teacher should be a diplomat. To meet an irate parent and to convert his resentment into co-operation often means far more to the ultimate success of the pupil than all his classroom instruction put together. To accomplish this real diplomacy is necessary.

"A man of culture," said a noted speaker, "knows something of everything and everything of something." Generally speaking, this is quite a good definition of the term. A well-rounded-out teacher should be and is a cultured man. He has a good idea of things in general, and a specific knowledge of his own special topics. Every teacher should strive for this broader self-culture, first that he may the more fully live, and also that he may be more a man among men—a factor in the life of the community, and thus gain that larger confidence of thinking people so indispensable to true success and larger usefulness.

A teacher should be sufficiently broad-minded and open to conviction to concede the possibility that the opinions of another may be at least partly right. I believe it was Rabbi Fleischer who said: "To the average man there are but two sides to a question, his side and the wrong side." Henry Ward Beecher said: "God Almighty Himself can't make a sheet of paper with only one side to it."

Every teacher should be to her school the teacher beautiful. The most unattractive-faced lady I ever met was the teacher beautiful to me before I had been her pupil a month; while another over whose facial beauty men raved was to me the teacher ugly. When dealing with children between the ages of seven and seventy the unsupported skin-deep type of beauty counts for very little. A teacher should be the embodiment of cheerfulness.

An agreeable personality is one of the most valuable assets a man can possess, no matter what his vocation. In teaching, genuine cheerfulness facilitates, while a disagreeable manner retards progress even though in each case the same degree of technical ability is employed. Good will is the lubricant which makes the moulding process less difficult, more rapid, and more lasting in its benefits.

A noted composer once said: "Where language leaves off music begins." Might we not as truthfully say that often where the medium of words has been found wholly inadequate, that of facial expression has most fluently expressed the thought that was in mind and heart? Adapting this sentiment to our purpose we might say of some teachers we know that in their relations to pupils there is radiated from the teacher's desk an atmosphere of genuine sympathy, reaching out and enveloping the pupil's mind, who, though at times unconscious of the cause, is none the less influenced by its contact and filled with a desire to "do his level best." In a system of wireless telegraphy, after two instruments are keyed to the same pitch, each will instantly respond to the activities of the other, truth-

fully interpreting the message sent. A similar relationship may be said to exist between teacher and pupil in a well-ordered school. Through the establishment of a bond of mutual sympathy, speechless messages are flashed from mind to mind. A look from the teacher conveys to the mind of the pupil the assurance of confidence, sympathy, or encouragement. The reply is a happy smile, indicating that the message is both understood and appreciated, and a look pledging renewed effort.

Someone has said: "Let me write a nation's songs, and I care not who writes her laws." Let us paraphrase this quotation, and say with equal force: "Let me choose a boy's teacher, and I care not who arranges his course of study."

THE WORLD'S NERVE CENTRES.

(Continued from page 37.)

year showers are frequent on the mountains, giving an ample water supply. Teheran has thirty-four aqueducts from the mountains, excavated at immense cost of money and labor, but they furnish water enough for domestic uses, for pools, fountains, street watering, and gardens. In the garden pools everywhere are gold fish.

Where the great roads from the country enter the city magnificent gateways stand, the bricks highly glazed, varying in color, and arranged in elegant geometric designs. The finest of these is on the road to the citadel, and over it fly the colors of Persia,—the lion and the sun in yellow on a green ground, and these colors are saluted at sunrise and sunset by a band of musicians who produce execrable music, as Persians are not a musical people.

The streets of the old city are generally narrow and tortuous, with no sidewalks, but their monotony relieved every here and there by pretty squares. Here are throngs of beggars, porters, fruit sellers, donkeys, horses, and camels, so that it is almost impossible for a carriage to pass through. The 300 European carriages in use confine themselves almost entirely to the spacious avenues of the new city.

The houses and bazaars are almost wholly built of sun-dried bricks, with mud roofs rolled hard. The bricklayer at his work sings out to his helper, "Brother, in the name of God, toss me a brick"; while the helper responds, "Oh, my brother, in the name of God, behold a brick!" Everywhere the buildings are decorated with glazed tiles with pretty designs, or with honeycomb work such as may be seen in the Alhambra.

Public baths abound, and everyone resorts to them weekly, and many daily. But Christians and Jews are never allowed to enter the baths of the Mahometans. The caravansaries are many, but there one has to cook his own meals, and sleep on his own rug. Tea-houses are numerous, for Persia is a tea-drinking country, and at them men dance to amuse the guests, and poems are recited by scholars.

The urchins in school sit on their heels on the floor, and recite in chorus, while the doors are all

open to the busy, boisterous street. The barber shaves crowns and chins on some shady corner of the highway, and the baker kneads and bakes his bread in full view of the passer-by. Many kinds of beautiful wares are carried round to the houses by street merchants, rugs, shawls, inlaid boxes, plaques, coins, manuscripts, and many others.

The government buildings with the squares about them are most imposing and attractive. The great square about the war department building is one of the finest enclosures to be seen anywhere. The Royal Library has many priceless manuscripts, among which is an immense folio of the "Arabian Nights."

But the royal apartments and grounds are the great show place in Teheran. They compare well in elegance with any of the royal residences in Europe. The most imposing part of the palace is the grand audience chamber, which in dimension and splendor is one of the finest halls in the world. The floor is paved with glazed tiles arranged in most exquisite mosaic. A table in the centre is overlaid with beaten gold, and the row of chairs completely encircling the chamber with the same material.

At the end opposite the entrance is the famous "Peacock Throne," which Nadir Shah brought from Delhi, India, when he sacked it two hundred years ago. It is covered with gold and precious stones, whose value is estimated at \$13,000,000. In a glass case near by is a heap of pearls like a sand pile by the seashore. The renowned Dar-i-noor or "Sea of Light" diamond is the second of known diamonds in quality, size, and value. It is kept in a double iron chest. It is worn by the Shah, however, on state occasions, and by its brilliance almost blinds the beholder.

Mr. Benjamin says that many of the tales that are told of the old-time splendor of the Persian court, which have been considered fabulous, have much more of fact than of fancy in them. To him they are quite worthy of credence, since he has seen some of the modern splendors, which in themselves almost baffle description.

FINE RECORD.

Dear Mr. Editor: Among the items from the state of Washington in your edition of October 18 is the following: "Professor David E. Cloyd, principal of the Spokane high school, has given out a statement that the percentage of boys registered in his school is greater than that of any other school in the United States. Four hundred and forty-six boys and 729 girls are enrolled, this making a percentage of a little more than 37.6 boys in the school, against thirty-one per cent., the highest known percentage in other schools."

May I place the enrollment of the Benton Harbor high school alongside of the above? For the month of September, 1906, the total registration was 275; of these 164 are girls and 111 are boys. The percentage of boys in the school is thus readily seen to be 40.4 per cent. I am sure 40.4 per cent. compares very favorably with "31 per cent., the highest known percentage in other schools."

Very truly yours,
William R. Wright,
Superintendent of city schools.

Benton Harbor, Mich.

BOOK TABLE.

THE MORAL DAMAGE OF WAR. By Walter Walsh. Published for the International Union by Ginn & Co., Boston. Cloth. 462 pp. Price, 75 cents, net.

"The Moral Damage of War," by Rev. Walter Walsh, is the most unsparring, specific, and detailed arraignment of the war system which has appeared in this time, when thoughtful men everywhere are uniting as never before in the impeachment of war as a method of settling international differences which is utterly unworthy of the civilization which we have now achieved. The detail and definiteness of the book constitute its most striking characteristic and its great power. Addressing himself primarily to the British public and writing as a British citizen, Mr. Walsh wastes no time in generalities, and he does not flatter nor spare his countrymen by drawing his illustrations from the sins of other peoples and other times. His book is almost exclusively a presentation of the crimes and resulting demoralization of the Boer War as a condemnation of all such war. By the most sweeping majority known in their history, the English people have just overwhelmingly repudiated the sentiment and policy which made the nation responsible for the Boer War,—a war whose cost in blood and treasure and English prestige was so portentous, yet which has failed so disastrously in bringing to South Africa the welfare for which it was professedly waged. Mr. Walsh's burning pages make us well understand this noteworthy revolution in English politics and feeling; and the morals which he points for England are morals likewise for America and every nation tempted to similar courses. He traces in successive chapters the moral damage of war to the child, to the soldier, to the politician, to the journalist, to the preacher, to the trader, and to the patriot; and he fortifies his judgments by such a body of references to specific words and deeds in England during the madness of the Boer War as constitutes for the student of war almost the most valuable feature of his work.

Mr. Walsh, who is an eloquent Scotch clergyman, was present at the Boston Peace Congress in 1904, where his fervent speeches deeply impressed all who heard him; and to those who attended that congress this new American edition of his powerful book is especially dedicated. Wherever the work is read it will be a wholesome and commanding call to a better way of arbitrament among Christian nations than the brutal way of war.

THE PHYSICAL BASIS OF MIND AND MORALS.

By M. H. Fitch. 264 Kinzie street, Chicago: Charles H. Kerr & Co. Cloth. Price, \$1.00.

This work is written from the standpoint of evolution. The view is that to the human organism there seems to be two phenomena—self and not-self. In reality these are one. This is monism. It is not possible for the human mind to comprehend reality. It has no conception of the beginning. But in elucidating the theory of evolution it is necessary to assume a nebular state of matter as a starting point. The elements of all structure and function as now perceived by the human senses are derived from the same potential elements once existing in the nebula. Condensation is the principle that has worked out the multiplicity of effects, both physical and psychical.

DR. S. G. HOWE, THE PHILANTHROPIST. By F. B. Sanborn. American Reformers Series. New York: Funk & Wagnalls.

The recent death of the famous son-in-law of Dr. Howe, Dr. Michael Anagnos, who had carried on the greatest of all the philanthropic enterprises in which Dr. Howe was enlisted, makes the reading of Mr. Sanborn's "Life and Letters of Dr. Howe" especially interesting. Mr. Sanborn is in a class by himself; no other could write the life of Dr. Howe, as no other knew him so well. His own arrest by order of the United States senate as an accomplice of John Brown makes him especially sympathetic with one who with kindred folly was arrested in Prussia in 1832. There is about the volume a halo of personal reminiscence that lends to it a peculiar charm. Even when treating with times and conditions before his birth, Mr. Sanborn writes with charming familiarity.

He tells a story of "Sam Howe" at twelve years of age, when in the Boston Latin school, the boys, as a whole, because he would not renounce allegiance to Madison and his policy of the war of 1812, threw him headlong down the flight of stairs. From that day on-

ward he was suffering for conscience sake until after the Civil War. While in college, Bryon's "Don Juan" set him aflame with zeal in the cause of Greece, and upon the death of Byron, Howe, at the age of twenty-three, having completed his medical studies, offered his services to the cause of the Greek revolutionists. Howe sailed from Boston on his hazardous mission with no other passport than a personal letter from Edward Everett to a former acquaintance engaged in the Revolutionary struggle. He knew nothing of modern Greek, and, a stranger in a strange land, he led the life of guerilla warfare, when for months he ate no other meat than mountain snails, roasted wasps, stray donkey or goat. The story of Dr. Howe as told in this volume is tragic, but ever fascinating.

ILLOGICAL GEOLOGY. By George McCready Price. Los Angeles, Cal.: The Modern Heretic Company. Paper. 93 pp. Price, 25 cents.

A marvelously cogent bit of reasoning in which the author finds and reveals—as he thinks—the most vulnerable point in the evolution theory. He mercilessly exposes the theory of the evolutionist that there has been a constant evolution from lowest life to the highest, and shows from geology that there has been great degeneration, as from the old-time mastodon to the present-day elephant, and from the great lepidodendroid trees to the club-mosses of to-day. Certainly it is a book that bristles with thought, and it will set any one to thinking who reads it. He certainly shakes the evolutionary theory pretty lively, even if he does not bring it down into positive ruin.

ESSAY ON THE CREATIVE IMAGINATION. By Th. Ribot. Translated from the French by Albert H. N. Baron of Clark University. Chicago: The Open Court Publishing Society. 370 pp.

This publishing house is giving to the public a number and variety of valuable works on philosophical, metaphysical, psychological, and religious subjects. No other American house is now doing the service along this line the Open Court Publishing Company is doing. For illustration, it has put forth books by or critical studies upon Descartes, Lecke, Hobbes, Lao-Tze, Gaunilon, Janet, Rene, Berkeley, Binet, Hume, Paul Carus, Nageli, Freytag, Weismann, Romanes, Garbe, Noire, Ribot, Max Muller, Yamada. It is in this notable series that this "Essay on the Creative Imagination," by Ribot, appears.

BEDOLLIERE'S LA MERE MICHEL. Edited and annotated by Professor Freeman M. Josselyn, Jr., of Boston University. New York: American Book Company. Cloth. 104 pp. Price, 30 cents.

This tale, told in simple yet excellent French, has been a favorite among French children from its first appearance. But it is more than a child's story; in its keen satire of the romantic school in vogue at the time of its publication (1846), in its wit and sprightliness, in its exposition of much that has given French literature a leading place among the literatures of the world, it may well serve the elementary student as an interesting and suggestive introduction to the masterpieces.

THE PALMER COX BROWNIE PRIMER. By Palmer Cox. 3 E. 14th street, New York: Parker P. Simmons (successor to A. Lovell & Co.).

There is a chance for the impressionist in the earliest reading as well as in the highest art. Indeed nowhere is there a clearer field for the impressionist than in a school primer, and Palmer Cox, with his irresistible Brownies, has entered that field most delightfully. There was never a child who did not fall in love with the Brownies and there will never be one who will not fall in love with the "Brownie Primer."

SELECTIONS FROM THE GREEK LYRIC POETS.

With introduction and notes by Professor Henry M. Tyler of Smith College. Boston: Ginn & Co. 12mo. Cloth. 215 pp. List price, \$1.00.

A selection intended more especially for college students in their first or second year in Greek. Here one may find the attractive strains of Theognis, Xenophanes, Sappho, Anacreon, Callinus, and a dozen others, whose Greek measures up to the best models. A full introduction gives an extended survey of Greek poetry, and careful annotations aid to make any natural intricacies of the texts plain. The Greek text, it ought to be said, is a beautiful bit of printing.

Banking by Mail

The Old Colony Trust Company employs a system which makes it easy for its out-of-town depositors to open accounts and transact business by mail.

Deposits sent by mail may be in the form of money orders or checks, and they are acknowledged the day they are received.

It is not necessary to send the pass-book with deposits, or to be balanced, as, on request, statements are mailed showing the balance on the last day of each month, and the cancelled checks are returned at the same time.

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Write for further information.

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EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

January 12, 1907: New England Association of Penmanship Supervisors, Boston.

February 5-6: Pennsylvania State Educational Association, Department of City and Borough Superintendence, Harrisburg.

February 26-27-28: Department of Superintendence, N. E. A., Chicago.

April, 1907: Eastern Commercial Teachers' Association, Boston.

July 1-2-3-4: American Institute of Instruction, Montreal.

NEW ENGLAND STATES.

MASSACHUSETTS.

SOMERVILLE. There are 12,348 children in the public schools. Cost per pupil, \$28, which is slightly below the average. There is a plan to reduce the course from nine to eight years in the elementary schools.

BOSTON. The state board of education will hold a public examination of persons wishing to obtain the certificate of approval of the board for the position of superintendent of schools at room 15, state house, Boston, February 8, at 9.30 a. m. George H. Martin, secretary of the board of education, should be notified by those intending to take the examination.

SOUTH HADLEY. F. E. Whittemore has tendered his resignation to the South Hadley and Granby school boards to take effect February 1 as superintendent of the South Hadley and Granby schools. He has accepted a position as superintendent of the East Providence, (R. I.) schools at a salary of \$2,000.

HOLYOKE. David Stratton, widely known throughout the state as the oldest of the old-time schoolmasters of western Massachusetts, died at his home here, aged eighty-eight. For fifty-six years he was connected with the North Chestnut Street school in this city, being principal for twenty-five years. He retired a few years ago. Mr. Stratton was born in Holyoke.

BROOKLINE. Richest town on earth. Population, 25,000. Still under town government. There are 4,400 voters. Valuation, \$95,000,000. Expenses, \$1,751,538, and yet the rate of taxation is but \$9 a thousand; wealth is \$3,600 for every man, woman, and child.

SPRINGFIELD. William Orr, principal of the Central high school of this city, is one of the committee of five leading educators in the state to conduct the Rhodes scholarship examinations. The other members of the committee are: President Charles W. Eliot of Harvard University; George H. Martin, secretary of the state board of education; Arthur D. Stearns, headmaster of Phillips Andover Academy; and Frederick C. Ferry, professor of mathematics in Williams College. President Eliot and Mr. Martin were members of the original Rhodes scholarship committee for the state.

The committee will be in session on January 17 and 18 in the Harvard Medical School on Longwood avenue, Boston, when the examination of candidates for the Rhodes scholarship in Oxford University will be given. These scholarships, which were provided by the will of the late Cecil Rhodes, are given to two men in every state in the Union, and make an allowance of \$1,500 a year for a period of three years to meet the expenses of a course in Oxford University. The successful candidates will begin their course in October, 1907, and will be privileged to take three academic years there. The general requirements are that the candidate must be a citizen of the United States and between the ages of nineteen and twenty-five. He must also be unmarried. The candidates must have lived two consecutive years in Massachusetts and have had approved work in a secondary school, college, or university in Massachusetts. A special privilege accorded to the candidates in this state is that two years in a secondary school entitles them to consideration by the committee, which is recognition of the high qualities of Massachusetts secondary schools.

The Round Table Association of School Superintendents of the Connecticut Valley met January 5. S. H. Holmes, superintendent of the schools of New Britain, Ct., gave a talk on the Batavia school system. F. A. Bagnoll, superintendent of the schools of Adams, also spoke on the subject, after which there was a general discussion. The general impression given by Mr. Holmes was that the system gives the teachers more time for giving individual instruction to weak students. There were about twenty of the superintendents of the valley present. C. A. Brodeur, the principal of the Westfield schools, presided, and A. L. Hardy, superintendent of the Amherst schools, was secretary. The superintendents voted to have a committee frame resolutions showing their appreciation of the services of G. F. Fletcher as state agent of the board of education, from which position he recently retired.

CAMBRIDGE. William Frothingham Bradbury, who has been for half a century connected with the Cambridge high schools, and for the last twenty years headmaster of the Latin school, was tendered a reception January 3 under the auspices of the school committee. In behalf of those whom Mr. Bradbury has taught, Judge Arthur P. Stone presented to the city a three-fourths-length life-size portrait of Mr. Bradbury, which was accepted by Mayor Thurston. The teachers of the school gave the principal a loving cup, and Dean Briggs of Harvard presented him with the advance sheets of a book, now on the press, that contains the names of over 700 of those Mr. Bradbury has taught. During his service of fifty years Mr. Bradbury has lost only two days from sickness, and those in the first year of his work, and he has not required the services of a physician since 1849.

NEEDHAM. Superintendent Henry M. Walradt has withdrawn from employment in Needham after a service of ten years. The teachers of the high school showed their appreciation of the retiring superintendent by presenting him at Christ-

mas with a fine piece of cut glass. The teachers of the elementary schools also remembered him by a Christmas gift of a large mission rocker.

CONNECTICUT.

WALLINGFORD. Clinton S. Marsh has entered upon the work of supervision with much zest. He is a man of high professional and scholastic attainments and excellent experience. He has been in Europe the past year. He has been highly successful in North Tonawanda and Auburn, New York.

MIDDLE ATLANTIC STATES.

NEW YORK.

NEW YORK CITY. The department of public lectures of the board of education has provided a course of lectures by college presidents in Cooper Union on Wednesday evenings: January 9, Dr. N. M. Butler, Columbia, "The Place of Universities in a Democracy"; January 16, Dr. W. H. S. Demarest, president of Rutgers College, "The American College and Patriotism"; January 23, Dr. Andrew V. V. Raymond, president of Union College, "Education and Life"; January 30, Elmer Ellsworth Brown, United States commissioner of education, "The Progress of Education During the Past Fifty Years"; February 6, Professor C. W. Larned, of the United States military academy, "West Point and Military Education"; February 13, Joseph H. Choate, special address on "Abraham Lincoln"; February 20, George H. Martin, state secretary of education, Massachusetts, and Dr. Luther H. Gulick, director of physical education in New York schools, "What a City Owes to Its Boys"; February 27, Dr. W. H. P. Faunce, president of Brown University, "The Contribution of the Schools to the Republic"; March 6, Howard J. Rogers, first assistant commissioner of education, state of New York, "How Far Should the Public Schools Carry the Training of the Pupils?"

NEW JERSEY.

TRENTON. The normal school is requiring high school graduation or the equivalent of preparation for college for admission to its two years' course. It is conducting a two-years' course which in educational value should be the equivalent of two years of work at college, but as it is of necessity concerned with such pedagogical subjects as history of education, science of education, theory and practice of teaching, psychology, etc., it does not necessarily carry the student into advanced work in the academic branches taught in high schools. Dr. J. M. Green says: "Could there be added to this course an elective course for those who intend teaching in high schools, this elective course to consist of two years of advanced work in the branches ordinarily taught in high schools, such as physics, chemistry, mathematics, Latin, etc., this course, together with the usual pedagogical work, would make the equivalent in point of time and educational value of the ordinary college course, would in fact be a teachers' college course, and might be brought to the student at a cost of from \$154 to \$174 per year for board, the present cost to the normal

student, and at a cost to the state of the salaries of two, three, four, or five instructors.

PENNSYLVANIA.

ALTOONA. Unless they tell the faculty the names of some of their members who committed depredations recently the entire sophomore and senior classes of the Altoona high school will be dismissed by the faculty. Some of the boys stretched a rope across the street in front of the school building and wrecked a trolley car, injuring the motorman and shaking up a large number of passengers. The faculty investigated, but no pupil would give information that would lead to the detection of the guilty persons.

CENTRAL STATES.

IOWA.

Fifteen hundred teachers of Iowa attended the fifty-second annual meeting of the State Association just closed. Both from a financial standpoint and from the standpoint of a vigorous and pleasing program the executive committee may be congratulated. Professor R. P. Halleck of Boys' high school, Louisville, Ky., reached the hearts of his large audience with the subject "Pedagogy from English Literature." An attempt has been made to have the new law regarding the certifying of teachers repealed at the near meeting of the legislature. The law did not go into effect until October, 1906. The association therefore met this attempt by a resolution requesting the legislature to allow the law to stand for two years to test its merits. Judge Lindsey of Denver, Col., of juvenile court fame, lectured on the work of his court for the troublesome boy. President George E. McLean of the State University read a paper comparing Iowa's educational system with that of other states. He found Iowa behind the more progressive states in a good many important points. County Superintendent F. E. Lark of Monona county was elected president for the next year. An effort to change the time of meeting from the holidays to October met with hearty approval, but a clause or two in the constitution will of necessity have to be changed before this change can be made.

ILLINOIS.

CHICAGO. A new year's gift of nearly \$3,000,000 from John D. Rockefeller to the University of Chicago has been announced. This is the largest single contribution from Rockefeller to the institution, and brings his total benefactions to the university up to \$19,416,922. Announcement of the latest donation was contained in a letter from John D. Rockefeller, Jr., to Acting President Harry Pratt Judson. The major portion of the new year's gift is to go to the permanent endowment fund of the university, and for this purpose securities with a value of \$2,700,000 are provided. The remainder of the gift, \$217,000, is to make up the year's deficit, to provide for an increase of \$40,000 in the salaries of instructors, and to allow appropriations for various purposes. The \$2,700,000 addition to the endowment brings this fund to \$10,452,616.

SOUTHWESTERN STATES.

COLORADO.

The officers of the Colorado Teachers' Association for 1907 are: President, James H. Baker; vice-president, Fred Dick; secretary, W. W. Remington; treasurer, Homer S. Phillips. D. E. Phillips was re-elected to the executive committee, and the members with unexpired terms are C. E. Chadsey and E. C. Hills.

UTAH.

Grand county, with no city, pays no teacher less than \$65 a month and some as high as \$110.

NORTHWESTERN STATES.

IDAHO.

LEWISTON. Professor H. L. Talkington of the state normal school has prepared a text-book and reference book on the constitution, history, conditions, and school laws of the state, finely illustrated, that for information, interest, and pedagogical characteristics is unsurpassed in any state.

WYOMING.

In our issue of December 13 the abbreviation Wyo. landed Superintendent S. S. Stockwell in Wisconsin. We regret this error. Superintendent Stockwell is in Cheyenne.

Dr. Barrows on the Philippines.

Dr. D. P. Barrows, general superintendent of education in the Philippine Islands, has just arrived in this country, and says: "The islands are in a good condition, generally speaking. There are forty native governors of as many provinces. They are serious and intelligent men, and at the recent conference in Manila showed that they understood the situation in the islands. While all these governors but one are natives, they all speak and understand English. From an economic standpoint, however, the islands are not in what I would call a good condition. This is by reason of the fact that there is no market for their sugar and tobacco. These are their principal staples. They, however, have a very good market for their copra (dried cocoanut) and abaca (hemp), and from these they derive their main revenue."

It is the duty of Congress, at its next session, to give Philippine sugar and tobacco free entry into its chief natural and legal market, that of the United States. Justice and self-interest alike demand it.

Walter J. Ballard.

The council of a small community found it necessary to make a new cemetery, and, having fixed on a site, agreed that they would all go out on a certain day to inspect it and would assemble first of all in the chapel. As the day was warm, they left their coats, etc., in the chapel, when Herr Simon Blotteles suggested that some one should stay behind to look after them.

"What for?" said Herr Nathan Ehrlich, "if we are all going out what necessity is there for any one to watch the clothes?"—Lustige Blaetter.

Educating the Filipinos.

BY WALTER J. BALLARD.

Speaking to a large audience in the college chapel at Claremont on December 4, Dr. David P. Barrows, head of the department of education of the Philippine islands, spoke freely of the work out there. Dr. Barrows described the difficulty of providing suitable schooling for the million and a quarter Filipino children scattered through the vast archipelago.

A three-years' course had been devised, and the children divided into three groups, each group being given instruction for one-third of each year. In this way each child might receive a full three-years' course in the nine years between the ages of six and fifteen. The archipelago is divided into forty provinces, with a division superintendent of education for each province. This superintendent has complete control within his province in regard to appointing teachers, fixing their salaries, and managing the finances. Within each province are further subdivisions, over each of which is a district superintendent, who travels from school to school.

Between four and five hundred thousand children are in the schools, and practically every district of the archipelago has been reached. Nearly a thousand American teachers are employed, and at the present time over 6,500 native teachers have been trained for the work and are now teaching, reports the Los Angeles Times.

The native teachers take the lower grades of the three-years' course, while the Americans are almost entirely employed in the third-year or high school grade. There is one high school to each province, forty in all. The first year's instruction is elementary, teaching English, and following somewhat the lines of the lower grades of American grammar schools. The intermediate year is wider, introducing such subjects as agriculture, tool-work, and house-keeping. The third year takes up more nearly high school work, and while continuing manual training, gives more advanced instruction along academical lines.

Dr. Barrows prophesied that the Filipinos would become one of the important peoples of the East. He praised the native mind, and said that the school children were quick to learn and eager to improve. These words of one so well and practically posted as is Dr. Barrows bring forcibly home to us the responsibilities of our possession of the Philippines.

TWO DEBATERS.

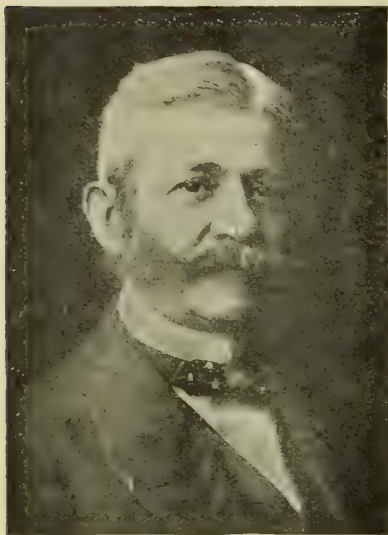
Mrs. Muggins—"Your husband is the most argumentative man I know."

Mrs. Buggins—"Yes; for ten years he has been trying to convince me that he isn't."—New York Times.

"Ma," said a discouraged little Maple-avenue urchin, "I ain't going to school any more."

"Why, dear?" tenderly inquired his mother.

"'Cause 'tain't no use. I can never learn to spell. The teacher keeps changing words on me all the time."—Occident.



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THE WEEK IN REVIEW.

(Continued from page 45.)

pany charged off the transaction as a loan, giving its note to two of its employees. The whole business was one of those hocus-pocus arrangements, familiar in high finance, and hitherto regarded as a joke, until the Grand Jury took a different view of it and declared it a crime.

THE SITUATION IN CUBA.

It was at first hoped that elections might be held in Cuba soon after the opening of the year. Then June was mentioned as the probable month. But now no definite date is in view, and none is likely to be fixed until conditions improve materially. The conviction is spreading that we are in for a long and difficult enterprise in Cuba. The root of the trouble is that the different Cuban parties are not divided upon questions of policy so much as upon the distribution of offices. Originally, there were two parties, the Liberals and Moderates, to be reckoned with. But these have split up into factions, so that there are now four or five political groups, each of which is passionately averse to seeing any of its rivals in places of power. All, apparently, would rather the present conditions should continue than have one of the competing parties triumph. Besides this, the business interests which have a great deal at stake in the political tranquility of the island, prefer the American protectorate to taking any chances again with a native administration.

LYNCING AND THE SUPREME COURT.

The action of the United States Supreme Court in the Chattanooga lynching case may have important results; at least, it introduces new possibilities which are calculated to make lynching a more serious matter than heretofore for those who participate in it. In this case a sheriff and twenty-six other defendants are charged with contempt of the Supreme Court in lynching or permitting the lynching of a negro named Johnson, at Chattanooga, after the man was virtually in the

custody of the court. The first important question was whether the Supreme Court had jurisdiction of the case. The court has decided that it has jurisdiction, and that the lynching was a contempt. It will now go on with the case, and it is incumbent upon the defendants to show cause why they should not be punished for contempt. If they cannot exculpate themselves, the court may inflict any penalty which it chooses.

THE NEW FRENCH CHURCH LAW.

The French Senate refused to make any amendment whatever in the bill amendatory of the act for the separation of church and state, which the chamber of deputies passed December 15, at the initiative of M. Briand. Several proposals were made with a view to making the bill more agreeable to the Vatican, but they were all rejected and the bill was passed by a vote of 190 to 100. Under the law as amended, public worship may be held under the separation law of 1905, or under the associations provided for in the law of 1901, or under the general law relating to public meetings, enacted in 1881. Even in default of the "cultural associations" required by the law of 1905, the use of edifices intended for worship will remain at the disposition of the faithful and the clergy for the practice of their religion, but other church property in default of cultural associations will revert to the state, and priests who fail to comply with the law of 1905 will forfeit their allowances or pensions.

THE BARONESS BURDETT-COUTTS.

The death of the Baroness Burdett-Coutts, at the age of ninety-two, ends a career which has been strewn with benefactions all the way. The Baroness was only twenty-three years old when she fell heir to what was for those times the prodigious fortune of ten million dollars. She had a keen business sense, and was all her life long an active partner in the great bank in which her fortune was made. But she consecrated her fortune to charity and used it most wisely in helping existing organiza-

tions for the relief of human suffering and establishing new ones. She built model dwellings for the poor; founded the society for the prevention of cruelty to children; gave practical encouragement to the humane treatment of animals; and often went in person to the homes of the destitute, the better to understand and relieve their wants. At the age of sixty-seven she married a man of thirty, Mr. Ashmead Bartlett,—a proceeding which was naturally criticized; but the marriage was a happy one, in spite of the discrepancy of age, and Mr. Bartlett, who took the name of Burdett-Coutts, has been an efficient helper in the distribution of the Baroness's charities. He is an American by birth, but has been a member of Parliament for twenty years or more.

PUBLIC SENTIMENT AND THE CONGO.

The moral sentiment of the civilized world has been so aroused by the atrocities perpetrated in the Congo Free State that it would seem impossible that it should fail to make itself felt even by the stony-hearted King Leopold. It is not necessary to go beyond the disclosures contained in the report of King Leopold's own commission of inquiry to find a state of things indistinguishable from slavery. The luckless natives are forced to work under rigorous and cruel discipline and are made the subjects of savage punitive expeditions if they fail to meet the requirements of their masters. Even little children are hopelessly bound by contracts to labor which it is impossible they should understand. Leopold protests that no atrocities are committed in the Congo, yet these and other offenses like them are disclosed by his own commission. Belgium is just now considering taking over the Congo from King Leopold, and reforms may be halted until a decision upon the conditions is reached; but the powers signatory to the treaty under which the Congo State was formed have a clear duty to humanity in the matter, and it is reassuring to know that Great Britain and the United States will act together when the time comes.

COLLEGE NOTES.

HEADQUARTERS

IN order to make this section of the JOURNAL OF EDUCATION as complete as possible the editor asks for the co-operation of college authorities. Properly authenticated news will be printed each week of changes in college faculties, changes in instructorships, and important college news.

Professor Anson Daniel Morse, whose resignation from the Amherst faculty was announced during the past week, has served on the faculty of that college for over thirty years, and with but four exceptions has served as long as any member of the faculty. Professor Crowell, Dr. Hitchcock, Professor Harris, and Professor Emerson were appointed before 1876, when Professor Morse just started his work. The resignation is presented in order that Professor Morse may complete studies already begun, in history and political science, and he will work especially on the political and party history of the United States and the meaning and signification of the federalist period. He will probably remain in Amherst or Pelham, where he has a very pretty little cottage, and here carry on the work on which he has spent many years of study and thought. Professor Morse has always been a profound scholar and his resignation will be a great loss to the college because of the devotion and fidelity with which his work has been carried on.

George Grafton Wilson, doctor of philosophy, of Providence, an economist and sociologist, was recently appointed lecturer in the department of international law at the Harvard law school. Dr. Wilson will have charge of some of the courses formerly conducted by Professor Edward Henry Strobel, who lately resigned to become legal adviser to the government of Siam. Professor Wilson was a member of the faculty of Brown University for many years and has been on the staff of the naval war college at Newport. He was born at Plainfield, Conn., in 1863.

The University of Maine is now undergoing a crisis similar to that gone through by many of the now large western universities. President George E. Fellows has presented to the state legislature, now

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in session, a request for a much larger appropriation than has ever been asked for before. On January 1 all income from the state ceased, as the ten-year appropriation made by the legislature of 1897 expired on that date. The "ten-year appropriation" scheme has proved inadequate to the increasing needs of universities in the West. Educators will be interested to watch the outcome of this same fight in the only state university in New England.

The annual catalog of Dartmouth, together with the Tuck School of Administration and Finance, the Thayer school, and the Medical school, has just been issued showing that Dartmouth and its associate schools now contain 1,129 students. There are 1,058 students in the academic department, a gain of 131 over last year, and 144 men in the associated schools, compared with seventy-one last year. The distribution by classes is as follows: Seniors, 190; juniors, 198; sophomores, 286; freshmen, 355; graduate students, 29; Tuck school, 41; Thayer school, 41; medical school, 62. In the number of students Massachusetts leads by a wide margin with 500; New Hampshire has 233; New York, 76; Vermont, 73, and Illinois, 67. Among the other leading states are: Maine, 44; Connecticut, 19; Ohio, 17; Colorado, 12; Rhode Island, 10; Pennsylvania, 8, and Iowa, Missouri, and New Jersey with 7 each. Since President Tucker took charge in 1893 the enrollment has increased from 315 to 1,129, and similar progress is shown in the number of buildings, the increased faculty, and new courses.

President Butterfield of the Massachusetts Agricultural College has announced the action of the trustees in voting to establish a normal department of the college and a full professorship of agricultural education. The action is an outgrowth of the work of the Massachusetts board of industrial education, which a few years ago voted a sum of not more than \$5,000 for the Massachusetts Agricultural College with which to establish a normal department. This sum was not available last year, but will be asked for in this year's budget. In view of this expected appropriation, it is hoped to establish such a department by the beginning of the next college year, in charge of a professor of agricultural education. The work of such a department would be broad in its scope, not only affecting the college directly, but also many secondary schools. At the college the work of the department would take the form of preparing and fitting young men and women for work in teaching agriculture and allied sciences, thus in-

volving a certain amount of pedagogy and normal work. While the Massachusetts Agricultural College does at present furnish a certain number of teachers, especially in agriculture, in both its elements and higher forms, yet these teachers are not pre-eminently fitted to teach in the strict sense which normal schools fit their graduates to teach. The other work of the normal department will consist in directing and co-operating with teachers in elementary schools taking up the agricultural work, and to assist particularly in instituting high school work in elementary agriculture, and such agricultural high schools as that at Petersham, the principal of which, Edwin H. Scott, is a graduate of Massachusetts Agricultural College in the class of 1906. This work in elementary agriculture is rapidly coming to the front in preparatory schools, and Massachusetts men must take the lead in establishing it. At present only two state institutions are fitted with such departments, giving the opportunity for pioneer work at college. Great care will be exercised in picking a professor of agricultural education to take charge of this department, a rather difficult person to find.

THE OTHER FELLOW.

How seldom do our dreams come true!

The very thing our fancy lets
Us hope in time will be our own
Some other fellow always gets.

We fall in love; the mind's diseased,
The brain is in a foolish whirl;
And while we worship from afar
Some other fellow gets the girl.

We try for wealth—deluded fools!
As men from Adam's time have done;
And while we toil, and strive, and fret,
Some other fellow yanks the bun.

We yearn for fame, and struggle hard
To win some measure of renown,
And find that to posterity
Some other fellow's name goes down.

Ah! what a torment life would be
If we were of the hope bereft
That in some fairer world than this
That other fellow would get left.
—Somerville Journal.

"A man told me the other day that
I looked like you."
"Where is he? I would like to
punch him."
"I killed him."—Life.

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An old colored woman was seriously injured in a railway accident. One and all her friends urged the necessity of suing the wealthy railroad corporation for damages.

"I 'clar to gracious," she scornfully replied to their advice, 'ef I ain't done git more'n nuff o' damages! What I'se wantin' now and what I'se done gwine to sue dat company foh is repairs."—Cleveland Leader.

With umbrella and rubbers to keep off the rain,
On a very moist morning I met little Jane.

"Are you well?" I inquired. "Oh, no, can't you see
I'm dreadfully under the weather," said she.

—C. F. Lester, in St. Nicholas.

THE MAGAZINES.

—The illustrations in the January St. Nicholas deserve special mention. Among the contributing illustrators are Blendon Campbell, Reginald Birch, Harrison Cady, C. M. Relyea, Culmer Barnes, C. D. Weldon, George Varian, I. W. Taber, Florence Storer, and Albertine Randall Whelan. There are no less than eighty-two pictures in the body of the January St. Nicholas from these artists' work and from photographs, without counting the forty-four cuts enriching the departments of nature and science and the St. Nicholas league. There are four serials now running in St. Nicholas: "Abbie Ann," by George Madden Martin, the creator of Emmy Lou; Alice Hegan Rice's "Captain June"; Ralph Henry Barbour's "The New Boy at Hilltop," and Captain Harold Hammond's "Pinkey Perkins: Just a Boy." Each of Mrs. Frances Hodgson Burnett's fairy stories is complete in itself; but little Queen Silver-bell, the recounter of these delightful tales, appears in every one and so there is a connecting link. In the February St. Nicholas will begin another, "The Cosy Lion," with more of Harrison Cady's whimsical pictures. Short stories and a number of sketches make the January St. Nicholas a full number.

—Interest will be keen in Theodore Roosevelt's latest essay, which is made the leading feature of the January Century, with illustrations in color by Leyendecker, notable work even for the Century's pages. Under the title of "The Ancient Irish Sagas," Mr. Roosevelt makes a plea for wider and more popular appreciation of the wealth of romance and poetry in this ancient literature, and urges that chairs of Celtic be founded in as many of the leading American universities as possible.

The kids came up in spelling. "Spell tight," the teacher said.

"T-i-t-e," said Willie; said the teacher, "Go up head."

"Spell 'dough,'" then said the teacher to the class's brightest star—

"D-o-u-g-h, dough," the youngster said and got an awful jar

When chased down to the bottom, while Willie tried "d-o,"

And much to his astonishment found his stammered effort go.

So Willie got his knife at last and stuck it in his belt,

Unknowing that his thanks were due to one T. Roosevelt.

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Government by injunction may not be an ideal thing, but is it really any worse than government by politicians?—Somerville Journal.

BOSTON THEATRES.

KEITH'S.

Houdini is amply fulfilling all the predictions made that the limited engagement he is now playing at Keith's would be even more phenomenal than the one he played last season. He is certainly the greatest single drawing card the vaudeville world has ever known. The new tests that he is presenting are all of them wonderfully well executed and are as marvelous as his previous stunts. A number of especial feats are to be attempted at various performances, due notice of which will be given. Besides Houdini a number of other acts of the exclusive class, known as "head-liners," will be in the bill. Among them may be mentioned Simon and Gardner in that uproariously hilarious skit, "The New Coachman"; Frank Bush, the greatest of all tellers of dialect tales; Dan Burke and his School Girls, a very pleasing "girl act"; the Sutcliffe troupe of Scottish pipers, dancers, and acrobats, imported especially for the Keith circuit; Louise Raffin's trained monkeys, another foreign act and a very good one, too; Treloar, the ex-Harvard oarsman, assisted by Miss Tempest, in a most attractive athletic exhibition; McCue and Cahill, known as "The Irishmen with the Italian Voices," and the Musical Johnstons, the peerless xylophone players. The program will also include the Holdsworths, who sing, dance, and play banjos; Nora Kelley, pretty Celtic vocalist; Brazil and Brazil, in an acrobatic comedy skit; the Alpha Trio, hoopologists; the La Tour sisters, two bright soubrettes, and the kinetograph.

SHE WAS THE LAST.

He—"Can't you give me any hope?"

She—"Why, yes; I have three unmarried sisters."

He—"Yes, but I've proposed to all of them."—Cincinnati Tribune.

Small Elmer had just come in from the back yard where the cook was removing the feathers from a chicken.

"Where is Jane, Elmer?" asked his grandmother.

"She's out behind the shed husking a hen," answered the little fellow."—Chicago News.

Teacher—"Give me an example of circumlocution."

Willie Briteboy—"When a porter says 'Bresh you off, boss?' but means 'Gimme a quarter.'"—Chicago News.

Men joke a lot because when a half-dozen women get together they talk so much, but the women have something more than a suspicion that when a half dozen men get together they do something besides smoke.—Somerville Journal.

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State Board of Education,
State House, Boston,
January 3, 1907.

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A public examination of persons wishing to obtain the certificate of approval of the State Board of Education for the position of superintendent of schools in accordance with chapter 215, Acts of 1904, will be held in Room 15, State House, Boston, Friday, February 8, at 9:30 A. M.

Candidates must bring to the examination a certificate of moral character, and testimonials of scholarship and of experience in teaching or supervision. They will be examined in the school laws of Massachusetts and in the principles of school management and school supervision. Much weight will be given to successful experience in the supervision of elementary schools.

Persons intending to take this examination should notify the Secretary of the Board of Education, if they have not already done so.

GEORGE H. MARTIN,
Secretary.

JOURNAL OF EDUCATION.

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JANUARY 17, 1907.

A. E. WINSHIP, Editor.

HIGHER EDUCATIONAL INSTITUTIONS.

BY PRESIDENT CHARLES W. ELIOT, HARVARD UNIVERSITY.

There are two ways in this world to carry on the higher educational institutions; only two ways have ever been invented and successfully used. One way is by direct support of the government. In various parts of the world all forms of government have used successfully that direct method of supporting the higher institutions of education. That can be done in this country—is done in this country. Most of the western states tax themselves heavily every year for the support of their universities and of their normal and technical schools. That is one method—the direct taxation method—always effective, and far the quickest for a new community. The other is the method which was used by the men who came over from England to Massachusetts Bay. You have been informed by rather a romancing historian that this method was invented in Massachusetts about the time of the adoption of the Constitution. Here is an error of more than a century. The charter given to Harvard College in 1650 contains a complete exemption of Harvard College “from all civil impositions,” including exemption of its students and teachers from military service. Moreover, this policy of exemption is a part of the only other method—beside direct governmental support—of maintaining the institutions of higher education, namely, the endowment method. What is the essence of that method? It is nothing but offering an inducement to public-spirited, private persons to give their money, chattels, lands, or buildings for the public use called higher education. That is exactly what the settlers in Massachusetts Bay offered. They offered the inducement to the public-spirited men and women who were ready to give their private money and property to the support of the higher education, that, if they did so, then such property should be forever exempted from assessment for other public uses. The government of the Colony agreed that the moneys given by private persons for education should forever be exempted from assessment for other lower public uses, like highways, sewers, courts, and prisons. That is the entire meaning of the exemption,—private money set aside for public use shall not be assessed thereafter for lower public uses or any other public uses.

How successful this policy has been in Massachusetts! The schools, the normal schools, technical schools, colleges, and professional schools in Massachusetts, both for men and women, are unexcelled to this day in the United States. Harvard University is the largest, richest, and strongest university in this country at this moment, in spite of the fact that there are a dozen state universities which have their hands in the public treasury, and

have had their hands in the public treasury, many of them, for more than a generation. Where did the normal schools begin? Right here in Massachusetts and in this State House, through a private benefaction. Massachusetts started them. Massachusetts has fed them. What state has as good a technical school as Massachusetts in the Institute of Technology? What built that? Private money, with the aid of the state,—exempted private money, because the state agreed that the money given for that great public use should not be charged for other lower public uses.

This, then, is the original, logical, and very productive Massachusetts policy with regard to the support of higher education. Now this doctrine and this practice have been accepted by every town in Massachusetts which has ever had occasion to consider the question, “Can we get a college, or an academy, or a normal school into this town?” There never has been a town or city in Massachusetts that did not welcome these institutions of higher education. I had occasion last spring to refer to the fact that when it was proposed to establish one more normal school in Massachusetts, the Legislature, without waiting for the advice of the board of education which had asked for but one, established four new normal schools. Why? Because there was such a competition for that one normal school that the Legislature found it more convenient to establish four. This, then, is a solid fact which I hope will be appreciated by the committee, that this policy for the establishment and support of higher education has always, to this day, been believed in and accepted by the towns and cities of Massachusetts. As to Cambridge, the seat of Harvard University, the town gave the first land which the college occupied, and many times over during the first one hundred and fifty years repeated a gift of land to Harvard University.

Nevertheless, with the growing difficulties concerning taxation in general, difficulties which we all admit, there has undoubtedly arisen a question about the incidence of this so-called burden, the exemption from taxation. Nobody doubts that the exemption policy of Massachusetts has been a fruitful and wise policy; but questions have arisen in many minds as to whether it would not be better, for example, for Massachusetts to vote annually—say—\$500,000 a year as direct grants to the institutions of higher education rather than to give them this indirect advantage of exemption from local taxation. That might conceivably be a question of the incidence of taxation. Let me next discuss this incidence of taxation which is suspected to be unjust.

In the first place, I venture to ask your atten-

tion to the proposition that there is no burden whatever on the towns and cities which contain institutions of higher education,—absolutely none; no burden at all, but, on the contrary, enrichment and elevation for all the towns and cities in Massachusetts which have the happiness of containing these institutions.

I have heard the attention of committees and commissions on this subject called to the fact that in many of our towns and cities very large amounts of property are exempted for churches, colleges, technical schools, etc.; and these large sums are rolled off the tongue with great unction, and it sounds as if there were an argument somewhere behind the figures, namely, that these large exempted amounts involve some burden. For instance, there are \$25,000,000 of property returned as exempted in the city of Cambridge. It sounds large. Then we are to consider that in thirty years more that sum will be \$50,000,000 perhaps, and in one hundred years \$100,000,000. It sounds as if the exemption of such large values were going to be a burden. Yet there is not, and there will not be, one atom of burden on the city of Cambridge. To illustrate—Harvard University owns in one of the wards of Cambridge, called Ward 8, from seventy-five to eighty acres of ground, on which there is no taxation. But if Harvard University were not there, some one will say, there would be shops and houses all over those eighty acres, from which large taxes would be derived. In the first place, whether those eighty acres would have been profitably occupied with houses or shops is guess-work. It is extremely doubtful if there would have been any more taxable houses or shops in Cambridge without the college than there are now with the college; for there is still much unoccupied land in the city, as in all Massachusetts cities and towns. But some things we do know. For example, we know that in Ward 8, where the college is, if you add to the exempted area of the college three times as much land all about this exempted area, and then take the average value of that total for taxation purposes, exempted area and all, one-fourth exempted and the other three-fourths taxed, you arrive at a higher average value of land than exists anywhere else in the city. Where is the burden? The city gets more taxes from that Ward 8 than from any other equal area in Cambridge, in spite of, or rather because of, the exemption. Is there any burden resulting from the exemption? On the contrary, the city of Cambridge has distinctly profited, so far as taxable values go, from the presence of Harvard University with its exempted area of eighty acres.

Secondly, one would imagine, if the presence of exempted values were a burden, that the rate of taxation in towns and cities heavily burdened in that sense would be higher, distinctly higher, than in towns and cities that had no such exempted values, or had much smaller values exempted. If the exemption is a burden to the town or locality, surely large exemptions ought to result in higher tax-rates; because all towns and cities are struggling after comfortable conditions within their territory, and the tax-rate which they find themselves able to collect is presumably a rate which gives

them the comfortable conditions they desire,—not everything they desire, of course, but a fairly comfortable mode of existence. Now, as a matter of fact, there is no relation whatever between the tax-rate of any city or town and the amount of property exempted therein for churches, schools, colleges, technical schools, and charities. I will compare together, in the first place, the city of Cambridge, which has a population of 97,000, and the city of Lowell, which has a population of 95,000. The assessable property in Cambridge in 1905 was \$104,000,000. The assessable property in Lowell was \$72,000,000, or nearly three-fourths of the assessable property in Cambridge. Let us look at that fact to begin with. It seems that Cambridge has more property per capita than Lowell; yet Lowell is full of great factories. That is in itself a favorable indication that Cambridge is on the whole pretty well off in regard to the amount of her assessable property. This is not an isolated fact. In Amherst, Northampton, and Williamstown, three towns whose condition has been represented before the committee as singularly unfortunate, the percentage of their taxable property to the taxable property in the counties in which they are severally situated is higher than the percentage of their taxable individuals to the total of taxable individuals in their respective counties. But how about the exempted property in those two cities? In Cambridge there are exempted, according to the returns of the assessors, \$25,000,000 and upwards. In Lowell there are only \$3,000,000 exempted, less than an eighth part of the Cambridge exempted value. What a tremendous advantage Lowell must have, if the exemption is a burden. Is there any escape from that logic? If there is any connection at all between low exempted values and a low rate of taxation, what an advantage Lowell must have over Cambridge with exempted property of only about \$3,000,000, when Cambridge has exempted property of about \$25,000,000. What is the fact about the tax-rates? In Cambridge in 1905 it was \$19, in Lowell \$20; in 1906 in Cambridge it was \$18.60, in Lowell it was \$19.60. How, then, is it possible to believe that the exemption brings a burden upon the community where that exemption takes effect?

Let me compare two other places of about equal population, Amherst and Easthampton. Easthampton has rather more people. It has slightly more assessable property, almost \$200,000 more; but Easthampton has only \$584,000 exempted property, whereas unfortunately Amherst has nearly \$3,000,000 exempted. This must be a tremendous burden on Amherst. But what are the tax-rates? In Amherst it was \$16.25 in 1905, and the same rate in 1906; in Easthampton it was \$17 each year, or higher than in Amherst. Does anybody suppose that Amherst does not live as well as Easthampton? Those who visit the two towns know better than that.

Now let us compare Williamstown with Provincetown, two towns approximately equal in population. Williamstown has about \$3,000,000 of assessable property, and Provincetown nearly \$2,000,000; but the unfortunate Williamstown has over \$2,000,000 of exempted property, whereas

the fortunate Provincetown has only \$50,000 of exempted property. Some one said it was best to compare such figures in percentages. The exempted property in Williamstown is seventy per cent. of the assessable property, whereas in Provincetown the exempted property is only two and one-half per cent. of the assessable property. What a great disadvantage Williamstown must be under! Yet the tax-rate in Williamstown in 1905 was \$18.80, and in Provincetown \$20; and in 1906 in Williamstown it was \$18.70, and in Provincetown \$19.50. Again the lower rates in the town where a college is situated, and which has exempted property amounting to seventy per cent. of its assessable property. It is a significant fact, considering the lamentable picture painted here of the condition of Amherst and Northampton, that both towns had tax-rates in 1904 lower than the average tax-rate in Hampshire County.

I will put this matter in one other form. Cambridge is said to have \$25,000,000 of exempted property. Now suppose some benefactor or benefactors should give Harvard University to-morrow \$20,000,000. Much of that sum would ultimately get into Cambridge as exempted property in buildings, collections, and apparatus; but the assessable property in Cambridge would not be diminished, but on the contrary much increased, because the University would be made richer and better and would have more teachers, students, and workmen whose expenditures would increase the business done in the city and therefore its tax receipts. We are now looking for the great Gordon McKay bequest of \$5,000,000, and we know some of that must go into such "plant." Now will the "burden" on Cambridge be increased when that Gordon McKay bequest comes in? Its assessable property will not be diminished. In what possible way will the "burden" of Cambridge be increased? In no way. On the contrary, there will be a larger, better equipped, more resorted to, educational establishment in Cambridge, and the city will receive an increase of the many benefits which it now derives from the University.

I was anxious to make as clear as I could this proposition that the towns and cities in which there are large exemptions for churches, hospitals, colleges, etc., have absolutely no burden to bear,—none. That is the logic of the situation; more-

over, it is the result of experience, the experience of Massachusetts since 1630.

We heard a good deal this morning about institutions of learning that make a profit. We even heard once about making so much profit per student. I think Smith College was supposed to make a profit per girl, because the girls paid \$8 or \$9 per week for board and lodging. In such transactions there is no profit in the mercantile sense. If it does not cost quite \$8 or \$9 per week to lodge and feed the girls in Smith College, if some college house in the course of a year clears a little surplus of receipts over expenditures, every dollar of that surplus goes to a public use, goes into the work of Smith College. I hope that this misleading use of the word profit in connection with college receipts and expenditures will be observed by the committee.

I want to touch finally one general principle with regard to exemptions. We have learned,—I think the greater part of the population of Massachusetts has learned within the last ten years,—that reservations from taxation are not bad, burdensome, wasteful things, but on the contrary that they are highly profitable and precious things; and that the question really is not how few reservations a community can get along with, but how many they can indulge in. The long and short of it is, gentlemen, that the things which make it worth while to live in Massachusetts, to live anywhere in the civilized world, are precisely the things which are not taxed; the things exempted are the things which are in the highest degree profitable to the community. Just consider what our life would be without the exempted institutions of Massachusetts, the colleges, museums, churches, schools, hospitals, courts, libraries, gardens, commons, parks, all the parks,—Boston's, Cambridge's, and the Metropolitan, and the parks of the Trustees of Public Reservations. Just think what our life would be if all these things were swept away. What would become of family life, of social life, of public enjoyment and private happiness? We get through these exempted institutions the joys and satisfactions and the upward tendencies which make life worth living. Let nobody persuade you for a moment that these invaluable reservations from taxation are a burden on the public; they are what make the common life worth living.

THE MAN OF CHEER.

"We love the man with roses on his tongue, the man who sees the boy's dirty face, but mentions his bright eyes; who notices your shabby coat, but praises your studious habits; the man who sees all the faults, but whose tongue is quick to praise but slow to blame. We like to meet a man whose smile will light up dreariness, whose voice is full of music of the birds; whose hand-shake is an inspiration and his 'God bless you' a benediction. He makes us forget our troubles as the raven's dismal croak is forgotten when the wood-thrush sings. God bless the man of cheer."

FUNDS FOR SAN FRANCISCO TEACHERS.

ACCOUNTS OF FUNDS SENT DIRECTLY TO THE SAN FRANCISCO TEACHERS.

Dear Mr. Winship: Right after the earthquake in San Francisco, I received a letter from Mr. Irwin Shepard, asking if he could give any of our teachers any help in a personal way. At that time, the teachers had not received their April salaries, and there was some fear that they would not be paid until June.

Everywhere I went I met teachers who had suffered a loss of everything. I was simply overpowered with the troubles of our teachers. I found that a very good relief committee of teachers had been appointed and were doing their best to help their fellow-workers, but I also found that there was no special fund of money for them to draw on except three hundred dollars, which had been sent to Mr. Kellogg, chairman of relief committee, by Alameda County Teachers' Club. This was absolutely the only money at that time available, and if supplies or clothing of any kind were needed the teachers had to go to just the ordinary Red Cross relief stations, and get just the ordinary Red Cross treatment. There was just one exception: Mrs. George, who had charge of the Denver Chamber of Commerce relief work, was always anxious to help the teachers, if possible to supply them with any needed clothing.

Upon realizing these conditions, I wrote to Mr. Shepard a very earnest letter asking that, if possible, he write to his different personal friends, who were teachers in various places, and ask that clothing and some amounts of money be sent to the teachers here.

I was almost afraid to write, but really it seemed frightful that our teachers had so little direct material help. Imagine my delight when Mr. Shepard sent me a letter giving me names of different ladies he had written to and enclosing his letters to them.

In a little time, I received a very sympathetic and beautiful letter from Miss Katherine Blake of Public School No. 6, New York, in which she said that the New York teachers were getting up some boxes of clothing for our teachers. She also said that \$10,000 had been collected from the New York teachers, and that Mr. Magnus Gross, president of Principals' Association, would be sent out with the money to distribute the fund.

At about the same time I received a letter from Miss Betty Dutton and Miss Emma Davis of Cleveland, Ohio, saying that the teachers of Cleveland were collecting clothing for our teachers, and that immediately after the earthquake Mr. Edwin Moulton, superintendent of Cleveland, had issued a call for subscriptions for our teachers; that \$1,200 had been collected for that purpose. Shortly after this I received both the clothing, which was distributed from my house, and the money, which is still being distributed through a committee.

A short time afterwards I received a letter from Miss Mary Sawyer of Cincinnati, who expressed

sympathy for our teachers and from the Mathesis Teachers' Club. She sent \$180 for our teachers. Shortly afterwards, through her efforts, Mr. Murray, superintendent of Chamber of Commerce, sent me \$800 for our teachers' relief. Shortly after this, Mr. Herbert West of Rochester forwarded me \$149 for our teachers. He had been interested in our teachers through Miss Ada Van Stone Harris, a friend of Mr. Shepard. The Rochester teachers also sent a box of clothing to the teachers.

The amounts from Cincinnati and Rochester I was authorized to personally give out to our teachers in need. This I am gradually doing every day. The New York fund has been placed in the hands of a large committee, and they have given out the money according to instructions given by Mr. Gross of New York. A great many teachers have been helped, and much good has been done by this money. The teachers in San Francisco sincerely thank their fellow-workers in New York for their prompt and generous gifts of money and clothing. Many thanks are due, too, to Mr. Magnus Gross and Miss Katherine Blake for their personal interest. Mr. Magnus Gross brought the money here, and took a great deal of trouble to see that it was properly disbursed. His great thoughtfulness, large-heartedness, courtesy, and determination to place the fund correctly will always be remembered. Miss Katherine Blake, assisted by Mrs. Annie Jessup, Miss Minnie L. Hutchinson, Miss Jessie H. Bancroft, Mrs. Mary Williams, Miss Millicent Baum, Miss Kate E. Van Wagener, Miss Hannah de Milt, are to be especially thanked for arranging the sending of clothing. Also Dr. William McAndrew, principal of the Girls' Technical High School of New York, who took an active interest and co-operated with the committee and sewing instructors and allowed his high school girls to make fifty shirt-waist suits. Many thanks are also sent to the high school girls and their teachers.

To Mr. Edwin Moulton, Miss Bettie Dutton, Miss Emma Davis, and the Cleveland teachers, the San Francisco teachers are greatly indebted for the money sent and the 5,300 articles of clothing, which has proven very serviceable. These gifts have relieved and helped greatly the hardships. All the generosity and love put into the offerings have been greatly appreciated. Mr. Moulton's prompt action to help our teachers will always be remembered.

To Miss Mary Sawyer, the Mathesis Teachers' Club, Mr. C. B. Murray of Cincinnati, Miss Ada Van Stone Harris, and Mr. Herbert West of Rochester, many thanks are sent for their generosity, and much good is being done with their gifts. All these kind friends have helped in the hours of distress, and heartfelt thanks are sent to them. And to Mr. Irwin Shepard all honor and credit be given for putting out a helping hand and for accomplishing so much for our San Francisco teach-

ers. His ready understanding, his generous sympathy, his prompt action, his many and strenuous friends who have helped contribute to our teachers' fund make his name a beloved one.

Many have received help through the efforts of Mr. Shepard and friends who otherwise would have received nothing.

Sincerely yours,

Estelle Carpenter,

Supervisor of Music.

San Francisco, December 6, 1906.

GRATITUDE.

BY HENRY VAN DYKE.

Do you give thanks for this or that?—No, God be thanked,

I am not grateful

In that cold, calculating way, with blessings ranked
As one, two, three, and four,—that would be hateful!

I only know that every day brings good above

My poor deserving;

I only feel that on the road of life true Love
Is leading me along and never swerving.

Whatever turn the path may take to left or right,

I think it follows

The tracing of a wiser hand, through dark and light,
Across the hills and in the shady hollows.

Whatever gifts the hours bestow, or great or small,

I would not measure

As worth a certain price in praise, but take them all
And use them all, with simple, heartfelt pleasure.

For when we gladly eat our daily bread, we bless

The hand that feeds us;

And when we walk along life's way in cheerfulness,
Our very heart-beats praise the Love that leads us.

—The Outlook.

AS TO INDUSTRY.

[A talk to boys by Colonel Henry C. Clark, General Superintendent of Jordan Marsh Company, the leading retail store in Boston.]

The quality that is greater than all the others put together is industry, and each and every young man can cultivate that quality in himself alone, which is absolutely essential in order to make a success in any business you may attempt. The young man who gets there first is the one who is looking for something more to do than the mere duties expected of him in his position. The young man who tries to shirk the duties expected of him always brings up in the rear.

There are so many different channels in commercial life that it is often difficult for a young man to decide just which he is adapted for. To become a merchant the art of selling must first be learned. Just here I would like to give you a little advice on salesmanship. The salesman who hopes to make a success of his profession should enter into the work with well-defined ideas of the right or wrong of business. Sterling character should be the cornerstone, loyalty, truth, courtesy, honesty, integrity, punctuality, promptness, and willingness to serve are among the best materials for rounding out a successful career in selling. Consider your own in-

terests, but while you draw a salary from an employer do not ignore or forget his interests.

A good knowledge of the English language is a necessity to salespeople; with a better class of customers it makes all the difference imaginable if the salesperson is capable of talking well, for well-chosen language is one of the sure indications of good understanding and intelligence. There has never been an age when general education was so widely diffused as to-day, and this means that the uneducated person is badly handicapped in a race of a business life.

MISSION OF SCHOOL ART.

BY W. H. ELSON,

Superintendent of Cleveland Schools.

In this country we are only beginning to wake up to our economic and social needs. Our manufacturers are demanding the artisan, the draftsman, the designer, the decorator, the modeler. This field is not overcrowded. There is abundant room for the man or woman who can apply art to industry. Throughout Europe schools of industrial art have been established. These have had a distinct influence upon industry, and they account in large measure for the artistic superiority of European over American manufacture in certain lines of production.

Because of the development of the industrial arts, drawing has become an indispensable study in school. All manual and industrial arts rest upon drawing, and as we have become a great manufacturing people training in this branch has become necessary. Everything exists on paper before it is actually constructed. This is true, whether the object is a house, a chair, or a newspaper cartoon.

Hence drawing is fundamental in all industrial pursuits. No industry can exist to-day without the aid of the man who knows how to use the pencil, whose eye has been trained to discriminate, and whose hand has acquired skill in expressing ideas in terms of the line. The man who can express his ideas with the aid of these helps has a decided advantage over the one who lacks this power. He is worth more economically and socially.

Drawing, which in a large way means an appreciation of beauty—with power to express adequately one's ideas—relates to all that man makes. All industrial products are affected by the artistic element. The tendency is to make useful things beautiful. Every article manufactured has an added value if it is attractive to the eye and satisfies one's sense of proportion. Every article of furniture, dress, wall-paper, floor covering, book cover, lamp, gas or electric fixture, jewelry, silverware must meet the requirements of good taste. Home industries of all kinds involve training in the industrial arts. The home is made beautiful by the application of art.

In this great city of productive industries there are many young people, particularly in the high schools, that have natural ability and interest in drawing and the applied arts, and with adequate training they would find attractive and remunerative work in the great industrial enterprises of the city. On this account the high schools should

offer adequate courses in drawing and the industrial arts—available to pupils interested while gaining their academic education. To such students the industrial arts should constitute one of the four regular studies throughout the high school course.

In the public schools drawing is essentially the training of the eye and the hand—the eye to see more and to see more accurately—and the hand to represent more and more faithfully and adequately what is seen. Instruction is directed toward the cultivation of the sense of proportion, color, and the appreciation of beauty; it aims directly at self-expression, seeking to give the child power to express ideas graphically. The work deals directly with objects in nature, thereby stimulating observation and acquaintance with environment, leading from representation to creative work.

In the primary grades the work deals predominantly with representation, but even here drawing is used creatively in the making of simple designs and in their application to articles of their own construction. A single article, however simple in construction, made in this way, teaches a pupil more than many exercises worked out without this application.

In the early fall is the nature work; later this is used as material for and as a basis for design, which in turn is utilized in its application to the work in construction. Throughout it is a development, every step growing out of the one preceding, thereby giving purpose to the work at every step and stage.

The construction work comes in December and March, and is used in making simple gifts to be taken home at Christmas and Easter time for father and mother. The stimulation of purpose leads the children to feel that what they are doing is of importance, and they do their best in making the calendar, the booklet, the box, etc. It encourages the spirit of giving, the giving of their own handiwork, and it fosters a thoughtfulness for others. To the child this is not a preparation for life—it is real living.

In the grammar grades and high schools design comes to have a larger share in the work. The mediums employed are pencil, charcoal, and brush—the latter is used especially in fall and spring nature work, but chief reliance is placed upon the pencil.

Drawing is closely related to all other subjects in the school course. It relates itself to all forms of expression—pupils illustrate their compositions—they make decorative borders for their book covers—they utilize their skill in drawing to express ideas in other subjects, such as geography, history, and arithmetic. In this way drawing connects itself vitally with almost every subject in the school course. It comes to the aid of other subjects, and becomes a help in the teaching and the learning. Throughout it serves to relate these studies to real life.—Cleveland Leader.

There are but 289,079 of the Noble Red Men in the United States, or about one in three hundred of the population. Practically the same number of Indians as insane.

THE MAN AND HIS WORK.

BY JOHN L. SHROY.

I haven't much faith in the man who complains
Of the work he has chosen to do.
He's lazy, or else he's deficient in brains,
And—maybe—a hypocrite, too.
He's likely to cheat and he's likely to rob;
Away with the man who finds fault with his job.

But give me the man with the sun in his face,
And the shadows all dancing behind;
Who can meet his reverses with calmness and grace,
And never forgets to be kind;
For whether he's wielding a scepter or swab,
I have faith in the man who's in love with his job.
—Lippincott's.

INCREASE SALARIES.

Superintendent Stratton D. Brooks of Boston has this to say of the increase of salaries:—

"Increased compensation for teachers means the attraction of the ablest women to the service. The increased expense of living of recent years has not been accompanied by corresponding increases in salary, and the rapidly expanding opportunities for women in commercial pursuits has produced a condition quite different from that which prevailed when teaching offered the best social and financial opportunity open to women. Now the ablest women are likely to be attracted to other fields of labor, and if conditions are not soon remedied the schools will suffer.

"It is evident that both of these propositions mean increased expenses, and in the end it is unquestioned that the tax rate for school purposes will soon need to be increased. In the meantime it is essential to carry forward the administration of the schools in such a way that every dollar produces its maximum of efficiency. Economy is necessary; efficiency is even more necessary. To be economical alone is not difficult. Any school board can reduce expenses if no regard is given to the effect upon school work, but it requires sound judgment to economize and at the same time to produce better results. This may involve increasing expenses, for the test is not the number of dollars spent, but the relation of expenditure to results produced.

"Every dollar spent for books and stationery that are not properly used, every dollar spent for coal that is wasted in the burning, every dollar spent for teachers or special assistants wholly or partially unnecessary delays the adoption of an increased salary schedule, and prevents the establishment of an adequate pension system. Wasteful expenditures have small concern for those whose stay in the service is brief, but those whose life work is teaching must look with favor upon any economy of administration that does not decrease the efficiency of the work. For these it is important that there be money enough to provide adequate compensation. In its final analysis it is possible to create and maintain such a condition only when the taxpayers know that those who share in the advanced salary are thoroughly competent. It is because it gives guarantee of this that the promotional system of examinations finds its greatest defense. An adequate system of excluding the incompetent will be, in the end, of great advantage to the teaching force as a whole."

SCHOOL ATHLETICS.

BY W. R. MARSH,

Principal High School, Elizabeth, New Jersey.

Competitive athletics—particularly football, which, because of its chronological position, absorbs the complete attention and energy of its participants at a time when they should be devoting themselves to acquiring a mastery of the beginning lessons—are, because of the number of contests, an injury to the spirit of scholarship in secondary schools. Our trouble is with competitions and not with athletics. It is doubtful if we should ever hear of “ringers,” professionals, inefficient umpires and referees, even feel the electric excitement that pervades the school the day before an important game; it is doubtful if we should ever be troubled with all these things if we sharply, and still more sharply, restricted interschool contests. I am not advocating the wiping out of all interschool contests, but I am trying to advocate the very great restriction of the numbers of such interschool contests, to the end that we may begin to train physically the weak rather than the proficient athlete.

Athletics began twenty-five years ago in boarding schools, where pupils, relieved from home duties, had too much time for loafing, and spread rapidly, first to the private day schools, and second, to the public high schools, and now to the elementary schools as well. Many schools and colleges were compelled to authorize athletics to check the abuses of athletics. The doings of the teams were given wide publicity, and the success of the school seems to be judged, not so much by its scholarships as by its success in athletics. From athletics there have grown up school fraternities, glee clubs, orchestras, etc., until the trend is to use the schools not only as educational factors but as social clubs.

Our secondary school athletics are based upon interschool competition. Only the best men are selected to represent the school, and they are benefited by the training, while the hundreds of other pupils get no benefit. Only the tip-top athletes have the fun and the schoolboy glory of the spirited contest. The other boys are not the tip-top athletes. They need exercise more than the top-notchers, but they do not get it. We have too much special athleticism and too little general athleticism. It is the physical weakling, with his hollow chest, and his puny legs, and, perhaps, his nasty cigarette, who needs exercise in the open air, in the bright sunlight.

The very boy that needs the exercise most is excluded from participation, because of his physical deficiencies. . . . On a dismal, rainy spring afternoon on the campus of one of the noted English schools there might have been seen the entire body of pupils, nearly three hundred strong, practicing at cricket. Among that number was one crippled youngster, who, partially propped against a tree, was endeavoring to guard a wicket. That is what is meant by general athleticism as distinguished from special athleticism. Which do you prefer?

The overcrowded curriculum in the high schools is due to the fact that the course has been outlined by specialists. The famous committee of ten sought the aid of specialists when in 1892 they revolutionized the secondary school system. The plan

has been given a trial of many years, and now a protest has been made against the attempt to do too much work at the expense of quality. Schoolmasters are the best judges of the amount of work the pupils can be properly called upon to do. They know that with all the carefully elaborated demands of the older subjects plus the equally carefully elaborated demands of the newer subjects, we are not able to do an honest job; we do not like to try to make a pound of paint cover the whole of our building.

We are distressed to be forced to advise the boy who complains that his working hours out of school are limited to four or five, and that his specialist instructors assign lessons which, if honestly done, will take eight or ten. However we may advise such a boy, we must confess to ourselves that the boy has too much work. Is it surprising that such conferences (of the committee of ten) should have the fractional boy in mind? To remove the first impediment of success the quantity of work required must be diminished to raise the quality.

 TREE AUTOGRAPHS.

Each tree in winter writes its autograph upon the sky. Sometimes the page upon which it is recorded is blue; again it may be white, or even assume the red or golden tinge of sunset. The sign-manual of every tree is individual and peculiar. The expert reads it as he would the handwriting of a friend. Rarely is he in doubt.

The American elm, one of our noblest trees and especially characteristic of New England, writes its name with a flourish. All sorts of ornamental lines and even illumination adorn its sign manual. One never doubts its high birth and association.

Contrast the writing of the English elm. It has a business-like, sturdy, practical hand; our own a more graceful, even imaginative one. Again, the oaks as a rule show signs of a mercantile education. The letters are clear, decisive, and bold. On the other hand, we fancy the honey-locust is a military or at least a militia fellow, whose swords and bayonets intrude even upon his writing. Note his many exclamation points. See how zig-zag are his characters like the “parallels” of a siege.

The tupelo shows the uncertain chirography of one who never properly learned to write. He does not keep to the lines. The maples show even a boarding-school kind of composition. The sentences are well arranged and punctuated; the letters rounded and erect. The beech is a self-contained writer, very proper and pointed in style. The magnolia, with its big buds, indulges in as many exclamation marks as Charles Reade or Victor Hugo, and the rhododendron and horse-chestnut also give way to hyperbole.

We cannot continue to record the individualities of the many different trees. The catalog would be as heavy as the list of ships in the Iliad. We can, however, well believe that character, habit, disposition, temper, inherited traits are recorded in these various autographs. The tree, like the man, cannot escape himself or his foibles. All the more necessary is the personal struggle for salvation.

William Whitman Bailey,

THE TUTOR AT PRINCETON.

When, some time ago, the president of Princeton proposed a tutorial system for that university, the *Journal of Education* commented favorably upon the proposition, believing that there was something in it that would meet a felt want in student life by bringing the student into personal relations with one interested in his success in a manner that could not be secured from the most considerate professor.

The tutorial system has been on trial for one full year, and it is gratifying to be able to register its complete success. It has passed beyond the theoretical stage, and has already proven itself a decidedly practical and helpful factor in the collegiate life. The tutorial staff is made up of the flower of several American colleges. Nearly sixty young and enthusiastic graduates, ranging from twenty to thirty years of age, were appointed as preceptors, at a total additional cost to the university of nearly \$100,000. It was understood that in his appointment the tutor was to have no disciplinary relation to the student, was not to make marks nor report absences, but was to be, instead, the guide, philosopher, and friend of the student, whom he was to win and aid by the attractiveness of his personality and method.

The year's experience is reported as having given highly favorable results, among which are the following: The standard of scholarship has been raised, the library has been used as never before, and the indirect moral effect has been shown in many ways, including a deep and thoughtful silence on the campus of evenings. Shirkers have been detected. Those who came to play football have remained to cultivate their minds. Knowledge has been widened beyond the narrow bounds of the text-book. A harassing load of detail has been removed from the shoulders of the regular professors.

Dean West reports that "the ordinary conversation of the students now turns oftener on matters of learning than athletics. As I said in a recent address, no longer are there roving bands of students on the campus in the evenings, but quiet reigns and lights are seen in study windows."

The librarian says that the "preceptorial work of the past year has caused a practical net increase of 16,457 volumes used in the reading room, while there was an increase of nearly 2,000 volumes in outside circulation and a large use of reference books on open shelves which cannot be given statistically. Certainly the new habit of frequenting the library has become remarkable. I should say that fiction had lost about fifty per cent. of its readers."

The success of any such system must to a large degree depend on the attitude of the students themselves towards it. But this has been found by the year's experience decidedly favorable. As one of the students recently said: "It makes us work a little harder, but it doesn't always seem like work, and the tutors help us out a lot by explaining things." Of 700 students who took the first examination since the new plan was adopted, only sixteen were found who had failed to make

use of conferences with the tutors. As such conferences are not obligatory, it is rather remarkable that such large use had been made of them.

Educators in other institutions are making careful inquiries into the working of the system at Princeton, and some have expressed themselves as ready to introduce it in their own methods as soon as they can find the means of financing it.

SOME GEOGRAPHY RESULTS.

BY JOHN WINTHROP DOW,

Teacher of Biological Science, High School, Milton, Mass.

Two years ago I gave as a question to a class of fifteen high school pupils, mostly freshmen, "Bound the state of New York." The results were so interesting to me that I submit them to others for thoughtful study.

On the north, twelve agreed they would expect Canada; two of these added Lake Erie; one expected to find New Hampshire and Vermont, one, Rhode Island, and one did not know. So far the showing is what we should expect.

On the south, seven found that Pennsylvania occupied the entire boundary; three, New Jersey; two, Pennsylvania and New Jersey; one, Pennsylvania and Massachusetts; one, Maryland; and two did not know.

On the east, four told that there were the three states, Vermont, Massachusetts, and Connecticut; two were contented to have only two states on the eastern border; two had but one of the three states; three thought New Hampshire formed the border; and there was one pupil for each of the following opinions: the Atlantic Ocean, the great lakes, Canada, and one, non-committal.

On the west the difference of opinion was equally great. Two decided for Pennsylvania and the lakes; two, for Pennsylvania alone; two, for the lakes alone; three, for Ohio; seven, for Vermont; and five were not sure enough to venture an opinion.

In short, eighty-four per cent. were substantially correct as to the northern boundary, twelve per cent. on the southern, twenty-four per cent. on the eastern, thirty per cent. on the western, and an average of thirty-nine per cent. for all sides. This last figure is misleading, as but one was substantially correct on all four boundaries.

The day following, to see whether it was the one state that was troublesome, I gave the question, "If one should travel from Portland to Chicago, Ill., through what states would he travel?" Five out of sixteen traveled in a possible manner, though but one went along the usual railroad route; six lost sight of one state; two, of two states; two, of three states; and the remaining number of the class replied: "To go from Portland, Me., to Chicago, you would go west through Maine, New Hampshire, then southwest through Vermont."—Milton School Journal.

Charles Dudley Warner's "In the Wilderness" will be outlined for study by Edith Giles in the issue of January 24.

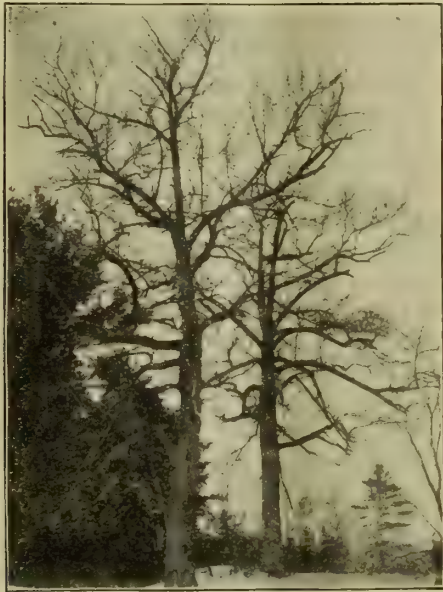
NATURE STUDIES.

WINTER DAYS.

BY ALICE G. MCCLOSKEY, CORNELL UNIVERSITY.

"Oh, the snow, the beautiful snow!
Filling the sky and earth below:
Over the housetops, over the street,
Over the heads of the people you meet.
Dancing,
Flirting,
Skipping along,
Beautiful snow, it can do no wrong;
Flying to kiss a fair lady's cheek,
Clinging to lips in a frolicsome freak,
Beautiful snow from the heavens above,
Pure as an angel, gentle as love!"

January is the month in which we may put our children in touch with the weather. There is al-



TREES IN WINTER.

(How do the chestnuts differ in form from the elms?)

ways so much grumbling about the weather. It is either too cold or too hot, or the sun is too strong, or the rain falls too fast. In January we meet the real vigorous winter face to face. We, as teachers, can do much to teach the children to meet it; to know the winter storms; to know the winter winds, and to love them.

Our boys and girls have a good bit of influence in grumbling about the weather. Teachers can counterbalance this influence. If winds blow cold, snow falls fast, and nature is in her most intense and vigorous mood, let us go out for a few minutes in the bracing air with our children, and teach them to feel the real strength that comes from wind and sleet and snow. This is nature study—the real touch with the out-of-doors. Let this be one of the January lessons, ten minutes with the companionship of wind and weather. Is there a teacher who cannot spare this time? Is there one who does not realize its importance, too?

If I were teaching in a rural school, a village school, or even a city school, I would never let my pupils leave me at four o'clock without giving them some inspiration to observe an out-door subject on their way to their home. It might be a

leafless tree. What trees will the children recognize without leaves, as they take their homeward way? How will they know an elm? A slender white birch? A vigorous spruce, and a stately pine? Which one of these trees would make a subject for a talk on the following morning? Good nature study teaching need mean nothing more than this—suggestion for out-door study on the homeward walk, providing topic for conversation in the morning talk. Try this during the month of January. Teach the children that the trees, leafless as they are, have a personality. The elm is known by its form; the chestnut, to be recognized, needs neither fruit, nor blossoms, nor yet leaves; the spruce is unlike the pine; the pine is unlike the hemlock.

Perhaps some teachers will think it best to send the children out for ten minutes to notice the leafless trees. On returning to the schoolroom let them write a brief composition on one tree they have recognized without its leaves, and how they came to recognize it.

Another bit of out-door study that has always interested me in winter days is the way in which the plants hold up the snow. I have always loved the weedy things that have risen above the drifts by the wayside. I know the goldenrods, teasel, and some of the asters as well in winter as in autumn. Frequently in January we have a few mild days, and often what we call a fall of wet snow. This snow clings to plants in different ways. Send the children out some January afternoon, and ask them to notice how the snow clings to different plants. Is there anything left of the goldenrod to hold up the snow? Anything left of the asters? If so, what? Any part left of the teasel, that, in the fall, seemed to stand so defiantly?

Where does the snow cling to the trees? Have the children notice on which side of the trees they will find the snow when other parts of the trunk are bare. Why is this? Does the spruce hold the snow for a longer time than the pine? If so, why? Notice whether the snow clings to the hemlocks.

This is a good month in which to study tracks in the snow. I have seen many kinds of tracks that I have never known. What little animal made them, I wondered, as I tried to trace them from place to place. Perhaps some lad in the schoolroom will know different kinds of tracks; perhaps he will take an interest sometime in the story they will tell. If there is any boy in a rural school who has seen tracks, yet does not know to what animal they belong, I will help him to identify them. This subject has ever been of interest to naturalists. Every teacher should give her children an opportunity to cultivate their powers of observation along this line. By means of tracks in the snow we can learn of many nightly revels among the wood and wayside folk; rabbits, squirrels, and mice are often abroad when their human brothers sleep. Let us teach our children to trace their going and their coming by means of the history their tracks have written in the snow.

1856—1906.

BY SUPERINTENDENT N. L. BISHOP, NORWICH, CT.

Through the courtesy of the principal of the Norwich Free Academy I have had access to a volume containing the questions propounded to and the answers given by the applicants for admission to the academy at its opening in 1856.

Desirous of ascertaining the relative merits of our pupils when subjected to the same test the questions in arithmetic were given a division of the eighth grade. It must be remembered that this grade is to have the work of one more year before it is recommended for admission to the academy. The class examined was not an advanced division, neither was it composed of picked pupils, but represented fairly the average minds of the grade. The eighth grade was selected for the test because it was more convenient and because it had covered all the topics embraced by the questions. The following is a copy of the questions:—

- I. Divide three hundred by three hundredths.
- II. Multiply seventy by seven tenths.
- III. How many minutes in the month of July?
- IV. Reduce 1-99 to a decimal. (The last part of this question called for matter not usually presented in the arithmetic of to-day and so was not given.)
- V. Give the table of Long Measure.
- VI. How many acres in a piece of land 75 rods long and 48 rods wide?
- VII. What is the distance from the equator to the poles in English miles?
- VIII. What is the interest on \$563.75 for three years, ten months, and fifteen days?
- IX. 19 8-17 by 14 8-15.
- X. Define the following terms: Multiplicand, quotient, commission, interest.

Of the seventy-three persons who attempted to pass this test in 1856, three answered all the questions correctly and were given a mark of 100. The marks of the remaining seventy varied from a little below 100 down to the lowest, 40. The average mark of the whole class was 75.

The age of each candidate being given on his paper, it was easy to ascertain that the average was a little more than fifteen years and three months.

The scholars recently examined on exactly the same questions, with the exception of a part of the fourth, numbered twenty-seven. Four of them answered all of the questions correctly and were given a mark of 100. The marks of the remaining twenty-three varied from 95 down to 70. The average mark of the whole class was 88. The average age of this class was a little more than thirteen years, six months. The penmanship and spelling of the latter class compared very favorably with those of the former.

For convenience of comparison the results are arranged as follows:—

	1856	1906
Pupils examined	73	27
Number attaining 100 per cent.....	3	4
Lowest mark	40%	70%
Average mark	75%	88%
Average age	15½	13½

So far as the results of the examination indicate the work of the school the above clearly shows that

in arithmetic surely it has not deteriorated, but considering the age of the pupil, has materially improved.

I believe that a like comparison in geography, grammar, history, and spelling would show like results. It should be said in conclusion that the entrance examinations of the present day being composed largely of concrete problems, depending for their solution upon experience, reason, and judgment, as well as figuring, may justly be regarded more difficult than the one here given.

FOR THE BLACKBOARD.

Move promptly and quietly.
 Speak distinctly and gently.
 Study more than text-books.
 Master what you study.
 Be courteous and thoughtful.
 Be diligent and trustworthy.
 Make the most of the best that is in you.

DIRECTED PLAY AT RECESS.

BY MISS EDNA P. CARRET,
 Director Physical Training, Milton, Mass.

What is the purpose of the recess period?
 Do the children play during the recess period?
 Do some children play and others stand about idly?

Do children quarrel during the recess period?
 Are the children who are playing interfered with by the children who are not playing?

Has the recess period a good effect on the manners and morals of the child, and is this time thoroughly enjoyed by the child?

Is it not generally the strong and vigorous child who plays and the less vigorous who stands aside?

These are a few of the questions that come to one's mind in studying conditions at recess periods.

The purpose of the recess period is the first thing to consider. To my mind it is a period given to the child for complete mental and bodily refreshment, and to attain these ends he should enjoy himself during that period.

Do many of the children organize and play a game at recess? No, they do not, and it is not because they do not know games to play and do not wish to play. Although the play instinct is perhaps the strongest instinct of childhood, and is one means of developing the child, his power to organize does not develop until he is about twelve or thirteen years of age. Before this age children are intensely individualistic, and they enjoy games whose centre of interest is one's self in relation to others. It is the individual competitive age, and there are certain games, like tag, black and red, etc., etc., that appeal to them; but to play these games they need to be organized by an older person. Children over twelve years being able to organize do so as a rule, especially the boys who are interested in football and baseball.

But are there not a large number at the age when organization is possible who do not engage in any of these sports? Are they not the very ones who need it the most? It has been my experience that the boy or girl who does not care to play

ball, let us say, is the one who is unable to catch the ball and whose reaction is slow, and who is, therefore, the very one for whom the training is most important.

Games properly played develop agility, self-control, will power and vigor, and accuracy of movement, and are one of the best means of developing a slow and indolent mind. Therefore, the children who can but do not organize, should be organized and taught to play that they may develop the powers they lack.

Sometimes, for want of something better to do, children quarrel, push each other, or are rough in other ways. If they were busy enjoying a good game there would be no desire to quarrel or be rough. Children need a proper vent for their natural vigor and desire for activity. Sometimes non-playing children attempt to break up the organized play of other children. This difficulty can be entirely obviated by organizing the non-players that they too may have a genuinely good time.

Does this directed play mean that the child is not to be free at recess periods? Not by any means. He can play freely and enjoy himself thoroughly under the direction of one who wishes him to have a good time, but he is not free to spend his recess quarreling, or pushing his neighbors, or interfering with those who are playing.

In order to have directed play successful there must be play apparatus, and interest and tact on the part of the teacher who is directing the play. In great cities like New York the recess period problem was at one time thought to have been settled by having the children stand in line after passing to the schoolyard, because the yard space was not large enough for such numbers to be running about with nothing to do, and there was too much danger from roughness to permit it. Now, however, instead of this method, the children are regularly organized by their class teacher, and each day play games at recess time, and sometimes classes combine and play, and there are also interclass games. This has been in every way a success.

Do the teachers who give up their time to this kind of work find it irksome? The majority do not. They enjoy the fresh air, and the fun of the game, many entering into it with their pupils, thus making a closer bond between the pupils and themselves, and as a result exerting a greater influence over them.

But even with large yard space and small numbers are recess periods fulfilling their mission if all the children are not enjoying themselves in the right way?—Milton School Journal.

It is more important that a student use one book well than that he have a hundred good books no one of which is used.

Another year of happy work
That better is than play;
Of simple cares and love that grows
More sweet from day to day.

—John White Chadwick.

GEORGE WASHINGTON EXERCISE.

BY JANE A. STEWART.

[Let a large picture of Washington stand on an easel placed in a conspicuous spot. If possible, try to supply each pupil with a small picture of Washington as a souvenir of the day.]

First pupil.—We are going to talk this afternoon about George Washington, our first President, who is known as "the Father of his Country." He was a leader of men and a noble patriot. He was a famous general and is revered by the American people for his goodness. He was our first President, and is the great model to whom all succeeding Presidents have looked.

Second pupil.—George Washington loved liberty and he loved his country more than he did anything else. He fought for freedom. He never neglected an opportunity to serve the nation. Washington much preferred life as a farmer on his big estate at Mt. Vernon to life as a soldier. But when the people called, he put aside all personal desires and took the difficult place as President of our young and struggling Republic.

Third pupil.—General Washington was born in Westmoreland County, Virginia, February 22, 1732. Here he passed his childhood. He first went to school to a man named Mr. Hobby, who afterwards proudly stated that it was he who "between his knees laid the foundations of George Washington's greatness."

Fourth.—Both as a boy and as a man Washington was very fond of athletic sports. Stories are told of his prowess by men who speak in the same breath of his kindness of heart. He was accustomed when hunting wild animals for food to use a fowling-piece so heavy that not one man in a thousand could fire it without a rest. Yet he could hold it off at arm's length and blaze away for some time without stopping.

Fifth.—Washington learned fencing when quite young. His teacher was an old soldier who had seen service in the Indies. His stone-throwing feats across the Rappahannock, over the Palisades and to the top of the Natural bridge in Virginia are mentioned by all his biographers.

Sixth.—General Washington was a splendid horseman. There was no animal he could not master; and he never lost his seat in the saddle. Fox hunting was one of his favorite amusements. And at the meet few of his friends or neighbors were better mounted than he. The names of some of his other horses were Chinkling, Valiant, Ajax, and Magnolia. His hunting dogs were called Vulcan, Ringwood, Singer, Truelove, Music, Sweetlips, Forester, and Rockwood. During the season he hunted two or three times a week. His pleasure was in the exercise and recreation of riding and in the excitement of the hunt, but not in killing the poor fox. We are glad to read in his diary that the fox was usually permitted to escape.

Seventh.—When he was twelve years old George Washington lost his father; and the rearing of the five children came upon his mother. Washington's older brother, Lawrence, who was a soldier, proposed to his mother that George enter the British navy. But his mother could not endure the thought. Later at his urgent pleading she gave her consent, and in 1746, when he was nearly fourteen, Lawrence procured for him a midshipman's warrant.

Eighth.—Washington spent the winter preparing for his life as a sailor. But his plans were changed at the last moment. His mother received a letter from his uncle, Joseph Ball of London, strongly opposing the plan for George to enter naval service. This caused her to renew her efforts to dissuade him. And although his luggage had been put aboard a British man-of-war lying in the Potomac, he yielded to his mother's entreaties

[Continued on page 74.]

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IDAHO.

Idaho is the Iowa of the Inter-mountain Empire. In moral sentiment, in loyalty to conventionality and conscience, in uniformity of earnest purpose Idaho rivals Iowa, and no higher tribute is possible.

Idaho has never been a boom state, but a developed and developing state. The slowness of her unfolding has contributed to her elasticity, to her well-tempered condition.

Idaho is in two entirely distinct natural, industrial, and commercial districts. The pan-handle is in the Inland Empire, while the body of the state is in the Inter-mountain Empire. The Inland Empire section is a mining, cereal, and forestry region, while the Inter-mountain Empire district is the garden spot of the nation in fruit and vegetables.

The Inland Empire region is rich beyond expression in forests, the noblest of forests, in mines of intense wealth, and in cereal yield it is only equaled by the rest of the Palouse country across the line in Washington.

Coeur d'Alene is as attractive a mining city and district as there is in the United States. In output it is a marvel, while it has such beautiful surroundings of lake, streams, and natural park-groves that they are the summer resorts for Spokane, the metropolis of the Inland Empire, which is but an hour away by electric line.

Moscow, seat of the State University, and Lewiston, seat of the State normal school of the North, are in the Palouse country, which distances every other portion of the Union in the yield of wheat. I dare not give figures which are really so marvelous as to read like a bit of romance. Suffice it to say that the Idaho of the North is a bit of the

world's area whose glory will never be over-stated. The day is not distant when this entire district will be a network of electric railroads radiating from Spokane.

The chief area of Idaho, however, is south of the Inland Empire, in the Inter-mountain Empire, which has been the heart of the sage-brush desert. Such a sight as it has been! For the first time I am allowing my pen to praise this desert region, for the first time I appreciate its possibilities.

One instance samples the conditions which have but begun to appear. Twelve years ago a friend of mine for many years, a woman teacher, married a telegraph operator, and, pooling their moderate savings, went to the sage-brush country, where there was water for irrigation. They bought forty-two acres of sage-brush, including water rights, for \$19 an acre, a total of \$800. They proceeded to build a small, comfortable home, and put five acres into vegetables upon which to live. The next year they planted 3,000 apple trees. Within three years two little ones came to their home. In five years they began to sell apples, more and more each year, until this year they sold 17,000 bushels of apples and 5,000 gallons of cider. They have been offered \$300 an acre for a part of their orchard and have declined it because they know they will get more. The increase in the value of their place has been more than \$10,000, while the annual profit has come to be a luxury. This is an actual experience of one family. It is typical of what many have experienced. A little capital, ability to wait five or six years, a love of hard work, and a purpose to take care of one's orchard are essential to success.

Now, for the first time, there is to be abundant water for the reclamation of the vast area of sage-brush. Near Boise, the quiet metropolis and capital of the state, there is to be a huge national reservoir, costing ultimately \$11,000,000, and when this is ready and kindred irrigation schemes are perfected there need not be an acre of the great sage-brush desert that is not radiant with bloom in May and laden with apples in the autumn,—and such apples!

Educationally Idaho is admirably appointed. The school laws are in every way modern. The state is but eighteen years of age, and every provision has been intelligently made by disinterested officials.

The superintendent of public instruction, Miss Belle Chamberlain, has a salary of \$2,400, which puts to shame many of the older states in the Union, and she is honored with many official courtesies and opportunities.

There are in Idaho 11,000,000 acres of agricultural lands, 20,000,000 acres of grazing lands, 20,000,000 acres of timber, and 6,000,000 of mineral lands. The classification of grazing and agricultural lands was made before the provision of national aid to irrigation.

The State University of Idaho at Moscow has 286,080 acres of public lands. The normal schools at Lewiston and Albion have 50,000 acres each. The Academy of Idaho at Pocatello has 40,000 and the industrial school at St. Anthony, 40,000 acres. These are special grants, and in addition

the state has, for various school purposes, two sections in every township.

The salaries are high from the standpoint of the East, but the living is high, and all traveling is expensive. Rural teachers, as a rule, receive \$65 a month. All towns of any considerable size are independent districts with expert supervision. The county superintendents are professional in spirit and training, and are devoted to their work. They are local educational leaders.

In the opening sentence Idaho was styled the Iowa of the Inter-mountain region. This was no mere rhetorical phrase. Incidentally it may be said that at the State Association an eighth of the teachers were from Iowa and nearly one-half were from east of the Mississippi, including Iowa and Missouri, which border on the Father of Waters.

ARRESTED DEVELOPMENT.—(V.)

It is a great conquest for any boy to complete a grammar school course. It puts off arrested development fully ten years. It is morally sure to carry him over the years up to his majority. I once made an elaborate study of the boys graduating from the grammar schools of Boston for twenty-five years and who went no farther, and they were practically all industrious and respectable. Almost none had gone wrong. Of late years, since the high school is so accessible, for a boy to stop with the grammar school appears to indicate contentment with moderate success. Indeed, a large class of positions are now closed to boys who have merely had a grammar school course. A high school is divided into two distinct classes—those who go to get a better fit for life and those who go for diversion.

Dr. Charles M. Jordan, superintendent of Minneapolis, created quite a sensation at Louisville by saying that twenty-five per cent. of the high school students have no business to be there, but he is undoubtedly right as general principle. This is often interpreted to apply to the children of the poor who are educated above their sphere. That has nothing to do with it. It is much more likely to apply to the children of the rich.

With three-fourths of the high school students, accepting Dr. Jordan's estimate, going to a high school prevents arrested development, projects the progress development far into life; but with the rest, it often means a luxurious device for establishing arrested development in a respectable way.

Most of the desirable position for a young man in the United States are already, or soon will be, limited to graduates of high schools. Not long since I asked an official in an important corporation, where this rule prevailed, what justification there was for such a ruling, and he replied: "A young fellow who would rather get to work than to get ready to get to work is lacking in business purpose."

Such young men are always put on thirty days' probation. I asked a manager of a large corporation that makes that probationary requirement what it signifies. He replied: "It gives us a chance to see what he went to the high school for." He

added: "You know a lot of fellows do not go to the high school to get ready to work." In other words, as I should put it, they go there to achieve arrested development in a genteel manner, and their job in life will end in thirty days unless they "get busy."

This ought always to be said of young people who go to the high school without a purpose, that they are likely to find a purpose before the four years end if they stay through the four years. If they fall out by the way they have usually been picked up by arrested development.

A. I. I. VOLUME.

Not since 1895 has the American Institute of Instruction issued such a complete and valuable annual volume of proceedings as this of the seventy-sixth annual meeting. No educational library is complete without it. There is expert treatment of more than fifty topics that are important and of especial interest at this time, and by men and women of national reputation. Among those from beyond New England are: Dr. William T. Harris, former U. S. commissioner of education; Dr. N. C. Schaeffer of Pennsylvania, A. W. Edson of New York city, C. F. Carroll of Rochester, C. N. Kendall, Indianapolis, Carroll G. Pearse of Milwaukee, Kate Stevens of London, Henry Suzzalo of Stanford University, Laura D. Gill, dean of Barnard College, New York; Robert Clark, Elizabeth, N. J.; Ralph Albertson, New York; Dr. Thomas M. Balliet, School of Pedagogy, New York; Dr. James H. Canfield, Columbia University, New York. In addition to these there are papers by twelve New England college presidents and professors, twelve New England school superintendents, four New England normal school principals, and eighteen other New Englanders, all for sixty cents!

GLADLY PRINTED.

We print with pleasure a letter from United States Commissioner of Education Dr. Elmer E. Brown. There was certainly no intention of speaking slightly of the appointment of Professor Lange as head of the department of education of the University of California. The lack of adequate statement, which we regret is due to the fact that we had known him only as a professor in the department of English, and not as a specialist in education, but Dr. Brown shows clearly that he has specialized in this department and was in every way equipped for this new responsibility.

January 3, 1907.

My dear Doctor Winship: I think, without intending it, you do an injustice to Professor Lange of the University of California, by your somewhat slighting reference to him in your issue of December 27. You have undoubtedly forgotten his collaboration with Professor DeGarmo in the preparation of the annotated translation of Herbart's "Outlines of Educational Doctrine." Professor Lange received his preliminary pedagogical training under Professor Payne at the University of Michigan, who gave him a strong impetus in the

direction of such studies. While a member of the department of English at the University of California, and one of the most influential members of the faculty of that institution, he has, for the past fourteen years, been in intimate relations with the work of the department of education, giving courses for the training of teachers of English which were conducted in close connection with courses in the department of education, and on at least one occasion giving in the pedagogical department the regular course in the history of education. He has probably come into closer relations with the high schools throughout the state than any other member of the University faculty not in formal connection with the department of education, and his contact with the schools has been peculiarly helpful and invigorating. He has mixed freely in the educational meetings of the state, and is one of the men of the State University best known from one end of the state to the other by those who are the leaders in educational movements. At the same time he has been for several years in exceptionally close relations with some of the most important work of the state board of education, and has assisted the board in a variety of ways.

I am confident that in his new position Professor Lange will be heard from in the country at large, for there are, in my judgment, few men in the pedagogical work of the country who are more thoroughly equipped than he, by personal interest and personal character, by specific training and experience, to exercise a strong and wholesome influence in our educational affairs.

With cordial greeting for the New Year,

I am, believe me,

Very truly yours,

Elmer Ellsworth Brown,

Commissioner.

DR. CHARLES R. SKINNER.

President Roosevelt has appointed Hon. Charles R. Skinner to an honorable position in the government service in New York city. Mr. Roosevelt was associated with Dr. Skinner while governor, and he has planned to honor him when the right opening came. Mr. Skinner served the state long, faithfully, and ably, and it is gratifying that he can live in New York city and serve the government advantageously.

THE SCHOOL BOARD IS SUPREME.

Deciding that the local school committees have full power and control of the question of closing schools, and that no vote of a town contrary to their action has any legal force, the full bench of the supreme court of Massachusetts denied the petition of Everett C. Morse for a writ of mandamus against William C. Ashley et al., the school committee of Acushnet, to compel them to re-open the Bisbee school as required by a vote of the citizens passed after the school committee had closed the school. The court decides that town school committees act under the statutes as public officers of the state and not as agents of the town.

Pennsylvania will do a noble work if she will provide retiring pensions for teachers within a minimum of \$200 and a maximum of \$600, to be calculated on half the average pay of the teachers for five years before retirement, after thirty years of service, twenty of which must be in the public schools of this state. Teachers eligible under these limits will have spent their active lives in the service of the schools. The moderate provision for old age proposed in this measure will be no burden for the great and rich state of Pennsylvania.

David Graham Phillips has a nightmare over the fact that there are 27,000,000 children of school age! Yes, but several millions of these are between fourteen and twenty-one, and they are not expected to be in the public schools unless they choose to be. The problem is to keep those under fifteen years in school.

There were upwards of one thousand scientists at the fifty-seventh annual meeting of the American Association for Advancement of Science at Columbia University. Science is booming.

Let no man underestimate the contract he has on hand when he attacks a high school fraternity. It is serious business always, sometimes dangerous.

Emperor William has bestowed on Professor Hugo Munsterberg, professor of psychology at Harvard University, the crown order of the second class.

The protest against overmuch militarism at the Jamestown exposition is a noble voicing of the true American sentiment.

Nebraska honors herself by selecting Principal Waterhouse of the Omaha high school as president of the State Association.

And now Madison, Wisconsin, is putting the high school fraternities out of commission. Let the great work go on.

Cleveland has added \$1,000 to the salary of Superintendent W. H. Elson, making it \$6,000.

Judge Ben B. Lindsey of Denver was the great attraction at the Minnesota state meeting.

Rockefeller gave the University of Chicago \$2,917,000 as a New Year's present.

There were one thousand in attendance upon the Minnesota State Association.

Maine is talking of reducing the compulsory age limit from fifteen to fourteen.

Don't worry about a Japanese war. Nothing is more unlikely.

Twenty-five new governors—largest harvest on record.

Quiet reigneth not in Chicago's educational affairs.

THE WEEK IN REVIEW.

THE SENATE AND THE COLORED TROOPS.

The Senate has been giving most of its time since the recess to the discussion of the President's action in the dismissal of the Negro battalion of the 25th infantry, Mr. Foraker being the chief assailant and Mr. Lodge the chief defender of the President. The zeal with which some of the Democratic senators have sprung to the President's defense has brought about some disposition on the Republican side to harmonize differences before the Democrats have made too much political capital out of the matter. Among some of the senators who approve the President's action, so far as the dismissal of the soldiers goes, there is a disposition to admit that he exceeded his powers when he attempted to bar out the dismissed soldiers from later enlistment or from the civil service. Meanwhile, it is to be noticed that all of the colored regiments in the army, four in number, are to be sent to the Philippines. They will get better pay there, and incidentally they will be out of the way of racial animosities.

OVERWORKED RAILROAD MEN.

Investigation by the Interstate Commerce Commission of the recent frightful railway wreck on the Baltimore & Ohio railroad just outside of Washington has brought to light the fact that the engineer of the train of empty freight cars which caused the accident had had only eight hours of sleep during fifty-seven hours before the accident. He was twenty-two hours awake, then had four hours' sleep, was then nineteen hours awake, then had four hours' sleep, and finally was eight hours awake up to the moment of collision. When railway employees are overworked like this, it is futile to suppose that the block system or any other device will prevent railway collisions. In the last analysis the dependence for security must be upon the men employed, and there can be no such dependence when the men who drive the engines are half dead for want of sleep. Nor is it enough to say that the men need not work under such conditions against their will; they work because they feel that their places depend upon it.

THE RUSSIAN TERRORISTS AT WORK.

The killing of Major-General Launitz, the hated Prefect of St. Petersburg, January 3, was one of the most daring exploits of the Russian Terrorists. The prefect was in attendance upon a very exclusive church function, the consecration of the Chapel of the Institute of Experimental Medicine. Only 150 persons were present, and they had all been admitted by special cards. Many persons of title and distinction were in the assembly. Suddenly a young man, faultlessly attired in evening dress like the others, stepped up behind General Launitz, and fired a bullet into his brain. An officer struck him to the floor with his sabre, but as he fell he turned his revolver upon himself, and fired a shot which killed him instantly. His victim was already dead. The same night the fighting organization of the Social Revolutionists pub-

lished the customary proclamation avowing and justifying the assassination. The dead prefect had distinguished himself by his energy in hunting down revolutionist conspirators and handing them over to the courts-martial for execution.

PAVLOFF FOLLOWS VON LAUNITZ.

It might have been supposed that after such a tragedy as this sufficient precautions would have been taken to protect the lives of threatened officials, at least at St. Petersburg. But only six days later, while General Vladimir Pavloff, the military procurator or advocate-general, familiarly known as "Hangman Pavloff," was walking in the morning in the garden of the chief military court building, he was approached by a man wearing the uniform of a military clerk attached to the court, who fired seven shots from a revolver at him at short range and with deadly aim. The assassin tried to escape, but after a chase through crowded streets was captured uninjured and in high spirits over the success of his enterprise. The panic which these tragedies have occasioned is intensified by the evident ease with which the assassins procure the information regarding the whereabouts of their intended victims which enables them to gain approach to them at the right moment. This points to treachery in official circles.

A PHILIPPINE ASSEMBLY.

More than ordinary interest attaches to the general election law, which has been given its final shape at Manila, for it is the beginning of practical self-government for the Filipinos. The law provides for a constitution and divides the islands into eighty districts, the Moro and non-Christian provinces excepted. The elections will be held July 30, and the law provides that incumbent official cannot become candidates for office except as their own successors. Members of the judiciary, fiscal agents, members of the constabulary, and teachers are prohibited from participating in campaigns under penalty of dismissal, and five years' disqualification for any appointive or elective office. This drastic provision is calculated to discourage any official interference with the free exercise of the voters' choice. It will be interesting to observe the results of this first election.

THE GERMAN CAMPAIGN.

The political campaign in Germany has been enlivened by a singular manifesto issued by Chancellor Von Bülow, in which, speaking for the government, he declares the battle-cry of the time to be "Fight for the honor and prosperity of the nation against the Social Democrats, Poles, Guelphs, and Centrists." The Chancellor further declares that the double aim of the government is, first, to free itself from dependence upon the Centre or Clerical party, and, second, to strengthen the Liberal party so that, in combination with the Conservatives, it may successfully oppose Socialism and

GEORGE WASHINGTON EXERCISE.

(Continued from page 69.)

and went back to his studies. That was in the spring of 1746. The same unwillingness to cause sorrow and unselfish giving up of his own preferences for the good of others influenced his after life and made him the great President we all love to honor.

Ninth.—Washington's great talent for mathematics drew his thoughts to surveying. His mother did not quite approve of this, for the reason that surveyors were not held in high esteem since it was the surveyor who determined boundary lines. The land owners of those days preferred to consider their domains unbounded. At sixteen he was public surveyor and made his home with his brother, Lawrence, at Mt. Vernon (which he later inherited from him). He had among his friends Lord Thomas Fairfax, who owned immense tracts in Virginia.

Tenth.—But he was not to remain a surveyor. At nineteen he was commissioned a major by Governor Dinwiddie, and placed in charge of a military district; and a soldier he was to be. Then came the death of his beloved elder brother, Lawrence, and with the French and Indian wars, his mother had cause for great concern as to his safety in such a dangerous career. What his bravery as a soldier led to is known to every school boy and girl in the United States.

Eleventh.—Washington married Mrs. Martha Custis, and they had their home at Mt. Vernon. He retired here to lead the life of a country gentleman and to engage in agriculture at the close of the Revolutionary war. But he was called from his comfortable home to act as chief of the newly-formed nation. He served as President two terms and declined a third term, an example which has been followed by every President.

Twelfth.—Washington died at Mt. Vernon December 9, 1799, at the age of sixty-seven. His death was the signal for widespread sorrow. News did not travel as fast then as now, and for many months there was mourning in the various sections of the country. On each succeeding anniversary we are glad to pay tribute to his honored name.

"Let Freedom each year bring
Chaplets as fresh as spring
To deck her son!
While Freedom's angels stand
Guard o'er that flag and land,
Saved by the mighty hand
Of Washington."

RECITATION.—Selected from Part V. of "Under the Old Elm," by James Russell Lowell.

"What Washington Looked Like," by a girl.—

Washington had in his youth the fine appearance which was his in manhood. He was manly, taller than boys of his age, and well built. He had a fair complexion somewhat florid from exposure to the sun and gray blue eyes. As a man he was very tall and fine looking. It takes a man of great height to wear the clothes that Washington used to wear. The dress of the men in the colonial days was very different from what it is now. It would seem queer to see President Roosevelt and other men leaders of our government today dressed in the style of Washington's times. When the crowds gathered around old Christ church in Philadelphia to get a glimpse of the President they were not disappointed. His commanding figure towered high above all others. His clothes were very beautiful. In winter on Sundays he often wore a rich blue Spanish cloth cloak faced with red silk velvet, the end being thrown over the left shoulder in the stately Roman fashion—a mode which ruled in picturesque times from India to Spain. His suit was a rich silk velvet; he wore knee breeches, with silk stockings and glistening buckles; his hair was powdered and tied in a queue behind

after the fashion of the day. A small sword hung from his belt at the left side. He looked every inch the head of a great nation.

RECITATION.—"Ode for Washington's Birthday," by O. W. Holmes.

"Where Washington is Remembered," by pupils.

First.—Washington is remembered most of all, as should be the case, in the United States. There are 296 Washingtons, which means more than five for each state, district, territory, and each of the foreign possessions. These include towns and villages from the pleasant city of Washington, the capital of the nation, to the little hamlet of Washington on the Kansas plains; big mountains like the Mt. Washingtons in New Hampshire and Wyoming; creeks, lakes, and rivers; islands and harbors; hills and valleys; ravines and gulches in wild Montana; and all kinds of places.

Second.—It is a favorite idea to name divisions of the country after Washington. Thus we have the state of Washington. Nearly every state has remembered Washington by naming a county after him. Townships named for Washington are so thick in some states that it must be very confusing. Indiana heads the list with forty-three, Iowa has forty-one, Ohio has forty, and Pennsylvania twenty-one.

Third.—Reminders of Washington are seen in many cities of the United States, though chiefly in the eastern section. The first and most imposing memorial is the Washington monument in the national capital. There are several beautiful statues in New York city—in Riverside park, in Union square, and in Wall street. Philadelphia has an equestrian statue of Washington at one of the entrances to Fairmount park. There is another in Baltimore, and his native state has distinguished our national hero by the celebrated Houdon statue in the state capital at Richmond.

Fourth.—Bronze tablets set up by patriotic societies serve to keep in memory the life and labors of Washington at the places where he took part in making the early history of our country. In every section of the thirteen colonies historic places are marked. The naming of streets, avenues, and bridges in every city and town show how we remember Washington in every part of our land. And outside the boundaries of the United States his great name has been held in honored remembrance. In Greenland is Washington land, and a little east of it is Cape Washington. There is a Washington in Ontario, Canada. Washington island is on the map of the mid Pacific south of Hawaii; Mt. Washington looms high on one of the Fiji islands. If you go to Paris you may drive on the Rue Washington.

WASHINGTON GEMS.—

"When you have read his life and read also Washington's great addresses—his farewell to the governors of the states, when he laid down his commission in 1783; and his farewell address when he laid down the presidency in 1797—you will have seen Washington as he was. You will see him as if you had gazed on a photograph of his very soul. You will know by heart the greatest man in all history; one of the very few and the greatest of the very few great men who have lived wholly for their country and not at all for themselves."—Senator Hoar.

"The fact is that George Washington is in the twentieth century as much as he was in the eighteenth century. Such unique greatness as his, greatness of mind and greatness of spirit, lives through all time, and makes its influence felt in distant centuries as in its own day of action."—H. B. N. Macfarland.

"Washington left to us, the heirs of his renown, a record of unflinching courage, a story of heroic conduct, and example of life-long duty—the unequalled life of an unequalled day."—Dr. S. Weir Mitchell.

"O spirit of that early day.

So pure and strong and true,

Be with us in the narrow way

Our faithful fathers knew."—Whittier.

THE DISCIPLINARY CLASS.

The disciplinary class which has been established in the Sarah J. Baker school on Perrin street, Roxbury, is a radical departure from any room heretofore in existence in Boston. The regulations of the public schools of Boston authorize the establishment of disciplinary classes and fix the maximum number of pupils per teacher at twenty.

The purpose of the room is remedial. Boys whose conduct in their home schools has been entirely unsatisfactory, who are recalcitrant, morose, ugly, stubborn, rebellious, and generally out of sorts with the condition of things are candidates for this room. Miss Arvilla T. Harvey has been placed over this room, and has begun her work in a most satisfactory manner.

At present there are ten boys in attendance from all quarters of the city, and up to the present writing they have not given the slightest indication of being other than normal boys in deportment. The room has but twenty desks in it, and the boys have plenty of elbow room. The course includes a generous amount of manual training (wood-working, cardboard construction, cutting and folding, clay modeling, etc.). Physical exercises are taken in the gymnasium, and the boys thus far evince the greatest interest in their work as well as in their play.

In place of several teachers who may have, and probably have had to do with the pupils of this room in the past, one firm, sympathetic person is now to make a single, steady moral play for their good will. The room differs from the ordinary rooms in the city in this, that there will be but one session, lasting from 9 a. m. to 2.15 p. m., the boys bringing their lunches.

The afternoon is employed by the teacher in visiting, if necessary, the homes of the pupils, inquiring into their habits and acquiring a knowledge of their surroundings, and their companions, etc. Car tickets are furnished to the boys at the discretion of the superintendent.

Several of the ten boys now in the room have already caught the spirit and have signified their intention of obtaining a double promotion next June, and the opportunity offered for individual instruction would seem to warrant the reasonableness of their attempt.

A. L. Rafter,
Assistant Superintendent.

AND HE WAS NOT GERMAN.

One of our third grade teachers noticed a little fellow the other day during a penmanship lesson who was evidently absorbed in his work, and putting his whole soul into his efforts to make his results look like the teacher's copy upon the blackboard. Thinking such devotion worthy of special reward, she passed up the aisle to give him an encouraging pat upon the head and the regulation smile of approval. As she drew near she noticed that his lips were moving, and that with the completion of each letter he compared it with his copy and muttered audibly, "damit," "damit"; then screwed up his courage and his lips for a new attempt. The teacher passed on without distracting his mind from his work.

H.

A SOLUTION.

Herewith you will find a solution to the algebra problem on page 567 of Journal of Education, Find value of X and Y in equations:—

$$X^2 + Y = 7$$

$$X + Y^2 = 11$$

$$\text{Adding } X^2 + X + Y^2 + Y = 18.$$

Adding $\frac{1}{4}$ to first and second terms and $\frac{1}{4}$ to third and fourth make them perfect squares.

Adding $\frac{1}{4} + \frac{1}{4}$ to both sides of equation.

$$(X^2 + X + \frac{1}{4}) + (Y^2 + Y + \frac{1}{4}) = 18\frac{1}{2} \text{ or } 7\frac{1}{2} \text{ or } 4\frac{9}{2} + \frac{2}{4}$$

There are now two perfect squares on each side of equation, and as the original equation containing Y^2 has greater value than the one containing X^2 , the quantity containing Y's in last equation here given must equal greater square on right side of equation.

$$\therefore Y^2 + Y + \frac{1}{4} = 4\frac{9}{2} \quad \text{and} \quad X^2 + X + \frac{1}{4} = 7\frac{1}{2}$$

$$Y + \frac{1}{2} = \pm \frac{7}{2}$$

$$X + \frac{1}{2} = \pm \frac{5}{2}$$

$$Y = \frac{5}{2} \text{ or } -\frac{3}{2}$$

$$X = \frac{3}{2} \text{ or } -\frac{5}{2}$$

$$Y = 3 \text{ or } -4$$

$$X = 2 \text{ or } -3$$

Proof: If $X = 2$ and $Y = 3$,

Then in equation $X^2 + Y = 7$

$$Y^2 + X = 11$$

$$4 + 3 = 7$$

$$9 + 2 = 11$$

Frank Heinaman,
Principal Youngsville High School.

Youngsville, Pa.

DETROIT.

Detroit has always ranked high as an educational centre and may well take pride in the fact that the University of Michigan was first opened within its confines and cordially endorsed by its leading citizens. In the past year it had seventy-five school buildings, with 36,403 pupils and 1,039 teachers. Eighty-five private and parochial schools are attended by 17,373 children. Higher education is represented by one college, three high schools, one college of pharmacy, one dental college, one veterinary school, three colleges of medicine, and a law school.

Two conservatories and several orchestral associations represent Detroit in music and there are twelve theatres and other places of amusement.

The public library system, embracing a main building and four branches, is a valuable adjunct to the educational facilities of the city and now controls about one hundred and ninety thousand volumes. The first public library in Detroit was opened March 25, 1865, and contained 8,864 volumes.

The Detroit Museum of Art, which was established through the generosity of public-spirited citizens, and is under the directorship of A. H. Griffith, has done much to popularize art in the city, not only by magnificent collections of paintings and statuary and frequent exhibitions, but also by Sunday afternoon lectures, for which a spacious auditorium was recently erected.—The World To-day.

POSTAL CARD RULES OF THE WORLD.

The postmaster-general announces that the provisions in regard to postal cards of the Rome postal convention are as follows:—

1—Post cards must consist of paper or card board.

2—The left hand half of the front of the card may be used for a message as well as the back of the card.

3—Photographs and engravings on very thin paper may be pasted on the back and on the left half of the front of the card, provided they adhere completely to the card.

4—Private post cards need not bear the title "post card" or "postal card."

BOOK TABLE.

PRACTICAL ZOOLOGY. By Professor Alvin Davison, Ph. D., of Lafayette College. New York: American Book Company. Cloth. 12mo. 368 pp. Illustrated. Price, \$1.00.

An elementary text-book, dealing with the structure, life history, and relations of animals, and presented in a scientific, yet simple and interesting way, and copiously and charmingly illustrated, in many instances by photographs from real life. It is just such a book as a boy or girl would like to turn to with a keen relish, for every paragraph is of real live interest. And the pictures are a constant lure.

SOHRAB AND RUSTUM. Standard English Classics Series. By Matthew Arnold. Edited for school and general use by W. P. Trent and W. T. Brewster, professors of English in Columbia University. Required for reading by the Conference on College Entrance Requirements in English. Boston: Ginn & Co. Cloth. xxv+107 pp. With portrait. List price, 25 cents; mailing price, 30 cents.

In order to make this edition of Arnold's "Sohrab and Rustum" not only a text-book for the preparatory-school student but also a good introduction to the study of Arnold for the more general reader, the editors have supplemented the text of the poem with a selection of about seventy pages of the best representative poems of Arnold, such as "Quiet Work," "Dover Beach," "Switzerland," "Callicles's Song," "Geist's Grave," and "Stanzas from the Grande Chartreuse." The same aim is carried out in those parts of the introduction which deal with Arnold's career as a poet and as a critic. The special material for the reading of "Sohrab and Rustum" consists (1) of an accurate text; (2) foot-notes elucidating obscure passages and calling attention to important features of the poems, and (3) an introduction which, in addition to speaking of the poet and critic, tells of the sources of the poem, of the historical and geographical setting, and of the use Arnold made of his material with regard to both structure and style.

THE LIFE POWER AND HOW TO USE IT. By Elizabeth Towne. Holyoke, Mass.: Sold by the author. 176 pp. Price, \$1.00.

This is a book of twenty-three chapters of direction for human development. The author has a clear cut conception of what the power of life, from her standpoint, is, and she does not hesitate to state her convictions.

THE RAPE OF THE LOCK, AND OTHER POEMS. By Alexander Pope. Edited by Thomas M. Parrott. Boston: Ginn & Co. List price, 30 cents.

This reprint has been especially prepared to give students an accurate text together with notes for the study of the poem. As one of the requirements in English for college entrance it is essential to have adequate assistance for the proper understanding of this masterpiece of literature. The special introductions to the various poems contained in this book will prove particularly helpful to the student in his studies.

IN THE SHADOW OF THE LORD. By Mrs. Hugh Fraser. New York: Henry Holt & Co. Price, \$1.50.

Mrs. Fraser has added to her reputation by writing and giving to the reading world this delightful narrative of the career of the Washingtons. The novel covers the period before the meeting of Mary, the mother of George, and Augustine, his father, in England, down to the time when the future "Father of his Country" made his early impression upon the political and social affairs of the colonies. Especially valuable and interesting is the account of the home training of the boy and how he was influenced by those conditions which played so important a part in his after career. It is a book for every boy to have and to own.

THE HIGHER STUDY OF ENGLISH. By Professor Albert S. Cook of Yale University. Boston: Houghton, Mifflin & Co. Cloth. 145 pp. Price, \$1, net.

Here we have a profound study of English in its higher and most complete realm, in which there are presented from themes: I., "The Province of English Philology"; II., "The Teaching of English"; III., "The Relation of Words to Literature," and IV., "Aims in the Graduate Study of English." It is impossible to speak too highly of the masterly presentation of these

themes. With a perfect grasp of his subject and with a graceful and unpedantic use of language, the Professor shows the higher uses to which the English language may be put, and awakens the wish in the reader to reach those exalted periods which seem so easy and natural to the writer.

HANDBOOK OF POLAR DISCOVERIES. By Major-General A. W. Greely, U. S. A. Boston: Little, Brown & Co. Cloth. Maps. 325 pp. Price, \$1.50.

Certainly the author is well-qualified to write instructively and entertainingly on this subject, for he has had thrilling experiences of his own in the Arctic regions. But he wishes it understood that he is not attempting a narrative of discoveries so much as a carefully compiled handbook of the same. Yet though the element of personal adventure is not the prominent feature, there is thrilling interest in the author's descriptions of expeditions, from those of Hudson and Davis to those of Nansen, Abruzzi, and Peary. Part II. deals with Antarctic discoveries.

ELEMENTARY SLOYD AND WHITTLING. By Gustaf Larsson of the Sloyd Training School, Boston. New York: Silver, Burdett & Co. Cloth. 103 pp. Price, 75 cents.

A capital little treatise on a subject of the deepest interest to children of from eight to twelve years who love to make things, and who are glad to be shown how to make them. The author's method of procedure for the Sloyd pupil would be: (1) To make something from the model, (2) from the model and drawing, (3) from drawing alone, and (4) from the pupil's own suggestions guided by the teacher. More than forty working drawings are given, and a select chapter on tools and woods. The book is so comprehensive as to be almost indispensable to the teacher of Sloyd.

LA CHANSON DE ROLAND. By Professor J. Geddes, Jr., Ph. D., of Boston University. New York: The Macmillan Company. Cloth. Illustrated. 316 pp. Price, 90 cents.

Roland was a French hero of the time of Charlemagne, whose valorous deeds were recounted in this Chanson, one of the best texts of which is the Oxford Manuscript. The author presents in this volume the Chanson translated into modern French. At the same time he gives a valuable historical introduction of the times in which it first appeared, and the extended bibliography that pertains to it. There are in addition to the text numerous annotations and also manuscript readings of great value.

MUNCHHAUSEN'S REISEN UND ABENTEUR.

Edited by Professor F. G. G. Schmidt, State University of Oregon. Cloth. 123 pp. Price, 30 cents.

SUDERMANN'S TEJA. By Professor R. Clyde Ford. State Normal College, Ypsilanti, Mich. Cloth. 69 pp. Price, 30 cents.

Boston: D. C. Heath & Co.

Two German texts in the "Modern Language Series" published by this house. The one is that remarkable group of stories that has made all the world laugh by their exaggerations of adventure. The other is a little German play in which Teja, the last of the Gothic kings, is the central figure, and is charmingly staged by Sudermann.

OUTLINES OF NINETEENTH CENTURY HISTORY.

By U. V. N. Myers, recently professor of history and political economy in the University of Cincinnati. Boston: Ginn & Co. Cloth. 138 pp. Illustrated. List price, 75 cents; mailing price, 85 cents.

This book comprises the last ten chapters of the author's revised "Mediaeval and Modern History." It affords a rapid survey of events from the congress of Vienna in 1815 to the Peace of Portsmouth and the elections to the Russian Duma. The outworking of the democratic ideas of the French Revolution is made the dominant interest of the period. The book presents a narrative marked by the absence of irrelevant details and by an instructive unity. The author sees and makes plain the fundamental fact of a continuity and progress in the historical domain like that in the geological realm, of a slow but sure advance from lower to higher social, moral, and political ideals and forms. The volume is fully illustrated and supplied with maps.

BOOKS FOR TEACHERS

BAGLEY'S The Educative Process. By William Chandler Bagley, Vice President and Director of Training, Montana State Normal School. Cloth. 12mo. xix+358 pages. \$1.25 net.

BUTLER'S The Meaning of Education, and other Essays and Addresses. By Nicholas Murray Butler, President of Columbia University. Cloth. 12mo. xix+230 pages. \$1.00 net.

CHUBB'S The Teaching of English. By Percival Chubb, Principal of High School Department, Ethical Culture School, New York. Cloth. 12mo. xvii+411 pages. \$1.00 net.

CRONSON'S Methods in Elementary School Studies. A Brief Outline. By Bernard Cronson, Principal of Public School No. 3, Borough of Manhattan, New York City. Cloth. 12mo. 167 pages. \$1.25 net.

DE GARMO'S Interest and Education. The Doctrine of Interest and its Concrete Application. By Charles De Garmo, Professor of the Science and Art of Education, Cornell University. Cloth. 12mo. xiii+230 pages. \$1.00 net.

DEXTER'S A History of Education in the United States. By Edwin Grant Dexter, Professor of Education in the University of Illinois. Cloth. 8vo. xxi+636 pages. \$2.00 net.

HALLECK'S Education of the Central Nervous System. A Study of Foundations, especially of Sensory and Motor Training. By Reuben Post Halleck. Cloth. 12mo. xii+258 pages. \$1.00 net.

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HORNE'S The Philosophy of Education. By Herman Harrell Horne, Assistant Professor of Philosophy and Pedagogy in Dartmouth College. Cloth. 8vo. xvii+295 pages. \$1.50 net.

HORNE'S The Psychological Principles of Education. A Study in the Science of Education. By Herman Harrell Horne. Cloth. 12mo. xiii+435 pages. \$1.75 net.

KIRKPATRICK'S Fundamentals of Child Study. By Edwin A. Kirkpatrick, Principal of State Normal School, Fitchburg, Mass. Cloth. 12mo. xxi+344 pages. \$1.25 net.

MONROE'S A Text-book in the History of Education. By Paul Monroe, Ph. D., Professor in the History of Education, Teachers College, Columbia University. Cloth. 8vo. xxiii+772 pages. \$1.90 net.

O'SHEA'S Dynamic Factors in Education. By M. V. O'Shea, Professor of the Science and Art of Education, University of Wisconsin. Cloth. 12mo. xiii+320 pages. \$1.25 net.

REDWAY'S The New Basis of Geography. A Manual for the Preparation of the Teacher. By Jacques W. Redway. Cloth. 12mo. xiv+229 pages. \$1.00 net.

ROWE'S The Physical Nature of the Child and How to Study It. By Stewart H. Rowe, Ph.D., Head of the Department of Psychology and Principles of Education, Brooklyn Training School for Teachers, New York. Cloth. 12mo. xvi+211 pages. 90 cents net.

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Correspondence invited

THE MACMILLAN COMPANY

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EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

February 5-6: Pennsylvania State Educational Association, Department of City and Borough Superintendence, Harrisburg.

February 26-27-28: Department of Superintendence, N. E. A., Chicago.

April, 1907: Eastern Commercial Teachers' Association, Boston.

May 7 to 10: Joint convention of Eastern Art Association, Eastern Manual Training Association, Western Drawing and Manual Training Association, Cleveland, Ohio.

July 1-2-3-4: American Institute of Instruction, Montreal.

NEW ENGLAND STATES.

MAINE.

ORONO. I have seen an article credited to the Boston Transcript, giving a list of a large number of universities in this country, with their rate of increase and decrease of students during the past year. In it are included Dartmouth College, Tufts College, and the large universities of the East. The University of Maine is the only state university in the East. It is organized on the same plan as the large western state universities. It has increased marvelously during the past few years, and deserves notice in the list. Its present number of students is 687. This certainly entitles it to rank with the number of those listed, especially as the rate of increase comes above all the others, except the first three. The following is the rate of increase in the past four years: 1902-1903, 17½ per cent.; 1903-1904, 11½ per cent.; 1904-1905, 13+ per cent.; 1905-1906, 12+ per cent. The way I account for such a marvelous increase is that the state university idea is taking hold of the people in Maine as it has in the western states.

George E. Fellows.

MASSACHUSETTS.

SOMERVILLE. The board of education has an unprecedented experience in the voluntary retirement of nearly a third of the entire membership—Charles H. Hood, William W. Kennard, William P. Jones, and John H. O'Neil.

ASHFIELD. The school boards of Ashfield, Cummington, Goshen, and Plainfield met January 9 to choose a superintendent of schools to succeed A. O. Tower. Charles L. Judkins of Connecticut was elected. Mr. Judkins was formerly principal of the high school in Belchertown.

BOSTON. At a meeting of the Dartmouth alumni of Boston held January 11, Lewis Parkhurst of the publishing firm of Ginn & Co. was elected president.

The Boston school board has elected Robert E. Burke as assistant superintendent of schools. Mr. Burke has been for some years sub-master in the Boston normal school.

SWAMPSCOTT. Owing to a shortage of funds the treasurer announced that the teachers would not receive

their December salary. Meantime, Charles S. Haskell, who is a member of the Swampscott board of water commissioners, had heard of the teachers' predicament. Mr. Haskell is also connected with the American Thread Company in Boston. Learning that many of the teachers would be obliged to give up plans for going away over Christmas and others would have to curtail Christmas presents, he voluntarily offered to advance the money out of his own pocket. There is a citizen worth having.

FITCHBURG. Principal John G. Thompson of the State normal school gives larger service to the teachers of Fitchburg, Leominster, and Lunenburg and other nearby towns than any other normal school which we know. All of the teachers in these places are allowed to close their schools one afternoon every two weeks from October 23 to April 16 for the purpose of attending the normal school. There are on each of these days three lecture periods, two of which are for specific grades (on some days as many as six lectures are going on at the same time for the various grades), and one period is devoted to a lecture by some educator from outside. Among these special lecturers this year are Secretary George H. Martin, Superintendent J. W. Carr of Dayton, J. G. Edgerly of Fitchburg, Arthur K. Whitcomb of Lowell, George I. Aldrich of Brookline, W. C. Bates of Cambridge, B. C. Gregory of Chelsea, Frank E. Spaulding of Newton, Wilbur F. Gordy of Springfield, and Assistant Superintendent R. E. Burke of Boston.

LOWELL. The school board at a meeting held January 11 has advanced the pay of school teachers. Length of service has been recognized and in a measure rewarded. Teachers who have served ten years or over will receive \$100 additional, those who have not served ten years will receive \$50, while some special teachers and two assistants in the high school get \$200 increase. The total amount of the increase in the opinion of Superintendent Whitcomb will not exceed \$18,000. Last year's board recommended a flat increase of \$50 for the teachers.

CONNECTICUT.

The Fairfield County Teachers' Association has sent to the superintendents, principals, and teachers of the county the following circular:—

In presenting the following questionnaire, which deals with the professional well being, not to say life, of the teacher, we feel the vital importance of receiving answers from all portions of the county. Experience has shown that for obvious reasons it is impossible at the annual business meeting to ascertain the real sentiment of the great body of our teachers. Therefore, we again ask you to express yourselves through the Bureau.

I. SALARY CONDITIONS.

1. Have salary conditions in your town improved during the past year?

2. How many teachers, not including superintendent, in your town?

(a) How many began September, 1906, with increased salaries?

(b) What was the total increase in dollars?

(c) What is the total amount of teachers' salaries for 1906-7?

(d) How many additional teachers employed for the year 1906-7?

3. If no improvement has actually been made, what steps have been taken toward future betterment?

4. Does your school committee pay at stated intervals?

(a) By the calendar month?

(b) By the school month (4 weeks)?

(c) By the term?

(d) Or by what other method?

5. Are teachers' annual salaries paid in ten or twelve installments?

6. In your opinion, would the payment in twelve installments tend to increase the annual salary?

(a) Any objections to this method?

(b) Points in its favor.

7. In your experience, have you found your salary sufficient to defray all reasonable living expenses for twelve months in the town in which you teach?

(a) Are you able to save anything out of your salary?

(b) Are you a non-resident teacher?

8. What suggestions have you to offer that would arouse public interest in securing better salary conditions?

MIDDLE ATLANTIC STATES.

PENNSYLVANIA.

PITTSBURG. Here is the new schedule of salaries passed by the Central board of education for the instructors in the Pittsburgh schools:—

High School—Director, \$4,000; heads of departments, \$2,500; professors, first year, \$2,000; second year, \$2,100; third year, \$2,200; fourth year, \$2,300; assistant professors, first year, \$1,500; second and third years, \$1,600; fourth year, \$1,700. Assistant principals and teachers of high schools increased \$100.

The experience in no other secondary school will count in the above schedule except where the applicant has had at least twenty months' experience in another secondary school. Before the instructor may receive the increase for the fourth year he must be approved by the committee on high schools, by the director, and by the head of the department under whom he is teaching.

High School Teachers—First year, \$900; second year, \$1,000; third year, \$1,100; fourth year, \$1,200; fifth year, \$1,300; sixth year, \$1,400.

Librarian, \$800; clerks, first year, \$500; second year, \$600; third year, \$650; fourth year, \$700.

All principals' salaries increased \$100.

Salaries of all teachers serving ninth year, \$800; all above ninth year, \$900.

Increase of ten per cent. to truant officers and scrub women.

DISTRICT OF COLUMBIA.

WASHINGTON. Colonel Isaac Edward Clark, a native of Massachusetts, a prominent educator, author and editor, died January 9 in this city of heart failure, after a brief illness. He was a graduate of Yale, class of '55. A special department in the bureau of education was

created for him by congress, and he went to Washington to take up the literary work of that bureau. He inaugurated the first art movement in this country. The first volume he issued from the bureau of education was translated into many foreign languages.

CENTRAL STATES.

INDIANA.

NOBLESVILLE. Four hundred happy country boys and girls, ranging in age from nine to sixteen years, assembled in this city in December to attend the annual meeting of the Hamilton County Corn School Club, an organization formed three years ago by County Superintendent J. F. Haines to promote an interest in the culture of corn among the boys. This was the first time the girls have met with the club. Seventy-nine of them participated in a bread-baking contest and one hundred and five boys had samples entered in the corn club. Lunch was served in the K. of P. armory and the menu included nothing that did not contain corn in some form. The bill of fare consisted of corn relish, hot corn tamale a la homana, corn beef, snowflake hot corn bread, cream of corn, molded corn glaze, popcorn bon-bons, sweet corn caramels, and inspiration of corn.

ILLINOIS.

PEORIA. Burglars Sunday night, January 6, blew open a safe containing all records of the defalcation of N. C. Dougherty, former superintendent of schools at Peoria, Ill. The records were burned. This affects the liability of Dougherty's bondsmen and prevents future indictments. Dougherty is now in Joliet penitentiary. The destruction of these records may be the means of releasing Dougherty's bondsmen. The police have no clew to the perpetrators, but believe the work to have been done by expert cracksmen, assisted by some one familiar with the public library building, in the vault of which the Dougherty records were kept. Besides documents which bear on the Dougherty case, some papers belonging to the secretary of the library and \$95 in money were taken. The janitor found a large bundle of half-burned papers in the furnace in the basement. These proved to be the papers taken from the safe. The following is a list of Dougherty's bondsmen: Richard A. Cutler, L. F. Houghton, W. M. Benton, William H. Miller, Benjamin F. Blossom, Richard W. Kempshall, Matthias Huffman, and O. J. Bailey.

OHIO.

CLEVELAND. The feature of the annual reports to the board of education was the recommendation, contained in President F. H. Haserot's communication, that Superintendent W. H. Elson be given a term of five years, beginning to-day, and that his salary be increased by \$1,000 a year. This was later voted. This

EUROPEAN TOUR

Arrangements have been made for a small party to travel through Europe during the next summer. Particulars can be obtained of

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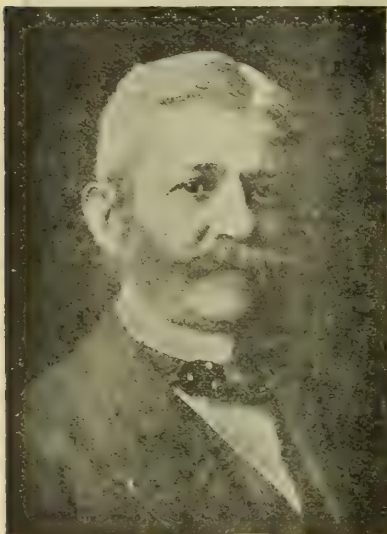
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recommendation followed a congratulation extended to the board upon the success with which the problem of the superintendency had been solved, and it was explained that it was made because the term of two years, for which Superintendent Elson was originally elected, is too short to allow him opportunity to carry to their conclusion the policies he has suggested. Haserot's report said that of the \$85,000 worth of books distributed in the year \$23,000 worth were given away. This showing of twenty-seven per cent, he

said, seemed unlikely to be right in a city of such prosperous condition as Cleveland, and it suggested a possibility of abuse of the free text-book system. Director Orr's report showed that the year closed with cash balances in every fund. The balance in the tuition fund exceeds the estimate made May 1 for this time by \$229,798, and the contingent fund shows cash to the amount of \$17,082.55 with outstanding orders of \$28,431.40. The administration began its term two years ago with an overdraft of about \$20,000 in the con-



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tingent fund, which has been reduced to \$11,348.85 and promises to be entirely eliminated in the next year.

WISCONSIN.

MADISON. The Madison board of education has voted to abolish all secret societies in the local high school at the end of the academic year, making the penalty for joining or continuing such organizations after that time suspension or expulsion. The resolution passed by the board follows:—

"Resolved, that the board of education hereby orders that secret societies in the public school system of Madison be discontinued at the end of the present academic year, and that the joining of such organizations or the continuing of membership in the same after that time by school pupils be sufficient grounds for suspension or expulsion of such pupils from the privileges of the schools."

This decision is regarded as a death blow to secret societies in the Madison high school. Among the students there has been some talk of contesting the action of the school board, but this talk is not taken seriously, because parents of children belonging to these organizations are the moving spirits in suppressing them. This action was taken in response to the following petition from parents:—

"To the Board of Education: We, the undersigned parents of high school children and patrons of the public school system of Madison, most respectfully petition the board of education to adopt such regulations and take such steps as may be necessary to eliminate permanently from our city schools all organizations among the pupils known as fraternities, sororities, or secret societies, and to make the joining of such organizations or the continuing of membership in the same by school pupils sufficient grounds for suspension or expulsion from the privileges of the schools, and pledge to the board of education our support in any reasonable action that has for its purpose the accomplishment of this end."

As early as October 4, 1904, the board of education of this city issued the following to parents, teachers, and the public:—

"Whereas, teachers and parents

frequently complain that the secret fraternities and sororities established in our high schools are detrimental to good scholarship, inimical to a wholesome school spirit, and subversive of that spirit of democracy which above all else the public schools should strengthen and foster; and

"Whereas, some of our most prominent educators have publicly acknowledged that these secret organizations are injurious to the best interests of the school and its students; and

"Whereas, some of the foremost secondary schools have officially excluded and forbidden these secret societies; therefore be it

"Resolved, that the board of education hereby denies to all secret societies which may exist in the high school or in any of the city schools, all public recognition, including the privilege of meeting in the school building and using the school name;

"That no pupil who is a member of a fraternity or sorority or other so-called 'secret' society be permitted to represent the school in any literary or athletic contest or in any other public capacity, or to serve as a class officer or as a member of a class committee;

"That the attention of parents be called to the fact that the board of education, the superintendent, and the principals and teachers unanimously disapprove of all secret societies in connection with the public schools;

"That the superintendents, principals, and teachers are hereby directed to carry out the provisions of these resolutions which are to take effect and be in force after the date of their adoption by the board, with the understanding that their provisions are not to affect pupils who were elected or appointed to positions before the adoption of these resolutions."

If any similar action was taken earlier than this we shall be pleased to record it.

IDAHO.

Five women were chosen as county treasurers in Idaho at the recent election and seventeen women as county superintendents of schools.

Over a period of five years the mu-

nicipality of Tokio will spend \$2,500,000 to increase and repair the primary schools of that city. On May 31 last the children of school age numbered 165,080. Those attending school numbered 87,970 in the primary schools and 33,497 in the secondary schools. To house this great number of children, in addition to government schools, there are 112 schools established by the municipality, in which the pupils number 93,087.

THE WEEK IN REVIEW.

(Continued from page 73.)

Clericalism. But parties are not so easily made over and rearranged to order, and the simple fact that the government has fallen out with the Clericals and wants a new combination to support its measures in the Reichstag is not likely to seem sufficient ground to the leaders of the parties which the chancellor now tries to consolidate for giving up their cherished ideas and policies. The appeal has been coldly received.

A PICTURESQUE POTENTATE.

The Shah of Persia, who has just died at the age of fifty-four, was a picturesque figure in European-Oriental politics and a ruler of more than ordinary breadth of attainments. He was a profound student of philosophy, was well read in general literature, and was a patron of the arts. He was a magnificent horseman and an enthusiastic sportsman. He visited European capitals on several occasions and was royally entertained, though the multiplicity of his Oriental household occasioned some embarrassment. He was familiar with western institutions and was liberally minded to an unusual degree, as is attested by his grant of a constitution to Persia, with a parliament which is as representative as conditions allow. He came to the throne through the assassination of his father, and his own life was once or twice attempted. His son is thirty-five years old, and is credited with liberal sympathies, but little is really known about him.

COLLEGE NOTES.

RECENTLY PUBLISHED. SUCCESSFULLY USED.

IN order to make this section of the JOURNAL OF EDUCATION as complete as possible the editor asks for the co-operation of college authorities. Properly authenticated news will be printed each week of changes in college faculties, changes in instructorships, and important college news.

The very rapid growth of the college department of Oberlin College, almost seventy-five per cent. in six years, is the cause of the appointment of Dr. Charles E. St. John to be dean of the College of Arts and Science. The office is to be primarily one of organization, direction, and general administration, and does not immediately concern the conduct, welfare, and discipline of the individual students. Dean St. John has been at different times both student and instructor in Michigan Normal College, Michigan Agricultural College, and Michigan University. He holds the degrees of Master of Arts and Doctor of Philosophy from Harvard University, and has done graduate work as well at the University of Berlin.

The seventy-fifth anniversary of the founding of Oberlin College will occur in June, 1908.

THE MAGAZINES.

—Among the many attractive articles in the February Delineator are "Fooling the Public," by Fred Thompson, being the account of the big show as described by a master showman; "The Making of a Charming Woman"; "Little Problems of Married Life," by William George Jordan; and "Fashions of the Stage," illustrating some features of advanced style. Miss Kellogg's "Talks on Home Making" are devoted to practical suggestions for the furnishing of "A Girl's Room." The fiction is charming and the departments are filled with helpful and up-to-date material.

A Great Meeting Promised.

The joint convention of the Eastern Art Association, of which George H. Bartlett of the Boston Normal Art school is president, the Eastern Manual Training Association, of which William H. Noyes of the Teachers College (Columbia University) is president, and the Western Drawing and Manual Training Association, of which Miss Florence E. Ellis, supervisor of drawing in Cleveland is president, will meet in Cleveland May 7 to 10, inclusive. This is the first joint meeting held by the Eastern and Western associations and brings together the representative art and manual training workers of the country.

Exhibits of work of the elementary schools, the high schools, and of the higher technical and industrial art schools will be made. A cordial wel-

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come will be extended by the city of Cleveland, and everything will be done to make the meeting entirely successful.

The Brooklyn Way.

Brooklyn (N. Y.) teachers have long been noted for their high class professional spirit, which was manifested at a meeting December 14 in honor of Oliver D. Clark, late president of the Brooklyn Teachers' Association.

Mrs. Lucy T. Lewis of the Girls' high school presided. Testimony as to Mr. Clark's services as a teacher was given by Professor Albert C. Hall, long time his colleague in the Boys' high school, by Meyer Steinbrink, once Mr. Clark's pupil in the same institution, and by Darwin L. Bardwell, his superintendent while Mr. Clark was principal of the Curtis high school, Staten Island. Miss Ruth Granger, whom President Roosevelt described as the most convincing speaker for fair play to teachers he ever heard, spoke of Mr. Clark as a champion of teachers' rights. Rev. Robert H. Carson described him as a man and citizen. Superintendent Charles W. Lyon read a memorial ode, and the Boys' high school choir, led by Professor William Howell Edwards, sang.

The Teachers' Association placed a bronze tablet in the Boys' high school in memory of their departed friend and contributed a fund toward the education of his two daughters.

William H. Ives has been elected managing director of the Chicago office of D. C. Heath & Co. Mr. Ives was for ten years associated with the Macmillan Company of New York, and was for the last four years manager of its educational department. He is one of the most widely and favorably known men connected with educational publishing.

Charles S. Paige has accepted a position with the publishing firm of Atkinson, Mentzer & Grover, whose Boston office is at 120 Boylston street. He will act as their representative in the New England field. Mr. Paige has just given up a similar position with the J. B. Lippincott Company.

He—"Marriage is a pottery."
She—"You mean a lottery, don't you?"

He—"No, I mean a pottery—a place for making family jars."—Montreal Star.

A philosopher is a man who when he has hard luck, due to his own carelessness, and idiocy, and other shortcomings, can blame it all on fate.

The philosophers say that life is not what it seems, and perhaps it is well for a good many of us that it isn't.—Somerville Journal.

USUAL WAY.

Church—"Did you ever learn anything of value by going to a clairvoyant?"

Gotham—"Yes; I learned that a fool and his money are soon parted." Yonkers Statesman.

NOT SO WONDERFUL.

"Did you see that remarkable story of a dog in Connecticut who coughed up a lost \$200 diamond ring?"

"There's nothing so remarkable in that I can see. I've had to cough up more than one diamond ring since I've been married."—Baltimore American.

TWO EVILS.

"You're such a wretched writer, it's a wonder you wouldn't get a typewriting machine."

"I would, only that would show what a miserable speller I am."—Philadelphia Ledger.

NOT TO BE BELIEVED.

Her—"You heard me say that I didn't like smoking. Why don't you give it up?"

Him—"Oh, you are the girl who once told me you didn't care for money."—Illustrated Bits.

"I wish I had a baby brother to wheel in my go-cart, mamma," said small Elsie. "My dolls are always getting broke when it tips over."—Chicago News.

Out of Danger—Dr. Whipple, long bishop of Minnesota, was about to hold religious services near an Indian village in one of the western states, and before going to the place of meeting asked the chief who was his host whether it was safe for him to leave his effects unguarded in the lodge.

"Plenty safe," grunted the red man. "No white man in a hundred miles from here."—Woman's Home Companion.

Large advertisers have discovered that the man of more than forty is almost always interested in a new dyspepsia cure.—Somerville Journal.

Teacher—"What are the functions of the pores of our bodies, Harry?"

Small Harry—"They are the things we use to catch cold with."—Chicago News.

"Dear me!" exclaimed grandma, "I wonder what makes the baby cry so."

"I know, grandma," replied little Tommy. "He cries 'cause he ain't old enough to swear yet."—Chicago News.

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BOSTON THEATRES.

KEITH'S.

Houdini is outdoing all of his previous efforts during his present engagement at Keith's. His feats are more sensational and mystifying than ever before and he is attracting record crowds. The special performance he gave at the Boston Athletic Association has caused a great amount of talk, as have also his escapes from a paper box and a paper bag. Next week is the last of his stay, and special features will be given at practically every performance, as he has received and accepted a sufficient number of challenges to fill all of the afternoons and evenings. Due announcements of these special features will be made in the daily papers. The surrounding bill will be fully up to very high standard set at Keith's. Maggie Clune, "the Irish Queen," unrivaled singer of Celtic character songs; Clayton White and Marie Stuart, those famous farceurs, in their snappy skit, "Paris"; Mosher, Houghton, and Mosher, the best of the comedy cyclists; Catherine Hayes and Sabel Johnson, in a very novel sketch; Lew Hawkins, "the Chesterfield of Minstrelsy"; Ferry Corwey, the clever musical clown; Ziska and King, in burlesque magic, and Cook and Sylvia, remarkable dancers, will be the leading features. The program will also include the Meeh International Trio, in athletic novelties; Kenney and Reeves, conversational comedians; Lillian Maynard, a pleasing vocalist; Reilly and Morgan in a sketch, and the kinetograph. Volta, the electrical wizard, who has been creating a sensation in New York, will make his first appearance in Boston on Monday, January 28.

Bobby's mamma—"Now mind, Bobby, if they pass you the cake a second time at the party, you must say: 'No, thanks, I've had plenty.' And don't you forget it."

Hostess (at the party)—"Won't Bobby have some more cake?"

Bobby (who hasn't forgotten)—"Nope, thanks. I've had enough, an' don't you forgit it!"—Cleveland Plain Dealer.

It must be a great trial to a young man to spend a long time considering which of two girls he has been paying attention to it is best for him to marry, and then to find that neither one will have him.—Somerville Journal.

He—"I shall never marry until I meet a woman who is my direct opposite."

She (encouragingly)—"Well, Mr. Duffer, there are numbers of bright, intelligent girls right in this neighborhood."—Art in Advertising.

A woman whose pastor asked after her health, replied dolefully: "I feel very well, but I always feel bad when I feel well, because I know I'm going to feel worse afterward."

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State Board of Education,
State House, Boston,
January 3, 1907.

EXAMINATION OF SCHOOL SUPERINTENDENTS.

A public examination of persons wishing to obtain the certificate of approval of the State Board of Education for the position of superintendent of schools in accordance with chapter 215, Acts of 1904, will be held in Room 15, State House, Boston, Friday, February 8, at 9 30 A. M.

Candidates must bring to the examination a certificate of moral character, and testimonials of scholarship and of experience in teaching or supervision. They will be examined in the school laws of Massachusetts and in the principles of school management and school supervision. Much weight will be given to successful experience in the supervision of elementary schools.

Persons intending to take this examination should notify the Secretary of the Board of Education, if they have not already done so.

GEORGE H. MARTIN,
Secretary.

JOURNAL OF EDUCATION.

Vol. LXV.—No. 4.

JANUARY 24, 1907.

A. E. WINSHIP, Editor.

CENTENNIAL ANNIVERSARY OF AMERICAN EDUCATORS.

BY WILL S. MONROE.

The year 1907 is the centennial anniversary of a number of school men who played an important role in the history of American education during the nineteenth century. The 100th anniversary of Mr. Longfellow's birth will be widely celebrated by school children; but it should not be forgotten that Longfellow was a teacher, as well as a poet, and that he was engaged in educational work for twenty-four years and wrote at least one school text-book. Mr. Agassiz and Mr. Guyot, both Swiss by birth, are, nevertheless, American educators. The former was engaged in teaching in the United States for twenty-seven years, and the latter for thirty-six years. I have condensed from the manuscript copy of my "Biographical Dictionary of American Educators" brief sketches of the educational notables who were born one hundred years ago.

Henry Wadsworth Longfellow (1807-1882) was born at Portland, Maine, February 27, 1807. He was educated at Portland Academy and Bowdoin College, graduating in 1825 in the same class with George B. Cheever and Gorham D. Abbot, both of whom were born the same year, and afterwards engaged in educational work. After his graduation from Bowdoin, he traveled and studied in Europe for three years. For six years (1829 to 1835) he was a professor in Bowdoin College, and for eighteen years (1836-1854) he was a professor in Harvard College. He published one distinctly educational work—a French grammar for use in schools. Mr. Longfellow died at Cambridge, Mass., March 24, 1882.

Louis Agassiz (1807-1873) was born at Motiers, Switzerland, May 28, 1807. He was educated in the schools at Lausanne and the universities of Zurich, Heidelberg, and Munich. He was professor of natural history in the college at Neuchatel from 1832 to 1846, when he was invited to Boston to give a course of lectures in the Lowell Institute. He was professor of natural history in the Lawrence Scientific School of Harvard University from 1848 to 1851, and again from 1854 to 1873. From 1851 to 1854 he was professor in a medical college at Charleston, S. C. In 1873 he founded a summer school for teachers on the island of Penikese. He was identified with the teachers' institutes of Massachusetts and the state teachers' association. His most important contribution to the literature of education was his "Methods of Study in Natural History." Mr. Agassiz died at Cambridge December 14, 1873.

Arnold Guyot (1807-1884) was born at Neuchatel, Switzerland, September 28, 1807. He was educated in the schools and college at Neuchatel and at the University of Berlin. For three years (1835-

1838) he engaged in geographic and geological field work; he was professor of natural history and physical geography in the college at Neuchatel from 1839 to 1848; he came to Boston in 1848 and gave a course of lectures on physical geography and history ("Earth and Man"); from 1849 to 1855 he was engaged by the state board of education of Massachusetts to lecture on geography to teachers' institutes and state normal schools, and from 1855 to 1884 he was professor of geology and physical geography in Princeton University. His educational publications include his lectures on "Earth and Man," and a text-book on physical geography. He was also identified with the American Institute of Instruction. Mr. Guyot died at Princeton, N. J., February 8, 1884.

Gorham Dummer Abbot (1807-1874) was born at New Brunswick, Maine, September 3, 1807. He was educated in private schools and at Bowdoin College, graduating in the class of 1825 with Longfellow, and he subsequently took a course in theology at the Andover Seminary. He was first a teacher in the academy at Castine, Maine; then principal of the academy at Amherst, Mass., and later instructor in the Mount Vernon School for Girls. From 1836 to 1843 he was the director of the American Society for the Diffusion of Useful Knowledge, and from 1843 to 1871 he was principal of the Springler (afterwards Abbot) Collegiate Institution. He was the author of a spelling-book, and (with Joshua Leavitt) he edited a series of school readers. Mr. Abbot died at South Natick, Mass., August 3, 1874.

Joseph Alden (1807-1885) was born at Cairo, N. Y., January 4, 1807. He graduated at Brown University in 1828, and subsequently took a course in theology at Princeton. He was professor in Williams College from 1835 to 1852; professor in Lafayette College from 1852 to 1857; president of Jefferson College, 1857-1867; and principal of the State Normal School at Albany from 1867 to 1872. He was the author of a large number of text-books on logic, ethics, political economy, and civics. Mr. Alden died in New York city August 30, 1885.

Joseph Ray (1807-1857) was born in Ohio County, Virginia, November 25, 1807. He was educated in the public schools, Washington College, Ohio University, and the Ohio Medical College at Cincinnati. He taught in the public schools of Ohio, and was teacher and principal of the Woodward high school in Cincinnati from 1831 to 1857. He was associate editor of the Ohio Journal of Education from 1854 to 1857, and was president of the Ohio Teachers' Association in 1852. He was the author of a series of school

text-books on mathematics. Mr. Ray died at Cincinnati April, 1857.

Samuel Harvey Taylor (1807-1871) was born at Londonderry, N. H., October 3, 1807. He was graduated from Dartmouth College in 1832, and was a tutor in that institution for two years. In 1834 he became an instructor in Phillips Academy at Andover, and three years later he was made principal of the school, and he continued in this capacity for forty-four years. His most important contribution to the literature of education was his "Methods of Classical Study," published in 1861. Mr. Taylor died at Andover, Mass., January 29, 1871.

Cornelius Conway Felton (1807-1862) was born at Newbury, Mass., November 6, 1807. He was educated at the Franklin Academy, Andover, and Harvard College, graduating in 1827. For two years (1827-1829) he taught in the Lewiston high school at Geneseo, N. Y.; he was an instructor in Harvard College from 1829 to 1832; professor of Greek from 1832 to 1860, and president from 1860 to 1862. He published several text-books for the study of the Greek language and literature, and he wrote a number of papers on the teaching of Greek. He was connected with the American Institute of Instruction, and was twice a speaker before that association. Mr. Felton died at Chester, Penn., February 26, 1862.

David Crosby (1807-1881) was born at Hebron, N. H., September 7, 1807. He was educated in the district schools of New Hampshire, Meriden Academy, and Dartmouth College, graduating in the class of 1833. He taught in the district schools of New Hampshire from 1824 to 1829, and in academies from 1833 to 1836. He was principal of the Nashua Academy from 1836 to 1881, and was twice president of the New Hampshire Teachers' Association, in 1859 and 1860, and was for many years a member of the American Institute of Instruction. Mr. Crosby died at Nashua, N. H., February 26, 1881.

David P. Galloupe (1807-1890) was born at Topsfield, Mass., January 20, 1807. He received his education in the common schools of Massachusetts. He taught first at Topsfield; was principal of a school at Salem; was principal of the Varnum school at Lowell from 1853 to 1878, and superintendent of the Dracut schools from 1878 to 1881. He was for many years a member of the board of counselors of the American Institute of Instruction. Mr. Galloupe died at Lowell, Mass., May 4, 1890.

George Barrell Cheever (1807-1890) was born at Hallowell, Me., April 17, 1807. He was graduated from Bowdoin College in 1825 in the class with Longfellow and Gorham D. Abbot, and five years later (1830) he was graduated from the Andover Theological Seminary. His connection with education was mainly that of a writer and public speaker, and he was prominently connected with several of the early educational associations. Mr. Cheever died at Englewood, New Jersey, the first of October, 1890.

Ezra Cornell (1807-1874) was born at West Chester Landing, N. Y., January 11, 1807. He received his education in the district schools and in

business and public life. His place in the history of American education is not that of a teacher or writer, but rather as a benefactor. He founded Cornell University, one of our most important institutions of learning. Mr. Cornell died at Ithaca, N. Y., December 9, 1874.

A MEMORABLE DRIVE.

BY A. E. WINSHIP.

A drive never to be forgotten was over the Cascade range through Shasta County to Weaverville, Trinity County, California. It was in early December, last. There were two very small boys at Weaverville whom it would give me keen pleasure to see. Plans had been steered in such a way that there were three days, and only three, available. By stopping off at Redding, getting a pair of horses and a buggy, it could be done—provided a storm that threatened kept off. If it came, the engagements, indefinite, would be slaughtered, and the expense of the team would mount up wildly. It was worth chancing.

The team was adapted to climbing, and there was just daylight enough to get to Lowden's ranch the first day, just daylight enough the next day, by using the first dawn and last twilight, to get to Weaverville, have five hours with the boys, and get back to Lowden's ranch for the second night, and back to Redding for the train south. The weather was safe; but one day later and there would have been no getting out for two weeks. Whew, what a narrow escape!

But I know the Cascade range. There were more than one hundred and sixty peaks by count! Such a panorama was never dreamed of, even by one who has done all the railroading that America provides. Somehow mountains do not look just the same when you are luxuriously looking out upon them from a Pullman car as they do when your horses are puffing away and you stop at each vantage point to look in every direction.

Then the forests! Tens of thousands of trees, no one of which can be seen east of western Montana, or south of Oregon, or east of the Sierras. Can you get the picture? Magnificent sugar pines, every tree as straight as an arrow, most of them from six to twelve feet in diameter, and approaching 200 feet high, without a branch, or knot, for two-thirds of the height.

Then the excitement! I was alone, and was literally driving on a ledge carved on the world's very edge, meeting or trying to pass mountain teams of eight or ten horses or mules with two huge mountain wagons coupled together that one man might handle the outfit, riding one wheel horse. Only occasionally was there a "turn-out," and the "light rig" must always do the turning-out trick. There was no monotony in the twenty-four hours that I climbed up and down the mountains—not a rod of level roadway. But the climax of excitement was in meeting a drove of several hundred cattle with half a dozen mounted cowboys handling them. Describe it? Well, the horses could do it as well as I.

Those nights at Lowden's ranch! I did think it would be worth while to try to describe the great open log fire, the motley crowd of teamsters, women

in search of "timber claims," mining prospectors, Jake fresh from Alaska and trying to strike a pay streak in the Range, but it is not easy.

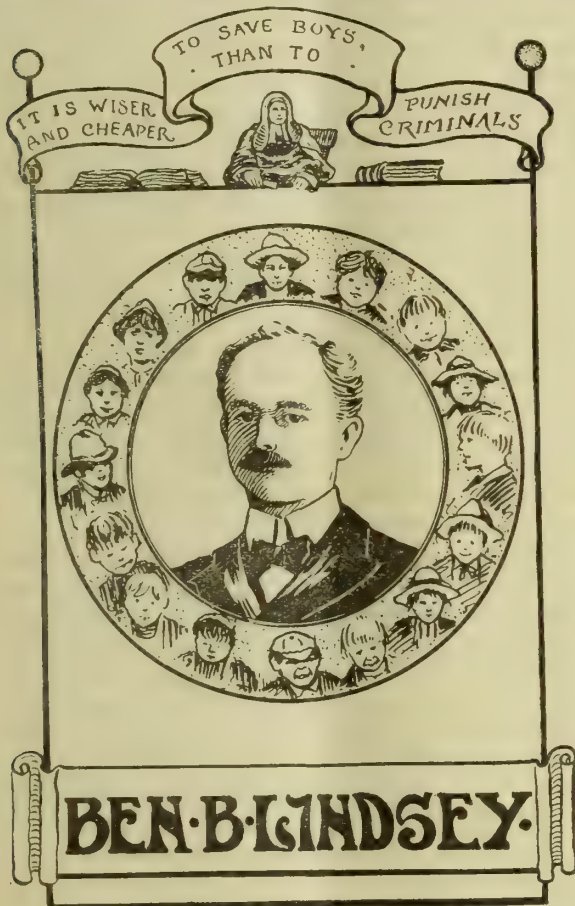
There was a sense of relief that I do not recall having experienced before, as alive, unmolested, with team in "condition," I drove into the stable at Redding in the early evening. There were experiences enough to season many a yarn, about quail without limit, the most beautiful gray fox, the monster buck bounding up the mountain-side, twice fording Trinity river, very wide and up to the body of the rig, with nothing to guide horse or driver except the warning, "Don't get out of the course down stream for your life." It is one of the adventures you would not have been willing to miss, but that it is mighty comfortable to have as a remembrance.

CENTURY OF THE CHILD.

[Report of Address.]

BY JUDGE BEN B. LINDSEY, DENVER.

This may be called the century of the child. The last century might well be called the century of the woman, for in it she won her civil rights and in many states the right of suffrage. Let me say right



C. VALENTINE KIRBY, DENVER.

here that it is the voting women of Colorado who have done the most toward securing justice for the children of that state.

To the pessimist the outlook would be black—with 2,000,000 children in industrial slavery, 100,000 jailed every year under the old law, and each boy jailed representing from five to ten uncaught boys each as delinquent as himself.

Here Judge Lindsey told the incident which first

attracted his attention to the wrong and absurdity of enforcing the laws made for men against children. He described the miserable plight of three small Denverites brought before him on a formal charge of burglary because they had broken into a freight car in search of watermelons. Then he referred to the monstrous conditions which prevailed in England fifty years ago when Lord Shaftesbury took up the fight against child labor and for free schools.

It is not right that a boy or girl, too often the victim of circumstances or environment, should be treated as we treat a burglar fifty years old, who enters a house armed and with potential murder in his heart. We do not ask immunity for the child, we merely ask justice. We wish to protect as well as correct.

The trouble with the old law is that it looks rather after what the child has done. What he has done is too often the result of environment, opportunity, and example. Just so far as the state can improve the opportunity, environment, and example which surrounds a child, it is just to him.

We are now forced to look to the teachers as the main factors in molding the character of the child. This is unfortunate, as the home should be the point of greatest influence, but under present economic conditions the training of the boys and girls is drifting more and more into the hands of the school teacher. We must depend upon the school to solve the problem of increasing child crime. The home is what we should rely on, but there is no home worthy the name in the cases of thousands of children.

The juvenile court and the school must get together, and when they do, to quote one of my boys, "they will skin anything that ever came down the pike." What we need is one set of officers in one court, presided over by one judge who does not have to "rotate" around every few months. We need a probation officer who is paid the wages due a good man.

When it comes to dealing with boys, one must avoid both brutality and easiness. The former will incur the boy's hatred, the latter his contempt. With a right beginning the next task is to teach the boy to obey. Many parents neglect this, and it is the cause of much delinquency.

The jail can scare but it cannot correct. I learned this when on the bench when I found two boys strapped to benches in a cell because they would not "snitch" on their chums. Working on the theory that the boy who is loyal to his chum is not wholly bad, I finally won over these two and with them five others which made the worst gang in Denver. One of them, the toughest of the gang, went to the penitentiary, 250 miles into the mountains, without a guard and presented his own commitment.

A controversy with one of the police captains over this case is typical of the old and the new attitudes toward the juvenile delinquent. He recited the numerous wrongs done by this gang, dwelling on the theft of five bicycles, and I answered: "The difference between us is that while you are trying to save to the state of Colorado five bicycles, I am trying to save it five boys." And let me tell you right here

that a boy is the most valuable thing in the world—next to a girl.

You can't do much with force and violence, hate and punishment. They are like poisons used in desperate cases as antidotes to other poisons. Give the boy a chance to help himself, get him started on the game of being decent.

To the bad example and evil influence of older persons can be traced a large part of the delinquency. The parent who sends his boy to the saloon, the habitués of the place who teach him profane and obscene language, the proprietor who admits him, and the policemen who countenance the whole deal are participants in the boy's downfall. The Colorado law reads: "Any parent, guardian, or other person who contributes to the delinquency of a child is guilty of a crime." The other day, under this law, I fined a father \$10 for swearing in the presence of his son.

When in Philadelphia I visited the juvenile court and was asked to try one case. It showed a great mass of evil influences. The lad had stolen three watches from his employer, who claimed they were worth \$200. It transpired that the boy had stolen to spend money in a place run contrary to law, but overlooked by the policeman, who received his regular graft. When I talked with him, he pointed to the 14k stamped on one watch case and the 22jm on another, explaining that both marks were false. "If he can make money, why cannot I make money?" was his plea.

Another phase of the questions appears in the plea of a truant, who asked: "Can't a kid get an education learning to be a plumber's helper?" By committing him to the reform school I gave him the manual education for which he was eager, but why should a boy have to commit a crime in order to get an industrial education? Industrial schools would go a long ways to remove the causes of delinquency in many cases. The school boards which crowd forty or more pupils into one room and give them into the charge of one overburdened teacher have much to answer for. Why spend money on high schools and universities at the expense of the graded schools, when ninety per cent. of our boys are forced out before entering the high school?

Praise is the most powerful factor in reforming a boy. That is why we lay so much stress on the system of reporting. It gives us a chance to encourage the boy to do right. We run a court of approbation as well as a court of probation. By trusting a boy we make a man of him. In the six years the Denver court has been in operation more than 200 boys have taken their commitments and gone alone to the reform school.

The juvenile court is an institution which is educational rather than penal. We are with instead of against each individual. The best time to dig out the image of God in a man's heart is when he is a boy. Love without justice may be mere sentiment, but we are convinced that there can be no justice without love.

E. A. L., New York City: I think the Journal very strong and stimulating in its successive issues, unequalled by any other of the educational papers in interest.

ONWARD.

Thank God a man can grow!

He is not bound

With earthward gaze to creep along the ground:
Though his beginnings be but poor and low,
Thank God a man can grow!

The fire upon his altars may burn dim,

The torch he lighted may in darkness fall,—

And nothing to rekindle it avail,—

But high beyond his dull horizon's rim,

Arcturus and the Pleiads beckon him!

—Florence Earle Coates, in the Atlantic.

THE ARTS OF PEACE AND THE ARTS OF WAR.

A CRITICISM OF THE JAMESTOWN PROGRAM.

[From the address of Professor Calvin M. Woodward, president of the American Association for the Advancement of Science, at the meeting of the association in New York, December 26, 1906.]

The great exposition at St. Louis, in 1904, gave an epitome of the civilizations of all the nations and tribes of the earth. Their representatives dwelt or camped side by side and exhibited with marvelous fidelity and fullness their industries, their commerce, their science, their art, their systems of education, and their modes of life. It was, indeed, a great educational institute carried on for seven months in the presence of millions of visitors from every nation under the sun. Probably no human instrumentality was ever more potent in promoting the advancement of science than that exposition. The great congress brought together the best of living men, and they offered their best tributes for the service of science and human progress, and we had the supreme spectacle of the triumphs of the arts of peace.

The exhibit of instruments designed to kill human beings, and of appliances for the destruction of ships and forts, was minimized, and the pageantry of war offered few attractions and claimed small attention. The glory of the exposition was its devotion to education and the application of science to the useful arts.

I have thus characterized the exposition of 1904, in order to show more clearly what I consider an unfortunate tendency on the part of the management of the proposed Jamestown exposition at Norfolk, Va., in 1907. I refer to the prominence which military and naval exhibits and evolutions occupy in the prospectus of attractions. The emphasis would seem to be on the science and the art of war, as though the glory of our American manhood lay in our ability to overawe, crush, and destroy the very peoples who, two and a half years ago, joined hands with us and with each other in fostering the growth of an international brotherhood which should relegate the waste and horror of war to the pages of history.

Are we not in danger of cultivating overmuch a warlike attitude and of encouraging the growth of a taste for warfare? The maxim, "In time of peace prepare for war," has done infinite mischief. It has misled statesmen and sent millions upon millions of young men to untimely graves. It means arsenals and forts, great standing armies, and vast fleets of battleships; and yet those are the very things we wish to reduce to the lowest possi-

ble terms. I approve of a single military academy and a single naval academy, since both are needed by a modest army and navy; but I do not wish to see military academies multiply, nor would I have the mimicry of war become a pastime in our schools. I doubt if a correct science of education will include the science of shooting our fellowmen. The episode of the early Jamestown was not a military campaign nor a naval victory; it was rather a step in the conquest of nature, and a chapter in human progress. I trust it is not too late to give to the Jamestown exposition a tone less warlike, and to put the emphasis where it must in future belong, upon education, science, industry, commerce, and social progress.

CHILD LABOR.

BY SENATOR ALBERT J. BEVERIDGE.

Nothing shows how much greed forgets humanity as child slavery. There is something wrong with a prosperity which is so immense that it finally comes to feed upon the lives of little children. Men who make money by working infants are making too much money.

There are at a low estimate half a million children under fourteen at work in cotton mills, glass factories, sweatshops, mines, and like industries. Those whom such toil does not kill are being ruined for citizenship. We are turning out at a low estimate 200,000 adult London hooligans every year, and these become in turn the parents of hundreds of thousands of other degenerates. And so this civic pestilence riots and spreads.

It must be stopped—if not for the sake of these children themselves, then for our own sake; if not for the sake of common humanity, then for the sake of the republic's safety. For this republic is based on citizenship. We cannot sow the wind to-day without reaping the whirlwind to-morrow.

If everybody, including the most earnest advocate of state rights, could agree on a national quarantine law to keep out the yellow fever, which does not kill twenty people in twenty years, how much more should we agree on a national child labor law to stop the practice that actually kills thousands of children and irreclaimably ruins tens of thousands every year.

To be sure, no great industries were maintained upon yellow fever, and great industries are maintained upon child labor. Business interests were

not advanced by the bubonic plague, but business interests are advanced by child slavery—but is that an argument? Have we become so commercialized that, while we forget states' rights when providing against yellow fever and the bubonic plague, we remember states' rights when providing against the murder and ruin of little children?

However, the theory of states' rights is not affected by the child labor bill pending in the Senate. The bill affects child labor only in factories, mines, and sweatshops. That is as far as it should go at present. It does not touch any healthful employment of children anywhere in the republic. It cuts out only the cancer of murderous and debasing child labor.

HENRY WADSWORTH LONGFELLOW.

[Arranged for Twenty-Four Pupils.]

BY ANNIE M. STREET,
Cambridge, Mass.

1. February 27, 1907! The one hundredth anniversary of the birth of our most beloved poet, Henry Wadsworth Longfellow. And Portland! "the beautiful town that is seated by the sea." How proud she is of the old-fashioned building where he, "the sweetest of all singers," was ushered into a world in sore need of his song.

2. Let us hear his tribute to his native town:—

"I remember the bulwarks by the shore, *
And the fort upon the hill;
The sunrise gun, with its hollow roar,
The drum-beat repeated o'er and o'er,
And the bugle wild and shrill."

3. Longfellow entered Bowdoin College at the age of fourteen, graduating in the class of 1825, with Nathaniel Hawthorne as one of his classmates. During his college course he wrote the "Hymn of the Moravian Nuns of Bethlehem" and the "Burial of the Minnisink." These were received with much favor, and even before Commencement day his fame as a poet had exceeded the limits of his own state.

4. At the age of nineteen Longfellow was invited to a professorship at Bowdoin; but before beginning his work he spent three years and a half in Europe, studying French, German, Italian, and Spanish. Returning to his alma mater, he occupied for five years the chair of modern languages. "Outre-Mer," a collection of travel sketches which rivals

* From "My Lost Youth."

WHY "THE NEW LEAF"?

There is too much said at New Year's about turning over a new leaf. Are the old leaves all so badly written that one must hasten to forget them? Is the blank, untouched page more pleasant to the eye or more mortifying to the will than those closely-written, underlined, untidy but familiar pages which make up the story of one's life? These pages of experience turn so easily in the hand! They open by themselves, almost, to so many passages worth remembering. Will the trim virgin pages of the New Year yield anything really more desirable? No, this annual counsel to turn over a new leaf is but a restless, dissatisfied injunction. One's old habits may not have been such bad habits, after all. Some of them may be deemed actually good, even by the sharpest-visaged conscience that ever went peering about, like a meticulous housekeeper, on New Year's morning. And even if the old ways, hopes, and day's works were not all of the very first quality, one may well protest against that unmindful virtue that would turn them all out-doors at the end of December, to make room for the guests of the New Year.—B. P., in the January Atlantic.

the Sketch Book of Irving, belongs to this period.

5. In 1835 the young author was appointed professor of modern languages and literature at Harvard College, but before entering upon this new field of labor he made a second visit to Europe for further study.

6. At Rotterdam came his first great sorrow in the death of his beloved wife, whom he commemorates in "Footsteps of Angels," as

"the Being Beauteous,
Who unto my youth was given,
More than all things else to love me,
And is now a saint in heaven."

7. Again he writes, referring to Paul Flemming, the hero of "Hyperion," who is none other than himself: "Death cut down the sweet blue flower that bloomed beside him, and wounded him with that sharp sickle, so that he bowed his head, and would fain have been bound up in the same sheaf with the sweet blue flower."

8. Among the fairest fruits of this season of sorrow is that brave, inspiring poem, "The Psalm of Life." Truly, as his daughter has written, "His poetry was not worked out from his brain. It was the blossoming of his inward life."

Song or recitation—"A Psalm of Life."

9. About a year after the death of his wife, Longfellow returned to America and entered upon his work at Harvard. He took up his abode as a lodger in the Craigie House on Brattle street, a colonial mansion, occupied during the Revolution by General Washington and his wife. The poet's room, in the southeast corner of the second story, was the very one that had once been Washington's chamber.

10. Once, ah, once, within these walls, †
One whom memory oft recalls,
The Father of his Country, dwelt.

Yes, within this very room
Sat he in those hours of gloom,
Weary both in heart and head.

11. For the rest of his life, Craigie House was identified with the poet; for the estate eventually became his property, and the grand old mansion, already famous as the "Tent of Mars," was known henceforth as the favorite "haunt of the Muses."

12. Nearly eight years after the death of his first wife, Longfellow married Miss Frances Elizabeth Appleton, a lady described by Charles Sumner as possessing "the greatest sweetness . . . with striking personal charms." The story of their courtship is beautifully portrayed in "Hyperion," in which Miss Appleton figures as the heroine under the name of Mary Ashburton.

13. The poet gives us the most enchanting glimpse of his blissful home life in "The Children's Hour":—

"From my study I see in the lamplight,
Descending the broad hall stair,
Grave Alice, and laughing Allegra,
And Edith with golden hair."

14. But at this happy home, as at all homes, sooner or later,

"The angel with the amaranthine wreath, ‡
Pausing, descended, and with voice divine,
Whispered a word that had a sound like Death."

15. One evening, Mrs. Longfellow's dress through some accident caught fire, and before her husband could rescue her she was so badly burned that she died the next day. Eighteen years later Longfellow poured forth his undying grief in the beautiful little poem, "The Cross of Snow."

16. Recitation—"The Cross of Snow."

17. Around the early history of this continent, Longfellow has woven his most fascinating web. "Hiawatha," considered by some critics the best of his longer poems, has been pathetically called "the swan song of a departing race." The secret of its great popularity lies in the tender strain of human sympathy which the writer reveals in his opening lines:—

"Ye whose hearts are fresh and simple,
Who have faith in God and Nature,
Who believe that in all ages
Every human heart is human,

"That the feeble hands and helpless,
Groping blindly in the darkness,
Touch God's right hand in that darkness
And are lifted up and strengthened;—
Listen to this simple story,
To this song of Hiawatha."

19. Coming down to "Old Colony days," to "Plymouth, the land of the Pilgrims," we have that beautiful love poem, "The Courtship of Miles Standish"; while the wrongs of the Acadians at a later period gave birth to the sweet, sad story of "Evangeline."

20. On the poet's seventy-second birthday the school children of Cambridge presented him with a beautiful arm-chair, made from the wood of "the spreading chestnut tree" commemorated in "The Village Blacksmith." Inscribed around the seat are the following lines from the poem:—

"And children coming home from school
Look in at the open door;
And catch the burning sparks that fly
Like chaff from a threshing floor."

21. The twenty-fourth of March, 1882, ushered in for the noble poet the "dawn of another life." The last words he ever wrote were these:—

"Out of the shadow of night
The world moves into light;
It is daybreak everywhere!"

22. A quarter of a century has passed since the inspired pen fell from his grasp, but still his sublime faith strengthens our hearts, and his sweet songs soothe our restless spirits. His words on Charles Sumner have found another fulfilment in himself:—

23. "Were a star quenched on high,
For ages would its light,
Still traveling downward from the sky,
Shine on our mortal sight.

"So when a great man dies,
For years beyond our ken
The light he leaves behind him lies
Upon the paths of men."

24. Frothingham says of Longfellow: "He was such a man that London workingmen thought it an honor to kiss his hand." Another nation delighted to pay him homage by placing in its most cherished shrine his marble likeness. Thus are linked Mount Auburn and Westminster, America and England, in undying remembrance of this world-citizen,

"The bard whose sweet songs, more than aught beside,
Have bound two worlds together."

†From "To a Child."

‡From "The Two Angels."

COLLEGE ENGLISH.

BY EDITH GILES.

CHARLES DUDLEY WARNER'S IN "THE WILDERNESS."—(I.)

"In the Wilderness" is the title of a collection of eight sketches of adventure in the Adirondack woods (with one exception). The first six sketches were published in the *Atlantic Monthly* in 1878. Two more were added when the book was made up.

These sketches are written in the spirit of the genuine woods lover. All that he finds in the woods is dear to him, and this makes him quick and keen of eye and ear, sympathetic, and with a hearty enjoyment of whatever adventure the camp life brings.

There are in these essays the fine detail that gives every pasture or forest its own character; and there is the sympathy that makes the love of the woods something that goes much deeper than observation, that makes a man feel as he feels nowhere else, and happy as he is happy nowhere else. One finds in the woods a life that is wholly independent of the life of human beings, yet that independence brings no sense of isolation to the one who loves it, but rather quickens a sense of friendship and a satisfaction of intimate love. There are many ways of explaining it, but the great art is to make the reader feel it. And this Charles Dudley Warner does. When he wrote these sketches, the literature of the woods was not the familiar theme that it is now. He was among the first to bring into literature the nature story in this new sense. Consequently his sketches do not take the responsibility of studies, but are simple narrations of experiences, in which the man writes for the enjoyment of others what he enjoyed himself.

In reading the essays note first this quality of sympathy which makes them lovely; the observation of detail which makes them fine; and the humor which enlivens and enlightens them, and which was one of the author's especial characteristics.

HOW I KILLED A BEAR.

Apparently an impromptu adventure. According to the narrative an accidental incident. Note the fact that it could not be wholly accidental: The conversation among the Adirondack visitors; the taking of a gun, and the particular gun that would mean sure death; the fact that bears had appeared in that particular blackberry patch; the imagined story of adventure. Nevertheless note the fact that Mr. Warner probably regarded the possibility of meeting a bear, to say the least, remote; he left his gun propped against a tree and proceeded without caution to devote himself to filling his blackberry pail.

Note the force of contrast to heighten the effect of the situation when the bear actually appears. The imagined adventure, purposely far-fetched, has reached a ridiculous climax when the bear suddenly appears and within a proximity close enough to be exciting.

In the paragraph describing the appearance of the bear note the details of observation even in the moment of excitement, the way the bear ate berries, the way in which he stopped and approached the man. And in the succeeding paragraphs, the way in which the bear fed, etc. Just here the author turns our interest from the story to his own feeling; the details are few and simple—the bear finishes the berries, follows the man, the man shoots, the bear is killed. But meanwhile we are carried through many phases of emotion—our fear for the man; the man's terror of the bear; the sense of facing possible, almost probable death, and the coincidences of the situation which make this particular experience; the relief of the humorous accompaniment to which the man sets his own point of view—and the effect of the suspense, conveying to us the suspense of the man while the bear was coming on, crashing through the thicket. There the narrative returns to the action; notice the swiftness of the summing up of details at this climax.

In conclusion notice the assumed indifference of the man's return after an adventure of the most exciting character. Notice the effect of relief which it brings and how it seems to put us into sympathy with the man's own sense of relief. Finally, the vividness of the situation as the man returns. Contrast this incredulity with the credulity about bears in the locality assumed at the beginning of the sketch, and find the human sense in it—the creating of great possibilities when apparently there are none, and the proneness to doubt when they really exist. Finally, note the pleasant satire of the closing paragraphs.

LOST IN THE WOODS.

This sketch is a series of pictures. First, that of Upper Au Sable Lake; then the course of the fisherman down the river, with the various changes of the course; the delightful day is shown in the bit of blue sky; the gorge; the twilight; and later, the dark forest. The simplicity of the adventure throws the descriptions into the foreground.

Notice in the gathering of the thunder-storm the effect of sound, in description; also, the effect of sensation upon the imagination—the chill, the hunger, the fatigue, all have a distinct effect upon the man, and start in him a new train of imagination.

The use of the effect of sensation in the present essay is not to appeal to the sympathies of the reader, but rather to describe the feeling of the man himself; and the interest in the sketch is rather in following the train of his sensations than in our own interest in them. This is because the description deals much more with sensations, which are purely physical, than with emotions, which are mental. It is much easier to enter into the mental experiences of another than into the physical, although the latter may be much more poignant to the one who suffers them. The paragraph on the

solitude where there was no living creature, not even a trout, and the one on stolidity of Nature, however, are quite the opposite. Here it is his emotion which the man describes, and at this point we are closer to him than at any other in the essay.

Another of the same order is the man's annoyance at finding that the compass does not point as he thought it should. The effect of relief at the close is very sympathetic.

The sketch is valuable as a study of description. The man keeps us for the most part to his own point of view, and his attempt is rather to rebuff than to call forth our sympathies. When we have finished, we feel that it is his experience that we have read, not our own.

The description is very strong in its association with place. It creates a strong sympathy for the man's association with the place, but not with our own. The humor running through seems to be rather the humor of reminiscence than the humor of the passing moment, though in some instances it is the other way. For instance, the fact that his compass was made near Greenwich, and yet might be wrong, probably did not occur to him at the time, but when he reviewed the situation in writing it up. On the other hand, the thought of what his friends would say to him was actually a coincidence of the occurrence.

A FIGHT WITH A TROUT.

This sketch is a description of a familiar sport. The rambling preamble gives the local color, introduces the characters; the bringing in of the guide emphasizes the situation, and gives the sense of companionship. The scene is drawn with less detail than formerly. The interest is held for that which we are to get at, rather than for what we are passing through. The descriptions leading up to the event, with their details, all pertain to the main thought (this is a very important point to note in teaching description).

When we come actually to the catching of the trout, the description is full of life, sharp and clear; in fact, colored up a little with imagination to heighten the effect. It is made especially strong by the transference of human emotions to the trout; that puts the struggle on the plane of a combat of wills, and interests us more. It is purely imaginative in this respect, but quite legitimate, and very effective.

A WOMAN'S PEPPERMINT FARM.

Some years ago a Miss Clark of Saline, Mich., was left upon her father's death with an eighty-acre farm on her hands. She determined to run the farm herself, and made a careful study of the chemistry of soils. She came to believe that she could make a success in raising peppermint. Four years ago she began setting out the plants, and now has twenty acres planted to the fragrant mint. She built a distillery last year, and secured about forty pounds of oil per acre, or about 800 pounds in all. As oil of peppermint is worth about \$2.10 at the still, Miss Clark has made a good income from her crop. And she has eclipsed all her peppermint-growing neighbors by the novelty of her methods.

GREATEST ART TEACHERS' MEETING.

The largest and most important meeting of art and manual training teachers in the United States will be held in Cleveland the second week in May, 1907.

The convention will be the first union meeting of the Eastern and Western Art and Manual Training Associations. It will bring more than 1,000 teachers of art and manual training to Cleveland for four days. The meetings will be addressed by some of the greatest art and manual training instructors in the country, and the greatest collection of art and manual training work ever brought together will be exhibited.

Preparations for the meeting have been going on quietly through an executive committee here for several months. The peculiar situation of the Eastern and Western Associations necessitated that all arrangements be made before anything was made public. Miss Florence Ellis, president of the Western Association, recently received notice that these arrangements had been completed.

The Eastern Association is divided into the Art Association and the Manual Training Association. These two will unite as a body, never done before, going as the Eastern Art and Manual Training Association, to meet with its Western confrere.

The convention of next May goes to Cleveland at the request of W. H. Elson, superintendent of instruction. He attended the meeting of the Western Association in Chicago last spring, and, scarcely a day after he had been notified of his election to the Cleveland schools, suggested that the meeting be held there. The idea "caught on" strongly, the vote for Cleveland being unanimous.

For years it has been the effort of both the Eastern and Western Associations to unite. Never has the suggestion met with any degree of cordiality. The Cleveland meeting means the fruition of all the hopes both associations have had.

An executive committee composed of F. H. Haserot, president of the board of education; Miss Florence Ellis, supervisor of art and president of the Western Association; W. E. Roberts, supervisor of manual training; Starr Cadwallader, and Charles Orr, director of schools, has been appointed.

TEACHING SPELLING.

BY GEORGIA ALEXANDER, INDIANAPOLIS

When a certain remarkable woman wished to teach the alphabet to each of her succeeding children, she dressed them in their Sunday clothes, and the task was accomplished. It is from such instincts of motherhood that we have always drawn our educational practice. Nevertheless, the practice of the schoolroom is still far from being in accord. We hammer at the child's brain as though it were so much cold steel, in the belief that if we hammer hard enough and long enough, some impression must be made. Probably the most constant charge which the public makes against the schools is that the children are not taught to spell. It must be admitted that they do not spell so well as they should. One reason for this undoubtedly is that spelling is usually presented as a mere grind

on letters. We do this despite the fact that the teaching of the order of certain letters so arranged that they become a word, the guardian of a thought, is a far easier task than the teaching of the unrelated letters of the alphabet. To what purpose did a whole class write correctly the word error, when later they explained that "Indians have bows and errors"; that "Errors (Arabs) live in the desert"; and bade one "Be an error (terror, hero) in the fight"? In future when the members of this class shall have need to express the idea "error," why should we expect e-r-r-o-r to come forth automatically to represent it? Suppose when the teacher had written the form "error" upon the board she had elicited from the class in addition to "two r's and o-r" such sentences as: "Mary made an error in her addition yesterday," and "Galileo was not in error when he declared that the earth moved," would she not have helped her pupils to make that association between the idea and its symbol which must exist before spelling can be of any use. Repetition and drill are necessary,—emphatically so, but they should be preceded by intelligence and interest. Teachers would often be astounded at the results obtained should they put their pupils to the test of using in original sentences the words they spell so glibly. Not until each word in the column has been so used can a teacher be assured that the child has added it to his vocabulary.—A Spelling Book.

WOMEN TO THE FRONT IN SCIENCE.

Two of the most famous scientific bodies in the world—the Royal Society of London and the University of Paris—have just, by a striking coincidence, bestowed remarkable honors upon two women for original and unaided discoveries in science. One of these women, to whom an audience of grave and learned professors assembled within the walls of the renowned Sorbonne, in Paris, has been listening with the attention and humility of pupils in the presence of a recognized master, is Madame Curie, who is usually spoken of as the co-discoverer of radium. The fact is, however, that, while Madame Curie labored together with her late husband in unfolding the surprising properties of that substance whose strange behavior has required a relaying of the bases of physical science, she herself was the sole original discoverer. It is in consequence of this fact that the Academy of Sciences has given her a professor's chair, and that now she is a lecturer at the Sorbonne—an accepted authority at the fountain head of French science.

The English woman who has just won a recognition, not less significant in the scientific world, is Mrs. W. E. Ayrton, to whom the Royal Society has awarded a much-coveted medal for her original researches on the electric arc; and also for her studies of "sand rifles," a subject that probably appeals very little to the imagination of the average reader; but then science has its arcana, wherein everything is very clear to the elect, and this is of them. Everybody, however, appreciates what it must mean, in these days, to throw new light upon the problems of electricity, and this Mrs. Ayrton

has done so successfully that British men of science bow to her words, and confess that she has clearly distanced them.

It is true that Mrs. Ayrton, like Madame Curie, has worked side by side with her husband, and there may be some obstinate upholders of the old doctrine of the supremacy of the masculine brain, who will be ungenerous enough to put stress upon that fact, as if it were of particular importance. But they will fail to make their point, for the testimony is overwhelming that in both cases these women were absolutely original in their work and needed no helping hand.

Two swallows do not make a summer, of course, and it is not to be expected that woman will suddenly take her stand beside man in the forefront of scientific advance. Nobody would wish that she should. Man is quite content that she shall remain behind, amid more agreeable and pleasing surroundings, where she can enjoy the fruits of his discoveries. He has always been willing to work for her, and he is willing still. He is also quite ready to take any credit that may come from his work. But, as the action of the representative scientific bodies of France and England has just demonstrated, the man of science at least knows when he is beaten by his sisters, and is not averse to sitting at their feet when he is sure that they have something to teach him.—San Francisco Call.

HIGH SCHOOL AGES.

The following figures from a Western city are interesting. It is a high school with 1,348 students. Three are twelve years; fifty-nine are thirteen; 182 are fourteen; 303 are fifteen; 317 are sixteen; 213 are seventeen; 142 are eighteen; eighty-six are nineteen; fifty-three are twenty.

SHORT METHOD OF SQUARING NUMBERS.

BY E. C. TEAGUE.

1. To square a number whose unit figure is five. The two right-hand figures of the square will always be 25; i. e., 5×5 .

Multiply the tens figure by the number next higher and annex twenty-five to the result.

Example.—Find the square of 65:—

$$65^2 = (6 \times 7) = 4225.$$

If we have a number of more than two figures, we may consider the left-hand figures as tens; e. g., $125^2 = (12 \times 13) + 25$.

2. To square a number whose unit figure is not five. In this case we may make use of case one.

The square of any number is equal to the square of the preceding number, plus twice that number plus one; or the square of any number is equal to the square of the succeeding number, minus twice that number minus one.

Example 1.—Find the square of 66:—

$$65^2 = 4225.$$

$$(65 \times 2) + 1 = 131$$

$$4225 + 131 = 4356 \text{ answer.}$$

THE TEACHER'S IMMORTALITY.

There is no death to the faithful teacher who has passed something of personal spirit to children in the schools. The greatest immortality is that which is ready for any sacrifice, annihilation if need be, in order to do good. Such a life never ends. In geometric ratio it forever increases.

Preston W. Search.

Example 2.—Find the square of 78:—

$$\begin{array}{r} 75^2 = 5625 \\ (75 \times 2) + 1 = 151 \\ \text{For } 77 \quad = 153 \\ \text{For } 78 \quad = 155 \\ \hline \end{array}$$

6084 answer.

Notice that in 151, 153, 155, the increase is two. This holds true of any number.

Example 3.—Find the square of 79. We may here add 151, 153, 155, and 157, or use the second part of our principle; thus:—

$$\begin{array}{r} 80^2 = 6400 \\ (80 \times 2) - 1 = 159 \\ \hline \end{array}$$

6241 answer.

The first principle I learned at school. The second and the combination of the two is original, I think,—at least, I thought it out for myself. I found these principles very useful in dealing with quadratic equations.

A COMPOSITION COURSE FOR THE NINTH GRADE.—(I.)

BY MAUD ELMA KINGSLEY.

Assigned Work.

1. Theme:—The Journey from Home to School.

2. Dictated Plan:—*Time of Journey (day and season); mode of conveyance; scenery; objects of interest by the way; persons met; scene at the journey's end; impression produced by the journey.*

Lesson I.

1. Class Work.

a. Dictate rules for Sentence Structure; Paragraphs; Indentions.

b. Require pupils to expand to sentences of twenty words or more the following sentences:—*Boys play; The horse ran; The sun set; The bell rang; The fire raged.*

c. Read with pupils the first nine paragraphs of Irving's "Rip Van Winkle" and note the indentions. Notice that each paragraph is an amplification of one thought or "topic." Require pupils to make a list of these "topics."

2. Assigned Work.

a. Rewrite Theme I. in longer sentences and arrange in paragraphs.

Lesson II.

1. Class Work.

a. Read with pupils Longfellow's "Wreck of the Hesperus"; study the unfamiliar words; require pupils to put each stanza into such words as they would use were they stating the facts. (*This is called "paraphrasing".*)

2. Assigned Work.

a. Reproduce the story of "Wreck of the Hesperus" from a dictated outline.

Lesson III.

1. Class Work.

a. Study the effective use of words. Require

pupils to put into words the picture or idea formed in their minds by the expressions:—*wintry sea; billows frothed like yeast; whistling sleet and snow; like a sheeted ghost; trampling surf; whooping billows; fleecy waves.*

b. Require the pupils to put into words the pictures of stanzas 2, 3, 9, 13, 15, 20, 21.

2. Assigned Work.

a. Read stanza 1 of Longfellow's "Evangeline." Make a list of the word pictures of the stanza.

Lesson IV.

1. Class Work.

a. Read with the class Whittier's "Barbara Frietchie."

b. Dictate to class the situation of which the poem is the outcome.

c. Study the text of the poem. Study the word pictures of the poem.

2. Assigned Work.

a. Reproduce the story of "Barbara Frietchie" from a dictated outline.

Lesson V.

1. Class Work.

a. Dictate common rules governing the use of capitals and punctuation marks.

b. Require pupils to write a stanza of any poem familiar to them for drill in the above subjects.

b. Dictate the last lines of Hale's "Man Without a Country," from "*But in an hour when the doctor went in gently*" to the end.

2. Assigned Work.

a. Rewrite papers on "Barbara Frietchie," paying especial attention to use of capitals and punctuation marks.

Lesson VI.

1. Class Work.

a. Read to class "How the Sea Became Salt."

b. Require pupils to prepare in class an outline of the story for reproduction.

2. Assigned Work.

a. Reproduce "How the Sea Became Salt."

Lesson VII.

1. Class Work.

a. Dictate plain and simple definitions of the different classes of prose composition (i.e. Description, Narration, Reflection, Argument, etc.).

b. Read Dickens's "Christmas Carol," Stave I. Designate the descriptive passages, stating whether each is a description of persons, places, scenery, or objects of interest. Designate also the narrative and reflective passages.

c. Study from this text the method of paragraphing in direct conversation.

2. Assigned Work.

a. Write a description of the grounds around your school building.

Lesson VIII.

1. Class Work.

a. Read the above compositions in class and prepare a list of the different details entering into the description.

- b. Read aloud Eugene Field's "Little Boy Blue," and require the class to write the simple statement of which the poem is an amplification.

2. Assigned Work.

- a. Read the first two stanzas of Whittier's "Snow-Bound," and write answers to the following questions:—*What was the season of the year? Enumerate the signs of the approaching storm. Describe the chill in the air. How did the occupants of the farm know that the wind was east? Enumerate the nightly tasks of the farmer's boys. How did the snowstorm begin? What was the most conspicuous object seen by the boys when they looked from their window at bed-time?*

- b. Rewrite from memory the description of the storm.

Lesson IX.

1. Class Work.

- a. Read in class from Whittier's "Snow-Bound" the description of the farm-yard, before and after the storm; the farm-house

kitchen; and the building of the fire.

- b. Require the pupils to change each passage into simple prose.

2. Assigned Work.

- a. Require pupils to read and put into their own words any one of the following:—The description of Evangeline from Longfellow's "Evangeline," Part I., Canto 1, stanza 2; of the Barefoot Boy from Whittier's "Barefoot Boy," stanza 1; of Rip Van Winkle from Irving's "Rip Van Winkle," stanzas 3-10; of Ichabod Crane from Irving's "Legend of Sleepy Hollow," paragraph beginning "*In this by place of nature*" . . . ; of the village blacksmith from Longfellow's "Village Blacksmith."

Lesson X.

1. Class Work.

- a. Tell the story of "Rip Van Winkle."
- b. Require pupils to reproduce story in class.

2. Assigned Work.

- a. Study Figures of Speech. (Definitions and examples.)

PUBLIC SCHOOL MUSIC.

THE ESSENTIAL CHARACTERISTICS OF MUSIC AS COMPARED WITH OTHER BRANCHES OF THE SCHOOL CURRICULUM.—(I.)

BY ROBERT FORESMAN.

Music, of all the subjects of the school curriculum, in its written form most truly represents that for which it stands. Through the use of musical notation, the real melody exactly as it was conceived by the composer can be made to live again,—over and over in unending repetition so long as there are instruments to play, or voices to sing. The orchestra can make the overture, the symphony, and the fugue real and actual. It is possible to reproduce exactly the same combination of sounds, the same musical thoughts that the composer had when he set them down in characters of musical notation. And thus, too, the children's voices can make realities out of the songs in the schoolroom. The compositions of those who in their fancy have lived and thought with childhood can be present again in their completeness and fullness, just as they were conceived.

The principle does not hold good to the same extent in any of the other branches of the school curriculum. It is not fully true in regard to literature or painting or drawing. The writer describes for us a battle scene—he cannot write characters through the medium of which the battle itself will be reproduced. His thought is descriptive. It simply repeats impressions. But the reader cannot hear the roar of the cannon or cannot see the glitter of the guns or the men in battle array.

The painter can only reproduce a picture of the scene. He cannot reproduce the scene itself, with the rustle of the leaves or the ripple of the brook or the surge of the sea waves. The scene cannot be made to live again. The sculptor can repro-

duce the form and even the expression of the living thing, but no matter how life-like the reproduction may be, it is not the living thing, but merely a resemblance. Music alone can be made to live again in all its fullness and completeness, exactly as it lived in the mind of the composer. Music is not about something. It does not represent something. It is something, and the characters which stand for it call that something actually, completely, and fully into the mind of those who understand the characters in which musical ideas are written.

Thus the life of music can be brought into direct contact with the life of the individual. We can live and feel and breathe the song as a part of our very selves. And so music becomes a tremendous influence as a basis of culture and training in the schoolroom because all the members of the school can participate in the real heart and life of music from the very beginning. With the child of average musical ability under conditions that are reasonably favorable, there need be no such thing as imperfection in musical expression; for, properly taught, the little child can sing a tune as correctly as an adult can sing it; and furthermore, the tune can be so interpreted by him that it will mean even more to him as a medium of expression than it means to the adult.

The marching song can make a real soldier of the child in feeling and spirit; the lullaby can make a real mother of the little girl as she swings a fanciful doll to sleep in her arms; while songs of action and play can be used for the purpose of real activity. This same feeling can come to the adult only in imagination, by approximating the attitude of the child towards his song.

And here is another point in which music differs

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INTER-MOUNTAIN EMPIRE.

Since the dawn of the twentieth century the United States has gone forward industrially by leaps and bounds, such as no other nation ever witnessed, and such as even this nation never dreamed of.

We have heard much of the fabulous advance in the East, the South, the Lake region, the Mississippi valley, and the Pacific coast. Also stray boomlets have been let loose by individual states in the Rocky Mountain region, but this section of our country has positively suffered from lack of unity of effort and statement. There has been no little local jealousy with slurring remarks about one another. They have been in the adolescent stage, but now they are blossoming out into young manhood with the virility of projective energy.

Colorado will evermore dominate the New West on the Eastern slope of the Rocky Mountains. The New West is an empire in itself, but it has been content with the simple title of "New West," and it is sufficient, but it will no longer include the Western slope of the Rockies, for a new giant has come out of the Farther West.

"The Inter-mountain Empire" is not merely a new name, it is a new entity, with a genuine metropolis in Salt Lake City. Until now the business of this great region has been divided between San Francisco, Denver, and Salt Lake City. So long as this was true, centralization of interests was impossible.

All at once, almost spontaneously, Idaho has blossomed into a great state in horticulture, promising to lead the Union. The desert is literally beginning

to blossom into a notable laden orchard. At the same time Nevada is paved with gold. As with a magic wand that state, long afflicted with arrested development, is turned to gold, and, at the same time, Utah has become a national wonder in soil and mines; so that Salt Lake City is the centre of a vast area unparalleled in promise in any similar territory on earth.

All this is merely suggestive of the future, while the lines of railroads, old and new, which make Salt Lake City the centre of a web of iron rails, forestall her inheritance of prosperity. Salt Lake City's personality is already being determined for all time. The peculiar conditions which have dominated her since Joseph Smith drove the first stake in Zion will no longer isolate her, but will help to intensify her conventional reliability. She is the only city west of the Missouri valley that has never had a hoodlum period, a reckless age. The mob, the frontiersman, or the mining gang has never held sway. There has never been any call for a vigilance committee or for lynch law. Banks have never had the collapse fever. No boom has ever burst, no important reaction has ever depressed the city. The significance of this cannot be over-estimated, as it leaves Salt Lake City in a class by itself, with a personality as noteworthy as that of Grover Cleveland, who could never be confused with any other personality of any other time or century.

The Inter-mountain Empire will play a part in the world's future as distinct as that which has been played by New England or the Pacific states.

Stop teaching geography in the patchwork style, grasp the great movements of the new century. Appreciate the personality of this great region.

ARRESTED DEVELOPMENT.—(VI.)

What is teacher arrested development? Why is it?

This is entirely distinct from the phases of the subject thus far considered. This comes from a self-conscious satisfaction, from a dislike of disturbing well established conditions.

There are two psychological or temperamental causes. First is the case of normal and training school graduates. In the nature of the case in these schools students are often taught didactically, even dogmatically. Whether it is intended or not, the students often get the impression that there is something sacred in the revelation of method and desire, of interpretation of psychology and philosophy. The student under such circumstances has an impression that when he goes out he will take with him a quality of pedagogical wisdom that is as eternal as the laws of the Medes and Persians. There is something beautiful and terrible in the professional faith of one of these students. It is more terrible than beautiful.

In Massachusetts there are nine state normal schools. In no two of them is there the same wisdom in the teaching of any of the common branches and yet the students in each go out with a gospel to which no further revelation will ever be added, and from which nothing will ever be subtracted. Nine gospels with the requisite number of epistolary codicils. This is vastly better than to attempt, as in

some states, to have an official gospel, with epistles, which each school shall teach.

This is intended as no criticism on the normal schools, but merely suggests how impracticable it is for students to go forth as disciples of a special school. Whoever does this is stricken with arrested development at the launching. I went through it both as a student and a teacher, and I now know fourscore state normal schools and unnumbered city training schools, and this motto should be provided by Andrew Carnegie, or some other man in search of a way to reduce his income:—

Our Teaching Is Liable to be Out of Date by the Time You Use It.

I know that this seems heartless, but it is necessary.

Within a week of the time of the writing of these articles, a man said in a convention: "Know this: The principles of teaching have not changed since the days of the Master. Sap flows in trees as it always did. Water runs down hill, and it always will. The prism makes the same seven rays that it always has and as it always will." Therefore, stand pat!

That man needed no megaphone to announce that he had no development to be arrested. How dare I say this lest he should see it? Because that man has not read an educational sentence since he graduated without having some one give bonds that it was petrified truth.

A man who should practice surgery extensively without having learned and without practicing the improvements of the past twenty years ought to be indicted for murder, and probably could be; and a man who teaches school precisely as he did in the nineteenth century should be indictable.

This is one reason why teachers' salaries cannot now be fixed on the basis of length of service.

"There may be an undertow a-keepin' 'of him down."

The second reason will appear in our next.

RURAL SCHOOL LEADERSHIP.

There is a deal of talk about the rural school problems, and rightly so. Nearly every state superintendent in recent times has wrestled with them. Sabin in Iowa, Harvey in Wisconsin, and Fowler in Nebraska were attracting the attention of the country some years ago, but now all state superintendents are grappling with these problems from Stetson and Stone in northern New England to Ackerman in Oregon, but it has been left to county superintendents to invest genius in the solution of these problems. They are closer to the conditions, and their solutions are more personal.

I think it is safe to say that a thousand county superintendents have made important contributions to the educational activities of rural school progress, but in most cases their work is too little known and their term of service is too brief for any adequate development. The brightest county superintendent cannot get any important reform under way in less than a term, nor can he get his teachers to applying it generally until near the close of his second term, and the moss-backs can probably elect a new man on the issue of undoing all the progres-

sive schemes that he has put in motion. In twenty years I have known personally hundreds of highly efficient county superintendents, and half of these I have seen defeated because of their efficiency, and this makes a man's heart ache. It is one of the educational crimes of the day.

There are three rural school leaders who have achieved really notable and important advanced activities in country schools, but their service to the cause depends largely upon the publicity given their ideas and ideals. These men are O. J. Kern, in Illinois, Cap Miller in Iowa, and George A. Gordon in California, and each has worked in his own way and has utilized little of the work of the other; a combination of the three, universally applied, would make the rural schools of the United States fully equal to the best city schools.

Kern has shown how to perfect the conditions of work in rural schools. Gordon has shown how to do the most for the teachers, and Miller has discovered how to awaken and quicken the initiative in rural pupils. These are the three indispensable requisites in the perfection of rural school effort.

NEW HAMPSHIRE TO THE FRONT.

Under the law of 1899, which provided for rural supervision, New Hampshire has more than fifty towns in various districts with one half the amount paid by the state. The ten cities of the state have expert supervision of their own, four paying \$2,000 or more in salaries. In 1855 Manchester had the first superintendent in the state. In 1869 Nashua elected a superintendent, in 1874 Concord, in 1881 Dover, in 1885 Portsmouth, in 1889 Keene, in 1894 Laconia and Rochester, and in 1897 Somersworth. Since 1899 sixty-three towns have fallen in line.

LATEST OF N. C. DOUGHERTY.

For old acquaintance' sake we have made no reference to the inexplicable and deplorable state of affairs in Peoria, but recent developments have re-awakened interest in the situation, and show that either Mr. Dougherty or some skilful and interested friends are very much alive, that Mr. Dougherty covered some of his tracks more ingeniously than criminals have usually done, and that detective sleuths have had an unprecedented proposition for eighteen months, but that even here truth is likely to come out.

Nearly three-quarters of a million was stolen.

Of the \$250,000 which he nominally turned back, less than \$100,000 was realized from it, leaving a vast amount unaccounted for. Experts and detectives have been months tracing the intricacies of his transactions to discover where he could have made way with \$600,000 in a few years.

About two weeks ago the safe of the school board was dynamited and the tangible proof of forgery and other crimes was destroyed. Now it is claimed that nearly a quarter of a million dollars of assets had been discovered and that suits are to be brought for its recovery, and these destroyed papers were indispensable to the prosecution. It is claimed that this destruction of testimony had been planned for several weeks.

Rumors among some of the educational friends of

Mr. Dougherty have been skilfully passed along the line to the effect that three of the five counts to which he confessed guilt had been "cleared up" and satisfactory explanations made, leaving only two unexplained items, so that a reasonably early pardon was hinted at. Presumably this dynamiting will end all talk of pardon. Some of his educational friends have visited him in prison, and report him as in good spirits, treating it as mere carelessness in keeping accounts.

EASTERN TEACHERS IN THE WEST.

At the Idaho State Association in December circumstances led to the public inquiry as to places from which teachers came, and it appeared that fully one-third were from east of the Mississippi and a fourth from Iowa, Nebraska, and Kansas.

GORDY'S CONTRIBUTION.

Superintendent W. F. Gordy of Springfield has shown conclusively that \$750 will go no further to-day than would \$600 ten years ago. The school board backed him up to the full in an appeal for money with which to raise the salaries of teachers. A ten per cent. rise would not cover over forty per cent. of actual need in order to keep the teachers where they were ten years ago.

EDUCATION IN RUSSIA.

The Russian minister of education has completed the plans of a project for universal education in Russia, involving an expenditure of \$103,000,000 a year, half to be paid by the state and half locally by the zemstvos. This is late, but as Charles Read says, "Better late than never." The plan cannot, unfortunately, be fully realized for ten years, in consequence of the financial status of the empire and the want of capable teachers. Still it is a move, and a big move, in the right direction, because, as Horace Mann wrote, "Education is the ark of political safety; outside this ark all is deluge." All the history of Russia, and that of some other countries, proves that statement to be true. Equally true is Victor Hugo's assertion that "To open the door of the schoolhouse is to close the door of the jail," speaking broadly.

ARE TEACHERS' UNIONS CAUSE FOR ALARM?

President W. H. Skemp of Cloquet, Minnesota, president of the associated school boards of that state, says:—

"Danger to public school education in Minnesota lies in the recent formation of a teachers' union in Chicago and the announced plan to extend the operations of the union to other states."

We are not at all certain that the teachers' union is wise, since it is an experiment of a nature that will require much demonstration before any one can know its value, but it has accomplished one great good, in that it has thoroughly frightened one member of a school board of the old autocratic order. Anything that can make such school board members believe that teachers have any individual and collective rights and any influence to protect

themselves in their rights is a great thing for the American school. The hopelessness and helplessness of teachers is the crying evil in the old-time school life. That one man cries out for a defensive trust against schoolmasters is one of the healthiest symptoms of the day. A school board running for cover from fear of women teachers is a sight that must cause merriment in both places to which teachers and school board members have gone when they departed this life.

THE SAGE TAX SCANDAL.

Russell Sage paid taxes on only \$2,000,000. He was a perpetual fraud on the tax-payers to the extent of fully half a million dollars a year. If men paid taxes honestly the schools could be run gloriously. They never can be adequately supported till rich men pay honest taxes. This year Mr. Sage's estate pays taxes on \$50,000,000 as against the time-honored \$2,000,000. He has literally died for his city.

The publication in the Journal of the lesson sheets of the correspondence course on the poetry of Walt Whitman will be discontinued. Critical illness in the family of the instructor interferes with the regularity necessary for publication; but the sheets will be forwarded directly to the student as rapidly as needed by those who are taking the course.

Newark is accused by the press of having mixed politics and the schools in the board of education. It is to be hoped that this is not the case, since such a performance is out of date and wholly indecent.

Minnesota high school men with practical unanimity say that a town is dead if there are not high school football, baseball, and basket ball teams.

The New York World publishes a list of four hundred—not precisely "the" four hundred—vastly rich great tax dodgers of New York city.

Perhaps the Journal of Education is not happy over the universal salary raise! What think you who have watched its campaign for ten years?

The new state of Oklahoma is to have no end of possibilities for good, beginning, as it does, with the experience of forty-five other states.

Nothing less than twenty-five per cent. increase in salaries will keep pace with the increase in personal expenditures in ten years.

Lowell has raised grade teachers' salaries from \$50 to \$100 each. This is a great triumph.

No other President ever backed down as gracefully as does Colonel Roosevelt.

It is infinitely better for a child to be himself than to be like an adult.

The wealth of the United States increased \$10,000,000 a day.

"No politics in school affairs" should be the universal cry.

THE WEEK IN REVIEW.

ANOTHER GREAT CALAMITY.

For the fourth time within twelve months the world has witnessed one of those mighty convulsions of elemental forces which science is powerless to predict or civilization to guard against. The eruption of Vesuvius, the earthquake and fire at San Francisco, the earthquake at Valparaiso, and the earthquake and fire at Kingston, Jamaica, January 14, have followed upon each other with surprising swiftness. The Jamaican capital which has been so suddenly overwhelmed was a city of about 50,000 population fronting a beautiful harbor. The people were mostly Negroes or of a mixed race. For the most part, it was loosely built, and there were not many important blocks on its business streets nor many noticeable houses in its residential section. There were two hotels frequented by British and American tourists, one in the heart of the city, and the other two or three miles out. The breaking of the cable cut the island off from the outside world for a time, and the early reports of the extent of the disaster were meagre and conflicting.

THE FIRST RELIEF.

The first relief for the stricken city was carried by an American war fleet. Admiral Evans was at Guantanamo, Cuba, with the North Atlantic squadron. As soon as the news of the disaster was confirmed, he despatched the swiftest vessel in his command to Kingston with medical aid, followed by two battleships and two supply ships carrying food and medicines and other supplies. Other supply ships were sent later. It was a pleasing manifestation of international good-will and of that spirit of humanity which recognizes no frontiers when suffering calls for relief.

AMERICAN AID REBUFFED.

It is a thousand pities that relief which was so promptly and generously offered should have been rebuffed through the sensitiveness and ill-nature of the British governor of the island. Rear Admiral Davis, who was in command of the American ships, landed men to aid in cleaning up the streets, in caring for the injured in an improvised hospital, and in doing such police duty as they might fittingly do. But Governor Swettenham seems to have taken offence from the very beginning, and after two or three days directed the admiral to recall his men to the ships. The letter which the governor addressed to the admiral was so incredibly petty and undignified that it constitutes his own sufficient condemnation; no man capable of writing such a letter is fit for such an office as the governor holds. But the American ships withdrew; other supply ships which were on their way were halted; and the work of raising relief funds in the United States, which had been promptly undertaken, was instantly checked; and all because of a single cholerical official.

THE PANAMA CANAL.

The second form of the proposals for the work of building the Panama canal proved more attractive than the first, as it was hoped that it might be, and

four responsible contractors bid upon it. The proposition was still of a most unusual form, for the contractors did not bid a lump sum for doing the work, but a certain percentage of the cost as estimated by an expert commission. Perhaps this unusual basis accounts for the wide variation among the bids, which ranged all the way from 6.75 per cent. to 28 per cent. The conditions are unusual in other respects. The government not only fixes the general plans of the canal, but the details as to its execution, and it will provide all the material, engines, machinery, fuel, and supplies. Moreover, the government assumes full responsibility for the practicability of its plans of construction, and if these prove faulty, the government and not the contractors will bear the loss. A check is put upon what might be a natural tendency on the part of the contractors to prolong the work and exceed the estimates, for if they do either, they are subject to penalty, while if they do the work at less than the estimated cost they are to have one-third of the amount saved, and they will be similarly rewarded for doing the work within less than the stipulated time.

THE RELIEF OF TRAINMEN.

Congress has come to the relief of trainmen who are worked so many continuous hours as to be unequal to any sudden emergency which arises. The Senate has followed the example of the House at the last session by passing a bill which absolutely limits the consecutive hours which a railroad is permitted to work its trainmen to sixteen, and requires a period of ten hours off before work can be resumed. There was some obstructive talk in the Senate and some amendments were offered which were intended to weaken the bill, but when it came to a roll-call, the bill passed by a vote of seventy to one. The enforcement of the new law is entrusted to the interstate commerce commission and the courts, and a considerable penalty is provided for any railroad which either requires or permits an employee to work beyond the prescribed limit of time. The measure applies, necessarily, only to trains which are engaged in interstate or foreign commerce.

THE SENATE DEBATE.

The Senate has gone on with the discussion of the Brownsville affair and the dismissal of the Negro battalion. The chief incident of the later days of the debate was a speech by Senator Spooner, in which he arraigned Senator Tillman with a force and vehemence rarely heard in the Senate. When a man in Mr. Tillman's position has avowed his participation in lynchings and his readiness to share in them again, has flaunted his disregard for law, and has done his utmost to arouse race animosity, it is for his soul's good that he should learn what law-abiding citizens think of him. It is perhaps because he is a past master of vituperation that he has so rarely found any one willing to talk to him plainly; but Senator Spooner performed this disagreeable duty, and he did it extremely well, at

PUBLIC SCHOOL MUSIC.

(Continued from page 97.)

from all the other branches of the school curriculum, for this principle of exactness in expression does not prevail in language and the arts of painting, drawing, etc. In every one of them there is a period of inexact perception, of crudeness of expression through which the child must pass. And this is a point in favor of music which should be fully utilized by teachers. In language during this period the child uses the wrong verb or the wrong tense, or the wrong noun or pronoun, and it is not wise ordinarily to correct these imperfect forms of expression for the reason that if the child's attention is called too closely to the medium through which he expresses himself it will modify the freedom of expression, and will tend to make him artificial and unnatural in his thinking and his feeling. Later on the child learns to see that there is such a thing as correct form of speech; after a while he studies grammar and learns the rules and principles by which speech is governed.

In the study of drawing, perfection in the child's early expressions is not possible. All his efforts are imperfect and rudimental. Curved lines are not curved lines but crooked ones; the perspective is out of proportion, correctness and exactness of form are sacrificed for the sake of free and natural expression; and so through the other studies of the school curriculum there is a time in which the child does not have complete mastery of the medium through which he expresses himself.

What a wonderful advantage music has by reason of the qualities which have been referred to, over all the other branches of the school curriculum. How readily the children can gain a rich and full experience, how much this experience can be made to mean to the child. The great thoughts of the greatest composers can be made to live and live again in the schoolroom. In no other study can the early experiences of the children be so easily acquired, in no other study can these experiences be so comprehensive and purposeful. And then there is this further point, that in no other study can these experiences be so definitely utilized in studying the elements of the subject later on.

In other words, if the child has been given the proper kind of musical experience through a knowledge of a number of good songs, this experience can be utilized as the basis of his education in musical elements. Let us observe how complete a basis such a musical experience is. The pupil will have nothing to unlearn, no imperfection of form of expression to correct. When the experience in song singing is sufficient and the mind is properly matured, he proceeds to study and to observe the elements composing the song; and all his study and all his observation is based upon these elements exactly as they are found in the songs themselves.

In order that we may make clear this principle, which is the simplest, the greatest, and the most comprehensive principle in music education, let us illustrate it at length:—

Here is a class of children. They are in the first grade. The teacher has at her command a number of suitable songs, say forty simple, singable, beautiful songs. She teaches them to the children; the children learn them by rote—by ear; they sing them with freedom and enjoyment with no thought that they have any other use than that of being sung and enjoyed. If the teacher has a correct voice and a good ear, the children are taught to sing every one of these songs so that they know the tune exactly as it is—all the tones will be correctly sung, the phrasing will be properly observed, the rhythm of the different measures will be kept, the relative length of the different tones as indicated by their time values in the notes representing them will be regarded. And thus all the simpler problems of tune and of time are embodied in this song experience of the children.

Up to the present time it is in the shape of rote knowledge, of ear knowledge, and the child is unconscious of these technical forms. In fact, the teacher has incorporated into her scheme of music education the principle that the child shall be kept unconscious of these technical forms and formulæ of music, in order that his expression of musical ideas may be untrammelled and free. But there comes a time in the growth of the child when he must begin to observe, to study, and to learn these technical points.

There are a thousand ways by which this can be accomplished, as many ways as there are teachers. One or two methods might be given for the purpose of illustration. For instance, if the children have been singing a simple scale run like the following as a part of a song, it is only necessary for them to apply the scale names to the run and they have made a beginning in learning the scale. If the children have been singing the quarter note to tone in contrast with the half note tone, they need only to have their attention called to the fact that the tone at the end of each phrase is longer than any of the others and they have made a beginning in recognizing the principle of the relative length of tones. In some such way as this every problem of interval or tone length or measure form can be brought to the child's consciousness. The essential educational principle being that all these points should first come to him as musical experiences and that they shall afterwards be brought to his conscious knowledge by comparing them with other technical forms, or by the application of technical names, etc.

And thus we have in music, the greatest educational factor of all; considered in its one phrase, it furnishes in the early experience of the child a basis which never changes,—a basis that can be utilized in his education even from the very earliest lessons. Considered in its fundamental nature and characteristics it appeals to the child's imagination and creative faculties in such a way as to give these faculties the fullest possible play.

Music in a sense covers the whole range of human interest and human activity. It contains the essence of all the other subjects of the schoolroom curriculum—the exactness of mathematics, the completeness of language as a means of expres-

sion, the fullest opportunities for the imagination and feeling of the arts. It enters into every phase of life and yet it preserves its own spiritual quality always. It vitalizes and re-enforces every other branch of study and yet it cannot be studied or mastered in the spirit in which any of the other branches are studied and mastered.

NINE THINGS TO LEARN FROM AN APPLE.

Answer as many of the following questions as you can. You can get the answers from an apple itself. We do not want you to ask anyone for the answers.

1. How much of the apple is occupied by the core?
2. How many parts or compartments are there in the core?
3. How many seeds are there in each part?
4. Which way do the seeds point?
5. Are the seeds attached or joined to any part of the core? Explain.
6. What do you see in the blossom end of the apple?
7. What do you see in the opposite end?
8. Is there any connection between the blossom end and the core?
9. Find a wormy apple and see if you can make out where the worm left the apple. Perhaps you can make a drawing. To do this, cut the apple in two. Press the cut surface on a piece of paper. When the apple is removed, you can trace out the marks.—L. H. Bailey.

PLAIN WORDS ON ARITHMETIC.

BY GEORGE H. WHITCHER,
Berlin, N. H.

That the topical arrangement of the conventional arithmetic is illogical is well known; it represents no fact in racial development, and is not an outgrowth of any utilitarian notion, but is just a rambling growth from the old arithmetic of the early years of the last century. It resembles many pioneer houses that have grown to meet the needs of the hour, with here a room and there a room added with no unity of plan and with many inconveniences and inconsistencies.

The necessities of trade have seemed to make it desirable to cling to the old form, when its futility is evident. The spirit of arithmetic is indeed changed in all good modern text-books, but alas, the spirit is crushed and distorted by its forced occupancy of a tenement wholly unsuited to its needs. The modernized spirit of arithmetic is asked to put on wings and soar in a room so low posted that soaring gives place to crawling, and all because of tradition and the exigencies of trade.

If arithmetic is a means and not an end, if it is one of the many agencies in developing mentality, then why harness it to a cart built a century ago, and ask it to draw its ill-assorted load of topics, the remnant, after many once revered have been thrown overboard, while several now countenanced are marked with the blue pencil of disapproval?

The "vicious circle" never worked deadlier harm than in this matter. "Courses of Study" are formed to meet the seemingly unavoidable demands of the current text-books on arithmetic, and then the

makers of arithmetics tell us that arithmetics must recognize the "vested rights" of courses of study; that is,—courses of study recognize topical arrangements because text-books are planned that way; text-books are planned that way because courses of study are thus arranged. Take your choice.—Rational Course in Arithmetic.

WHAT IS WRONG?

These three items appeared in the papers one day:—

"At Schenectady, N. Y., yesterday, students of Union College painted several cows green. They were President Raymond's blooded Guernseys."

"Marion, O. Belated Hallowe'en celebraters stuffed crack and crevice in every room of the high schoolhouse with Limburger cheese, and besmeared books of pupil and teacher alike with the odorous stuff. As a consequence all the classes, consisting of several hundred students, were dismissed until janitors could cleanse and fumigate the big building."

"Berea, O. When the recitation hall of Baldwin University was opened this morning strange sounds were heard in the chapel on the third floor of the building. When the door was opened, a large, fat cow was discovered wandering about among the chapel fixtures. Chapel exercises were postponed while the students removed the animal. By a united effort the cow was blindfolded and backed down the two flights of stairs to the open air."

These pranks are not modern. Indeed, they have been more in proportion to the student body during the past five years than they were forty years ago, and yet there is something wrong when such outrages are considered smart. What is wrong?

IN LONDON.

In London the school management committee grants permission to head teachers to purchase material or small articles for use in lessons in botany, physiology, experimental science, and in object lessons. Teachers of drawing classes also are allowed to purchase flowers, etc., for use in drawing lessons. In order to encourage the cultivation of flowers and plants in girls' and infants' schools, and in mixed schools under mistresses, the board is willing to allow an amount to the head teacher of any such school for the purchase of seeds, small flower-pots, hyacinth glasses, mould, etc. Where any teacher of a girls', infants', or mixed department under a mistress desires to place boxes in the playground, a sum will be granted for the purpose of buying boxes, packing-cases, etc., which could be cut down to the necessary size. It has been found that acorns, flax seeds, potatoes, as well as hyacinths, and many other flowers, are particularly suitable for growth under such conditions. Plants grown indoors, and in rooms warmed by pipes, should be grown in pots, or, in the case of bulbs, in glasses, so that they may from time to time be carried by the children out into the playground and exposed to rain and sunlight. Such plants can also be taken home by the children and cared for during holidays.

PENNSYLVANIA IN 1905.

Pennsylvania has 100 leading industries.

There are forty-eight large pig-iron plants with a total product of 10,000,000 tons.

There are 135 iron and steel plants with a total finished product of 22,000,000 tons.

There are thirteen tin-plate plants with an output of 628,000,000 pounds.

There are 119 anthracite companies (201 mines) with an output of 61,600,000 tons, selling at \$143,000,000.

There are 467 bitumen companies (1,160 mines) with an output of 11,000,000 tons, valued at \$104,000,000.

There are ninety coke companies (361 mines) with an output of 27,000,000 tons worth \$36,000,000.

There are 487 textile plants in Philadelphia with an output of \$100,000,000.

There are 710 other textile plants with a product of \$400,000,000.

AMERICA.

DR. VAN DYKE'S ADDITIONAL VERSES TO THE NATIONAL HYMN.

In a recent number of "The Interior," Professor Henry van Dyke, '73, has an article giving the stanzas modified so to be more clearly national, that he proposed last spring as additions to the national hymn, America.

"Our American hymn," Dr. van Dyke says, "by Rev. Samuel F. Smith, formal and old-fashioned as it is in its cadence and imagery, is right in its outburst of natural affection:—

"I love thy rocks and rills,
Thy woods and templed hills;
My heart with rapture thrills
Like that above."

"Who that has ever lived in New England can fail to remember and feel the charm of that landscape, with its gentle wildness, its cool, friendly woodlands, its bright little rivers, its white churches crowning the hilltops?

"But we need also other stanzas to express the inexhaustible riches of the sublime and beautiful, the broad and varied natural enchantments of all America. Let us sing the familiar and well-loved verses which come from the East; but let us sing also of the North and the West and the South, the Great Lakes, the wide forests, the vast prairies, and the blooming savannahs:—

"I love thine inland seas,
Thy groves and giant trees,
Thy rolling plains;
Thy rivers' mighty sweep,
Thy mystic canyons deep,
Thy mountains wild and steep,
All thy domains:

"Thy silver Eastern strands,
Thy Golden Gate that stands
Fronting the West;
Thy flowery Southland fair,
Thy sweet and crystal air,—
O land beyond compare,
Thee I love best!"

MARGARET DREHER.

Will you tell me something of Margaret Dreher, to whom I see frequent references? O. H. C.

Miss Margaret Dreher is a resident of Brooklyn, has large wealth, was born and bred in luxury, and spent her early life as such society women usually do, but for many years now she has devoted her time and energy to relieving the necessities of the toiling masses in their home and workaday life. She is president of the Working Trade Union League of New York.

BOOK TABLE.

HISTORY OF AMERICAN LITERATURE. By Thomas Wentworth Higginson and Henry W. Boynton. Boston: Houghton, Mifflin & Co. Cloth. 327 pp. Price, \$1.00 net.

A delightful commentary on the gifted men and women who have made our American literature what it is. Their measure is accurately taken. When comparisons between them are made they are made judiciously. Credit is always given to work. One of the special charms of the book is that the senior author has had personal acquaintance with many whose works he discusses. Emerson, Longfellow, Lowell, Holmes, and others were personally known. And yet this intimacy does not incline the author to eulogy beyond fair limits. It is a most readable book, with not a dull page in it; just such a book as one wishing to know our literary people will be delighted to read.

GOOD HEALTH. Book One. By Frances Gulick Jewett. The Gulick Hygiene Series. Edited by Luther Halsey Gulick, director of physical training in the public schools of New York. Boston, New York, Chicago, London: Ginn & Co. Cloth. 172 pp. Price, 40 cents.

Dr. Luther Halsey Gulick, as director of physical training in the public schools of New York, has greater influence upon the health of American children in their development into manhood and womanhood than has any other public school man, and his success in this responsible position has attracted greater interest to him than to any other physical director. He is a physician and an educator, so that a series of school physiologies prepared under his close supervision is most welcome. Book One, "Good Health," meets the expectation of the school people admirably. "The main object of physiological instruction should be to aid in the establishment of good hygienic habits," says Dr. Gulick, and Mrs. Jewett has caught his inspiration, supplying for each year some distinctive and separate line of thought in hygienic directions. The other four books in the series will be upon "Emergencies," "Town and City," "Physiology," and "Control."

BUSINESS ORGANIZATION. By Samuel E. Sparling, Ph. D., of the University of Wisconsin. New York: The Macmillan Company. Cloth. 374 pp. Price, \$1.25 net.

This work of Professor Sparling is a recent addition to the "Citizens' Library," edited by Professor Ely of Yale, and published by the Macmillans. This library is to familiarize the citizen with economics, politics, and sociology. The aim of this new volume is to discuss in an elementary way the most important phases of business organization. And this is done in a most lucid and able manner. So far as we know it is the first volume of its kind in its attempt to cover the entire ground of business activity. It would seem invaluable to any and all students contemplating a business career, and every business college cannot well afford to be without it.

READING FOR TRAINING CLASSES. By Rose M. Libby of Clayton, N. Y., Training Class. Syracuse, N. Y.: C. W. Bardeen. Cloth. 187 pp. Price, 50 cents.

This volume is especially intended for the use of advanced pupils in reading, for teachers, teachers' training classes, and those preparing for the New York regents' examinations. But it may well be consulted by all others interested in awakening and cultivating the aptitude for and art of reading. It is the work of an expert in the theme of which she writes, for she is an instructor in the training school of Clayton, N. Y. Hints on spelling and writing—and most helpful ones—are an additional feature.

A SPELLING BOOK. By Georgia Alexander.

Miss Alexander has made an exceedingly attractive spelling book. It is made in a practical manner by a supervisor who has studied the school situation on the spelling problem carefully and exhaustively with a view to the solution thereof. Her appreciation of the difficulties is definite, her theories are clear, and the variety of schemes for assisting all children who have difficulty in spelling is exceptionally complete. The following suggestion by the author will commend itself to teachers struggling with poor spellers. Make the lessons short, lively, and interesting. In the primary grades three or four advance words, and in the grammar grades five or six, are not only all that can be mas-

tered at one time, but are all that are necessary, for in the course of seven years the child will acquire, by this means alone, a vocabulary of over five thousand words. But the best feature of Miss Alexander's work is the way in which she applies the "initiative" to the spelling lesson. "Teach pupils to select those words in the lesson that are especially hard to spell and put their effort on them." This is worth much because it is strictly in line with the new movement in all education, indeed in all life.

LE VOYAGE DE MONSIEUR PERRICHON.

Edited by I. H. B. Spiers of William Penn Charter School, Philadelphia. 16mo. Semi-flexible cloth. 151 pp. List price, 30 cents.

LE MONDE OU L'ON S'ENNUIE.

Edited by W. Raleigh Price, East High School, Rochester, N. Y. 16mo. Semi-flexible cloth. 189 pp. Price, 40 cents.

LA FONTAINE'S FABLES.

Edited by Professor O. B. Super of Dickinson College. 16mo. Semi-flexible cloth. 201 pp. Price, 40 cents.

FEVAI'S LA FEE DES GREVES.

Edited by G. H. C. Hawtreys of St. Paul's School, Concord, N. H. 16mo. Semi-flexible cloth. 292 pp. Price, 60 cents.

Boston: Ginn & Co.

Four French texts to be added to those already published in the invaluable International Modern Language Series by the same publishing house. The first is a four-act comedy by Labiche and Martin, full of bright and vivacious conversations. Special attention is given by the editor to French exclamations. The second is also a comedy that for nearly a quarter of a century has held the boards in Paris and the leading European cities. Its language is so free from difficult constructions as to be specially serviceable for elementary classes. The third has 100 of La Fontaine's best fables, to the text of which the editor adds a commentary on the sources and composition of the fables. It is of value for mature pupils in French. The fourth is a fine story of life in Normandy in the fifteenth century, an historical romance in which chivalry, knighthood, monasticism, and kindred themes are dealt with in a way most interesting to students who have gained some knowledge of French. Full vocabularies accompany each volume.

SONGS FOR SCHOOLS.

Compiled by Charles Hubert Farnsworth, Teachers' College, Columbia University, with accompaniments by Harvey Worthington Lewis and B. D. Allen. New York: Macmillan Company. Cloth. 141 pp. Price, 60 cents.

This book is intended to represent the united social life of the schools as well as to furnish supplementary music. It contains about 100 songs; the first half being national, folk, and college songs and the second half sacred songs. They are intended not only to establish standards of excellence, but also to become a source of pleasure after school days are over. The individual preferences of the children were those largely consulted in making the selection. The arrangement of the tunes has been for effective singing of the melody, rather than part singing. This feature makes it simpler for use in mixed schools and is intended to make it more popular for general use. Most of the sacred songs are written with four parts.

THE CLARENDON DICTIONARY.

By Professor William Hand Browne of Johns Hopkins and Professor S. S. Haldeman, LL. D., late of University of Pennsylvania. New York: University Publishing Company. Cloth. 380 pp. Illustrated. Price, 45 cents.

A very handy and thoroughly reliable dictionary planned for school, home, and business use. The compilers have done excellent work in their selections, while the printer has greatly aided them by the clear typography, the vocabulary words being in a neat Clarendon letter. In addition to the list of words with their meanings, there is a fine historical sketch of the English language, French and other foreign phrases, values of foreign coins, and several other addenda, altogether making an exceedingly valuable book for the purpose designed.

THE CLOAK-ROOM THIEF AND OTHER STORIES ABOUT SCHOOLS.

By C. W. Bardeen. Published by the author, Syracuse, New York. Cloth. 226 pp.

These stories have appeared in Mr. Bardeen's paper during the year 1906. It adds one more volume to the half dozen volumes of stories which Mr. Bardeen has

already published and follows his well-known style. The stories are of interest and hold one's attention to the end, even though it may seem to occasional readers that some of the characters are somewhat over-drawn.

HINTS AND HELPS FROM MANY SCHOOLROOMS.

By Caroline S. Griffin, New York: A. S. Barnes & Co. Cloth. 182 pp. Price, 60 cents.

An outsider has little idea how complicated a bit of mechanism a schoolroom is until he meets such a valuable and illuminative book on the subject as this. These "Hints and Helps" are the fruit of the experience of fully 150 teachers, which the author has edited and appropriately classified. Many of the suggestions are brief, but are full of wisdom as to the best method for "running a school." The author certainly merits the gratitude of the teaching profession for the task of compiling these numerous suggestions, and now making them accessible to all her fellow-instructors.

PLANE AND SOLID GEOMETRY.

By Principal Isaac N. Failor of Richmond Hill high school, New York city. New York: The Century Company. Cloth. 418 pp. Price, \$1.25.

An estimable presentation of a somewhat abstruse theme. The aim of the book is to make the subject teachable. Becoming brevity is sought. Definitions are decidedly clear, concise, and correct. Exercises suggestive of original work by the student are numerous. Puzzles are scrupulously avoided, and exercises are chosen that have a distinct educational value. These are also carefully graded. No theorem is omitted that is necessary to meet the entrance requirements of colleges and technical schools.

RACINE'S LES PLAIDEURS.

Edited and annotated by Assistant Professor C. H. Conrad Wright of Harvard. Cloth. 104 pp. Price, 30 cents.

HUGO'S QUATRE-VINGT-TREIZE.

By French Master C. Fontaine, LL. D., High School of Commerce, New York. Cloth. 250 pp. Price, 55 cents.

Boston: D. C. Heath & Co.

Racine's work is a comedy that was first given in the seventeenth century, and met with instantaneous favor both from court and populace. This text is ably annotated. This work of Hugo is a novel written in the later years of his life, but is full of fire and strong character delineation. An extended vocabulary is given as an aid to the text, as also the judicious notes. Introductions accompany the text of both volumes.

INTRODUCTION TO SHAKESPEARE.

By Professor Frederic W. Moorman of Leeds, England. Cloth. 78 pp. Price, 35 cents.

PETITE PHONETIQUE COMPAREE.

By Professor Paul Passy, LL. D. Paper. 132 pp. Price, 35 cents.

Leipsic and Berlin: B. G. Teubner.

The first-named of these two works published in Germany is in English, and is a very able commentary on Shakespeare, especially of his "Julius Caesar," "Merchant of Venice," and "Macbeth." The "Elizabethan Theatre" is ably treated. The second volume is in French, and is a careful comparison of the various languages of Europe, or rather of western Europe. The author traces the formation of these different tongues, the groups into which they naturally fall, and their principal features. It is the work of a linguist.

BOOKS RECEIVED.

"Animal Fables." By A. O. Stafford. Price, 30 cents. New York: American Book Company.

"Twentieth Century Manual of Railway Station Service." By F. L. Meyer. Chicago: Rand, McNally & Co.

"Introduction to Shakespeare." By F. W. Moorman. Leipsic: B. G. Teubner.

"American History." By J. A. Woodburn and T. F. Moran. New York: Longmans, Green & Co.

"Who's Who in the Lyceum." Edited by A. A. Wright. Philadelphia: Pearson Brothers.

"Social and Ethical Interpretations in Mental Development." By James Mark Baldwin. Price, \$2.60.—"Life in Ancient Athens." By T. G. Tucker. Price, \$1.25. New York: The Macmillan Company.

"American Problems." By James H. Baker. Price, \$1.20. New York: Longmans, Green & Co.

"A Short History of Ancient Times." By Philip Van Ness Myers. Price, \$1.25.—"A Short History of Medieval and Modern Times." By Philip Van Ness Myers. Boston: Ginn & Co.

"Melody in Speech." By R. R. Raymond. Price, \$1.50.—"Werther's Readings and Recitations." (No. 35).—"Cats and Kittens." Compiled by Mrs. F. W. Pender. Price, 60 cents. New York: Werner Publishing Company.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

February 5-6: Pennsylvania State Educational Association, Department of City and Borough Superintendence, Harrisburg.

February 26-27-28: Department of Superintendence, N. E. A., Chicago.

April, 1907: Eastern Commercial Teachers' Association, Boston.

May 7 to 10: Joint convention of Eastern Art Association, Eastern Manual Training Association, Western Drawing and Manual Training Association, Cleveland, Ohio.

July 1-2-3-4: American Institute of Instruction, Montreal.

NEW ENGLAND STATES.

MASSACHUSETTS.

BOSTON. Mrs. Mary E. Stuart, seventy years old, said to be the oldest school teacher in New England, died January 17. She taught school in Medway, Mass., and then came to Jamaica Plain, where she was appointed as teacher in the old Central school, which is now the Agassiz school. She resigned last November.

An interesting address was recently given at the Roger Wolcott school by Dr. Frank R. Rix, supervisor of music in the city of New York. Leonard B. Marshall, a well-known authority on this subject, is supervisor of music at this school. Dr. Rix was accompanied by Mr. Richardson of the Macmillan Company, and expounded the methods of music instruction as given in the American music system. He answered many questions put to him by Mr. Marshall and other teachers present concerning the methods represented in the so-called American system.

CAMBRIDGE. Following closely on the resignation of Charles H. Morse, headmaster of the Rindge Manual Training school, comes that of Walter M. Smith, who as pupil and teacher has been identified with the school for nearly twenty years. Mr. Smith resigns from the Cambridge school to accept a better position in the high school at Stuyvesant, N. Y., where he will be the head of the department of woodturning and patternmaking. His duties there will begin February 1. Mr. Smith entered the Rindge school as a pupil in 1888; he was graduated in 1891, and that year he became an instructor in the machine shops. In the last sixteen years, besides spending some time as a teacher in shop work, he has taught, also, history and mathematics in the academic department of the school, and in the joinery department, where he is at present. The Stuyvesant high school, to which Mr. Smith is going, is a large institution, and will presently occupy a new five-story school building, which, when completed in September, will cover an acre of ground. It will be very adequately equipped, will contain fifty-three classrooms, and will accommodate 1,600 boys.

MIDDLE ATLANTIC STATES.

NEW YORK.

NEW YORK CITY. The New York Teachers' Association has requested the board of directors to report on the advisability of buying a clubhouse for the association.

BROOKLYN BOYS' HIGH SCHOOL.

Notable in many ways among the educational centres of Greater New York is the Boys' high school in the borough of Brooklyn. Its building, which was erected fifteen years ago at the corner of Putnam and Marcy avenues, is an architectural delight. And it is capacious enough to accommodate the 1,300 boys who daily throng its halls.

The school was fortunate in its founder, Principal A. G. McAllister, who remained with it long enough to impress upon it those high ideals of scholarship through which it has become renowned. When Mr. McAllister was drafted for service elsewhere, the school was again favored by the coming of Dr. John Mickleborough, who—like young Lochinvar—came out of the West, as he is a graduate of Depauw University. For ten years now he has been at the head of things, and has maintained the high standards of his predecessor.

And well may the principal and his staff be proud of the boys and their successes. In 1906 they won in competition eighteen of the twenty-three Cornell scholarships for King's county, and three similar scholarships for New York county, four Columbian scholarships, and the alumni scholarship for Greater New York, making a record on which the school might honestly congratulate itself. Besides this, in the city examinations held last June, not one of the competing pupils of this school failed in intermediate Latin; while many of them reached the high mark of 100 per cent. in mathematics.

The boys all seem united in their devotion to their school. And while there are many societies among them, there is an almost entire freedom from cliques. True, there are six secret societies, even though the principal and some of his staff are not favorable to them on general principles. The boys have carried the day, however, as to their fraternities, chiefly on the ground that they are carried on outside school hours.

There is a flourishing athletic association, a lively dramatic organization which practices the histrionic art, and a society for declamation and debate which has several times lowered the colors of other segments of the Interscholastic Debating League.

Music is decidedly popular with the school. There is a creditable glee club of thirty-five voices, a mandolin club of twenty pieces, and an orchestra of twenty pieces also, which Professor Spaulding directs.

An Electrical Club of fifty-six members holds high rank in the school, and a Natural History and a Chess Club. The school magazine—a monthly—is named the "High School Recorder," and is of high grade.

The instructors number sixty-two in all, and all men. Of the staff all but two are graduates of some college, the two exceptions, however, being graduates of the Massachusetts

Normal Art School. Of the sixty college graduates, twenty-three are from institutions in New England,—six from Harvard, six from Amherst, five from Dartmouth, two from Williams, and one each from Brown, Colby, Trinity, and Boston University. Columbia graduates lead the entire list with seven instructors, while Cornell and Syracuse are represented by four each.

PENNSYLVANIA.

PHILADELPHIA. There is great satisfaction in the city and in the state over the appointment of A. Duncan Yocum as the head of the department of education in the State University. His scholarly tastes and equipment and his successful experience in the field of supervision enable him to be definitely helpful.

CENTRAL STATES.

MINNESOTA.

MINNEAPOLIS. A death blow to fraternities and sororities in the high schools of the city has been devised by a committee appointed for the purpose by the board of education. It is understood the committee will advise that diplomas be withheld from all high school students belonging to "frats." The students will be given a fair warning; a certain date will be set for the new order of things to go into effect, and if this measure is not strong enough, a member of the board stated, even stronger measures will be devised to stamp out these societies.

NORTH DAKOTA.

The North Dakota Educational Association elected officers as follows: Elementary section, president, Jesse Childs, Mayville; vice-president, Miss N. B. Johnstone, Grand Forks; secretary, Orla Barton, Valley City; high school section, president, Aaron Heyward, Cavalier; vice-president, F. E. Smith, Wahpeton; secretary, E. R. Edwards, Minto.

WISCONSIN.

The election of officers of the Wisconsin Teachers' Association resulted as follows: President, M. H. Jackson of Grand Rapids; first vice-president, Henry Leverenz of Sheboygan; second, W. F. Lusk of St. Croix Falls; third, Miss Rose Cheney of Manitowoc; treasurer, G. W. Gehrand of Baraboo; member of the executive committee for three years, Dominic H. Schuler of Milwaukee.

SOUTH DAKOTA.

The following officers of the South Dakota Educational Association were elected for the ensuing year: President, W. L. Cochrane, superintendent of schools of Codington county; corresponding secretary, J. F. Olander, Brookings; recording secretary, Mrs. Lillian Cooper, Springfield; treasurer, J. L. Swenson, Parker. J. C. Lindsey of Gary was elected a member of the program committee for two years. Watertown was selected as the place for holding the next annual convention.

SOUTHWESTERN STATES.

CALIFORNIA.

FRESNO. State President Van Liew in his annual address before the

State Teachers' Association December 27 strongly condemned the organization of teachers upon trade union principles. "The idea," he said, "of a federation or union of teachers on lines, principles, and methods similar to those which have been in vogue with labor unions is wrong and preposterous nonsense. It may be, in a measure it has already been successful, but with neither glory nor honor." Speaking of the low wages paid teachers, President Van Liew said: "The greatest, though not the only menace, to the financial recognition of the teacher has always been the shoddy service of the cheap teacher. If adequate salaries have been tardy, it is largely because we have not yet quite been able to throw off the reproach of cheapness nor get rid of the fakirs among our number." The annual election resulted in the choice of the following: President, Morris Elmer Dailey, president of the San Jose normal; first vice-president, Philip Prior of San Francisco; second vice-president, C. E. Keep of Oakland; treasurer, Fred T. Moore of Alameda; secretary, Mrs. M. M. Fitzgerald; assistant secretary, Robert A. Lee of San Jose; railroad secretary, Frank Bartell of San Francisco. The next convention will be held in Sacramento.

NORTHWESTERN STATES.

WASHINGTON.

WALLA WALLA. In the death of Dr. Myron Eells, son of Cushing Eells, first president of Whitman College, the Northwest loses one of its most historically interesting men, but Whitman College will now have the rarest collection of books on the history of the Northwest ever made, and also a museum of Indian curios of almost equal value and rareness.

The DeWitt Clinton High School.

Among the numerous secondary schools of the land, the DeWitt Clinton high school of New York easily takes a commanding place. It is thoroughly modern, for it was founded in 1897. It is named after DeWitt Clinton, whose great work was the construction of the Erie canal. After an itinerant life of nine full years it entered its new and splendid building in September last. The dedication of the completed structure and the handing over of its keys to the New York board of education dates from the December of the year just gone.

The building, which is on Tenth avenue between 58th and 59th streets, follows largely the lines of the Flemish Renaissance. It is constructed in the form of the familiar capital letter H, the designer believing that such a form would give the maximum of light and fresh air, with a minimum of occupied space. The auditorium is between the two wings, and is entered from the marble gateway. It is a spacious hall, and is equipped with a fine organ. It is handsomely decorated in old ivory and gold, and has several fine mural paintings.

There are in all 105 recitation rooms, two laboratories for physics, two for chemistry, and ten for biology; two lecture rooms, a music

room, a reception room, a library, a lunch room, and two gymnasiums. As to helpful and healthful surroundings the school is splendidly equipped.

And here in the midst of this fine suite of buildings Principal John T. Buchanan has his educational throne-room, and graciously as ably directs the movements of ninety instructors and 1,500 pupils. He is the idol of the boys, who at the recent dedication carried him on their strong shoulders and landed him on the banquet-table to make his address.

The DeWitt Clinton is thoroughly cosmopolitan, as it must be in the midst of a population as varied as that of New York. At its Christmas celebration an Armenian, a Greek, a Russian, an Italian, a German, a Central-American, and a Cuban told of the customs of the holiday in their respective countries. The school is also thoroughly democratic, distinctions of possession or station never being made. The sons of many wealthy men are in the school, but they fraternize cordially with the rest. The government of the school is largely in the hands of the student body, and the plan works admirably.

Special care is exercised in the admission of the pupils. A thorough physical examination precedes entrance, and if any defects are found, such as curvature of the spine, bow-legs, round shoulders, a gymnasium course is planned for them to remedy and remove these defects. The gymnasium work is imperative for all the boys. The period for that work cannot be changed for any other study period. If possible there must be a sound body to tabernacle a sound mind.

Besides their book-work, much is made of music. There is a choral club of 250 members, and it is a treat to hear them sing "The Pilgrim's Chorus," or some equally inspiring measure. A dramatic society gives such plays as "Richelieu," "Hamlet," or "The Rivals." A debating society gives special attention to elocution, declamation, and forensics. There are two school papers—a monthly called "The Magpie," and an annual named "The Clintonian."

There are several clubs and four fraternities. One of the most interesting of the clubs is the Biological Field Club. It has a membership running into the hundreds, and frequent visits are made to parks and forests, to the New Jersey meadows and streams, to the zoological collection in Central park, and to the famous aquarium. In these places their note-books are both verified, corrected, and enlarged.

Overlooking the majestic Hudson,

this modern school with its splendid equipment stands with open doors inviting the boys of New York to an acquaintance with the rich past, and luring them to a serviceable activity in the living present.

Educators Wanted.

AMERICAN SCHOOL-TEACHERS IN BRAZIL.

(Daily Consular and Trade Reports.)

Consul-General G. E. Anderson writes from Rio de Janeiro that, according to the plans of the authorities immediately concerned, the state of Minas Geraes, Brazil, is to introduce American school-teachers and American school methods, and the change is to be made at once. The authority for this change rests with Dr. Carvalho Britto, minister of the interior for the state, and in respect thereto he says:—

"You may state that we have resolved to secure two professors of agriculture, two of manual training, and four normal teachers from the United States to begin work here in Bello Horizonte; that we have not yet decided as to the best means of securing these teachers, but as soon as we have decided we will inform you."

The four normal teachers are to be women. What this change means may be appreciated from the fact that the Brazilian authorities have been working upon educational lines more or less European with Brazilian adaptations ever since the matter of education was taken up by the governments of the several states. These methods have not been found successful, and the change to American methods comes after careful investigation and in obedience to the conviction that such a change is imperative if Brazil is to make the progress in educational lines its statesmen believe it ought to make.

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- P. B. S. Peters, *Manual Training High School, Kansas City, Mo.*

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THE WEEK IN REVIEW.

(Continued from page 101.)

no sacrifice of his dignity but also with no mincing of his words.

QUESTIONS AT ISSUE WITH CANADA.

There are quite a number of important questions at issue between ourselves and our Canadian neighbors, the settlement of which would go far to promote friendliness. Their adjustment was delayed because Canada attached so much importance to the Alaskan boundary matter that she was not willing to take up any other issue until that had been disposed of. The manner in which it was disposed of was extremely unsatisfactory from the Canadian point of view, and left the Canadians with a feeling that their interests had been sacrificed to the desire of England to keep on good terms with the United States. There has been, therefore, even less inclination than before to settle the other questions. The visit of Secretary Root to Canada, as the guest of Lord Grey, the governor-general of Canada, is regarded with no little interest, for this reason. It is explained that it is purely a social visit, but, coming as it does so soon after the departure of Sir Mortimer Durand, who has rather obstructed than promoted a settlement of these questions, it is scarcely possible to regard it as wholly without significance.

THE POPE AND THE FRENCH GOVERNMENT.

If any uncertainty existed anywhere as to the attitude of the Pope toward the new religious law in France, it has been removed by a vigorous encyclical, published upon the eve of the conference of French bishops convened to determine what course should be pursued. The Pope declares that the new law organizes anarchy, that its aim is to destroy the church and de-Christianize France, and that it simply consummates the pillage of the church. The encyclical demands from France for the church respect for her hierarchy and the inviolability of her

property and liberty, and admonishes French Catholics that the hour of sacrifice has struck. The encyclical was not unexpected, but its tone makes compromise of any sort seemingly impossible and increases proportionately the difficulties both of the government and the churches. If the Vatican had been less unbending the French bishops would probably have devised some working agreement.

THE APPROACHING PEACE CONFERENCE.

The peace conference at The Hague is now only three or four months distant, and there is already considerable speculation as to its outcome. The chief question under consideration is the practicability of arranging for any scheme for the limitation of armaments. The British House of Commons has warmly approved this idea, and there is no doubt that the British government will give its influence in that direction. The United States could be counted upon to second England in any practical movement of the sort. As to France and Germany, however, the case is different. The French premier recently declared that France felt it a necessity to be in a state of preparation for war, and no member of the French cabinet will advocate any weakening of either land or naval armament for fear of crippling France. In Germany, these declarations are regarded with a not unnatural distrust, and are openly quoted as a sufficient reason for regarding the limitation of armaments as a project outside of practical statesmanship. As for Russia, she is just beginning the rebuilding of her navy, and the last budget provides for the undertaking of twelve battleships. Under these circumstances the limitation of armaments by international agreement bids fair to continue an "iridescent dream."

Teacher (to new pupil)—"What's your name?"

New Pupil—"T-t-ommy T-t-tinker."

Teacher—"And do you stutter all the time, Tommy?"

New Pupil—"N-n-no, m-ma'am; o-o-nly when I t-t-talk."—Exchange.

THE MAGAZINES.

—The January-March Forum, a typical number of this high-class American quarterly review, is just out. In its regular departments are to be noted the comprehensive articles on "American Politics," by Henry Litchfield West; "Foreign Affairs," by A. Maurice Low; "Finance," by Alexander D. Noyes; "The Educational Outlook," by Ossian H. Lang; and "Applied Science," by Henry Harrison Supplee. Two literary papers of authority and excellence are "A Few Books on Shakespeare," by Professor W. P. Trent, and "Some Recent Guides to Culture," by Professor William T. Brewster. Henry Tyrrell contributes a minute and careful review of the season's drama. "Inexpensive Reciprocity," by Professor John Bates Clark, is a highly suggestive discussion of the tariff question by a well-known and able specialist. Another special article of striking interest is "The Rehabilitation of China and the American Interest in the Orient," by Mohammad Barakatullah.

W. D. Cram, who has been business manager for D. Appleton & Co., has taken a similar position with Silver, Burdett & Co., with whom he was for several years. His duties are more comprehensive and responsible than have been those of any other man in this house. Mr. Cowles, who has had the direction of the agency force, has retired and the force has been otherwise readjusted.

Mrs. Winslow's "Soothing Syrup" has been used over fifty years by mothers for their children while teething, with perfect success. It soothes the child, softens the gums, allays all pain, cures wind colic, regulates the bowels, and is the best remedy for diarrhoea, whether arising from teething or other causes, and is for sale by druggists in every part of the world. Be sure to ask for Mrs. Winslow's Soothing Syrup. Twenty-five cents a bottle.

California State Teachers' Association, December 27-29, 1906.

Compared with the great Berkeley-San Francisco meeting of 1905, the Fresno enrollment of 1,045 members seemed small, but it was nevertheless an epoch-making meeting. The new constitution, which has been in process of formation during the past two years, was adopted without much opposition. The report of the committee on needed legislation along educational lines was able and comprehensive, and was adopted by a practically unanimous vote. Among the speakers and topics heard in the general sessions were the following: Dr. John W. Cook of DeKalb, Ill., "The New Profession," Dr. Jacques W. Redway, "Trade Routes and Civilization"; Superintendent Cap E. Miller, Keokuk, Iowa, "Agriculture in Public Schools"; Superintendent E. C. Moore, Los Angeles city schools, "The Selection and Tenure of Office of Teachers in City School Systems"; President C. C. Van Liew, Chico, president's address, "A Greater California Teachers' Association"; Miss Mabel E. Prentiss of the state library, Sacramento, "School Libraries"; Superintendent E. Morris Cox of Santa Rosa, "What Changes, if Any, Are Necessary to Make the Elementary School Curriculum in History More Favorable to the Child's Development and at the Same Time Preparatory to the High School?" "Our Juvenile Court System" was discussed by Judge Wilbur of Los Angeles, and by Judge Murasky and Miss Lucile Eaves, of San Francisco. Some of the topics and speakers in the high school section were "Industrial and Commercial Education in the High School," Dr. E. C. Moore and Principal J. H. Francis of Los Angeles; "The Modern High School," Dr. J. W. Cook of Illinois; "High School Administration," was ably discussed by John Drew of San Rafael; Principal A. C. Olney of Fresno, and Professor A. B. Anderson of the San Francisco normal school.

At the joint session of the elementary and high school sections the liveliest interest and discussion were aroused by the radical changes advocated by D. R. Jones of the San Francisco normal school, and Principal S. H. Cohn of Stockton, who recommended the elimination of many of the things now included in elementary arithmetic. Among the branches upon which they would use the pruning knife are the following: The metric system, stocks and bonds, longitude and time, literal quantities, compound numbers, the least common multiple, the greatest common divisor—and perhaps a few other things.

In the annual address by the president, Dr. Charles C. Van Liew discussed the subject of teachers' federations, organized for "revenue

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only," and characterized all such attempts as the rankest nonsense, or worse.

Three members of the committee on school legislation, appointed by the general assembly of California, came to Fresno during the meeting to confer in regard to some of the needs of the schools. Secretary H. A. Mason of this committee said: "The committee will consider the proposition to furnish free text-books for the pupils of the grammar schools; the increase of teachers' salaries; the establishment of agricultural schools, equipped to do work of high school grade; and the proposition to provide by law for the systematic inspection of the rural schools—i. e. for the appointment of inspectors for this work." These inspectors would be practically assistants to the county superintendents—in counties where there is too much work for one superintendent to cover it satisfactorily.

Dr. Morris Elmer Daily, president of the San Jose normal school, was elected president of the State Association; first vice-president, Philip Prior of San Francisco; second vice-president, C. E. Keys of Oakland; secretary, Mrs. M. M. FitzGerald of San Francisco; assistant secretary, Robert A. Lee of San Jose; treasurer, Fred T. Moore of Alameda; railroad secretary, Frank Bartell of San Francisco.

After the adoption of the new constitution, which provides for the incorporation of the State Teachers' Association, a board of eight directors was elected. These directors are C. L. McLane, Fresno; E. B. Wright, Stockton; J. H. Francis, Los Angeles; Fred T. Moore, Alameda; J. W. McClymonds, Oakland; Dr. E. C. Moore, Los Angeles; Alexis F. Lange, Berkeley; C. C. Van Liew, Chico. Headquarters for the association will be established in San Francisco, and a salaried secretary will attend to the routine business and interests of the organization.

Los Angeles was chosen as the next place of meeting.

At the first meeting of the newly elected board of directors under the new constitution Dr. Morris E. Daily of San Jose was chosen as president of the board.

The Schoolmasters' Club of Central California gave its first banquet on Friday evening of association week. Among the prominent guests from distant parts of the state were President Benjamin Ide Wheeler and Professor Alexis F. Lange of the University of California; President Morris E. Dailey of San Jose; Dr. Frederick Burke of San Francisco; Dr. C. C. Van Liew of Chico; Professors Guido Marx and Henry

Suzzalo of Leland Stanford University; E. Morris Cox of Santa Rosa; and Mark Keppel of Los Angeles.

COLLEGE NOTES.

IN order to make this section of the JOURNAL OF EDUCATION as complete as possible the editor asks for the co-operation of college authorities. Properly authenticated news will be printed each week of changes in college faculties, changes in instructorships, and important college news.

The new general catalog of Yale University shows the number of members of the faculty to be 442, as compared with 416 last year. Academic department students number 1,351, an increase of twenty-nine, and Sheffield scientific school students, 895, an increase of ten. Students in all the nine departments of the university number 3,247, a gain of thirty-nine over last year, to which can be added 360 in the two summer schools and teachers' courses. In the student body there are men representing degrees in 197 colleges, Yale being represented by 280 graduates, Harvard by ten, Acadia University ten, and Beloit ten. The residential statistics show by states that Connecticut has 1,107 students, New York 639, Massachusetts 184, Pennsylvania 196, and Illinois 143. Nineteen foreign countries are represented by eighty-eight students, of whom China has ten, Canada twenty-three, and Japan twenty-two. In cities, New Haven leads with 440 students, followed by New York with 244, Chicago with ninety, Hartford with eighty-two, and Brooklyn with seventy-six. A somewhat striking feature of the catalog is the increasing number of Canadian students, who usually stand very high in scholarship.

The register of Cornell University for the college year 1906-7 shows the total enrollment of regular students to be 3,442, while the additional enrollments for the winter course in agriculture and the summer course add 890 to this number. The total number of teachers of all grades is 507; there are 213 names in the list of the graduate department, and the college of arts and sciences has 735 students. The Sibley college of mechanical engineering has 1,072 students, being far the largest of the colleges which together make up the university.

Announcement is made that the chair of chemistry at the University of Pennsylvania, now filled by Dr. Edgar F. Smith, has been endowed in the sum of \$100,000. The university authorities decline to make public the name of the giver.

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"It isn't good form to talk about money in society," said the punctilious woman.

"No," answered Miss Cayenne; "but it isn't customary to stop thinking about it."—Washington Star.

Ralph L. Baldwin, music teacher in the public schools of Hartford, Connecticut, is getting practical results in musical education of which any community may justly be proud. Recently the pupils in the West Middle district gave a Mendelssohn program in the assembly room of the school building. Parents and friends were present and greeted with spontaneous enthusiasm the very creditable efforts of the young performers. Appropriate remarks were made by Superintendent Weaver, Principal Twitchell, and Mr. Baldwin, from which it was gathered that the entertainment was not the result of outside tedious rehearsals, but that it was an accumulation of everyday results in the regular school work. The following program was given and shows the character and trend of Mr. Baldwin's work:—

A MENDELSSOHN PROGRAM.

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Singing—"Mountain Peak" ("Consolation.")

Grade V.

Singing—"Spring Song."

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Recitation—"Mendelssohn's First Visit to Scotland, and the 'Scotch Symphony.'" First

Francis Bronsin.
Singing—"Going A-Nutting," arranged from the "Scotch Symphony." First

Grade VI.

Recitation—Description of the Oratorio Form.

Charles Beach.

Singing—"Look Down on Us from Heaven," arranged from "Elijah."

Entire Chorus.

Recitation—Description of the Oratoria "Elijah."

Grade VII.

Recitation—Story of Racine's "Athalie," and interpretation of "The War March of the Priests."

Carolotta Allen.

Singing—"The Lord is Great," arranged from "The War March."

Grade IX.

Singing—"Nocturne," arranged from "A Midsummer Night's Dream."

Grade VIII.

Mr. Baldwin believes that his pupils are better able to interpret good music for occasionally hearing the performance of good music by artists. He therefore invites professional musicians occasionally to give concerts to the pupils. Such a musicale was given not long ago at the Brown school, where the following local artists presented a delightful program: Miss Agnes Chapourian Angell, soprano; Charles E. Prior, Jr., tenor; F. W. Sutherland, cornetist; Robert Prutting, pianist; Ralph L. Baldwin, pianist.

BOSTON THEATRES.

KEITH'S.

It was rather a hard task to find a head-liner to succeed Houdini after his remarkable engagement at Keith's, but the problem has apparently been solved by the engagement of Volta, the Electrical Wizard. Volta made his first appearances in this country in New York, a few weeks ago, and created a veritable sensation. He is seemingly immune to electric currents, his act consisting in acting as a conductor for powerful currents, with which he performs many remarkable stunts. Another leading feature will be Ethel Levey (Mrs. George M. Cohan), who has occupied considerable space in the public prints of late. She has a very dainty, new specialty, made up of original dances and songs, written especially for her. Williams and Tucker, who are to play their latest sketch, "Skinny's Return," the Duffin-Redcay troupe, four great athletes in a remarkable casting act; George Wilson, the favorite black-face comedian, of "Waltz Me Again" fame; Juliette Pierrepont, an English vocalist of great reputation; Melville Ellis, with his unique "piano-logue"; William Inman and company in a character skit, and the Gartelle brothers, skatorial comedians, will be among the top-liners. The Craigs, musical artists; the Pelots, jugglers; the Wood brothers, Roman ring performers; Wise and Milton, in a novel specialty, "Old Songs Made New," and the kinetograph will complete the bill.

"May we have the pleasure of your company this evening, colonel?" she asked.

The colonel drew himself up haughtily and replied, with every evidence of offended dignity: "Madam, I command a regiment."—Kansas City Independent.

Whilst walking down a crowded city street the other day, I heard a little urchin to a comrade turn and say:—

"Say, Chimmy, lemme tell youse I'd be happy as a clam
If I only was de feller dat me mud-der t'inks I am.

"She t'inks I am a wonder, an' she knows her little lad
Could never mix wif' nuttin' dat was ugly, mean or bad.
Oh, lots o' times I sit an' t'ink how nice 'twould be, gee whiz!
If a feller wuz de feller dat his mud-der t'inks he is."

My friend, be yours a life of toil or undiluted joy,
You still can learn a lesson from this small, unlettered boy.
Don't aim to be an earthly saint, with eyes fixed on a star,
Just try to be the fellow that your mother thinks you are.

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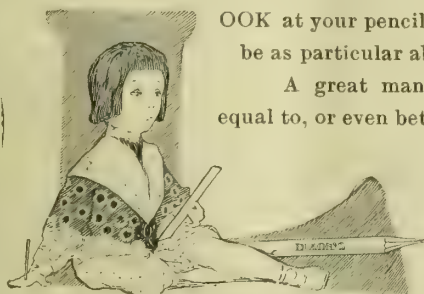
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State Board of Education,
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January 3, 1907.

EXAMINATION OF SCHOOL SUPERINTENDENTS.

A public examination of persons wishing to obtain the certificate of approval of the State Board of Education for the position of superintendent of schools in accordance with chapter 215, Acts of 1904, will be held in Room 15, State House, Boston, Friday, February 8, at 9 30 A. M.

Candidates must bring to the examination a certificate of moral character, and testimonials of scholarship and of experience in teaching or supervision. They will be examined in the school laws of Massachusetts and in the principles of school management and school supervision. Much weight will be given to successful experience in the supervision of elementary schools.

Persons intending to take this examination should notify the Secretary of the Board of Education, if they have not already done so.

GEORGE H. MARTIN,
Secretary.

JOURNAL OF EDUCATION.

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JANUARY 31, 1907.

A. E. WINSHIP, Editor.

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A. E. WINSHIP, Editor.

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WHAT THEY SAY.

SUPERINTENDENT GEORGE W. LOOMIS, *Pueblo City*: Teachers should remember that a large and very essential part of the instruction it is their duty to impart does not lie within the compass of any text-book.

H. E. MORROW, *U. S. Indian Service, So. Dakota*: Does the teacher communicate a mind only, or does he communicate a life? The good teacher is come that the pupils may have life.

MARY SIMKHOVITCH, *New York City*: The process of adjustment between school and family is delicate and difficult, but the objective point is clear—the complete development of the powers of the child.

DR. DAVID STARR JORDAN, *Stanford University*: Whoever will prosper in any line of life must save his own time and do his own thinking. He must spend neither time nor money which he has not earned.

SUPERINTENDENT S. R. SHEAR, *Kingston, N. Y.*: Lead the child to regard the power of thought as a pleasant and powerful acquisition, and we shall produce a race of intellectual giants instead of dwarfed imitators.

JAMES PHINNEY MUNROE, *Boston*: If the splendid ideals of preserving the health of youth and developing the physical side of youth were carried out without developing the moral side of youth, we should breed a generation of magnificent animals, who would pull down and trample upon our splendid fabric of civilization.

PRINCIPAL E. V. ROBINSON, *Central High School, Minneapolis, Minn.*: I have found in my seven years' experience at Central High that the fraternity has had a most degenerating influence. Boys belonging to the fraternities, I have found, will lie, cheat, do anything to remain loyal to their societies. The fraternity has developed professional liars in my school.

PRESIDENT CHARLES W. ELIOT of *Harvard*: More important than pensions for school teachers is better air in schoolrooms, expert instead of amateur supervision, and what the community needs also in its teachers is to have them become more robust and gayer persons. A pension for teachers, however, is not a serious additional burden on taxpayers. For in the increased efficiency of the teachers themselves, the account is more than equally balanced. I believe that the time of universal pensions is nearer at hand than many persons think.

THE EXPERT RURAL SUPERINTENDENT.

BY HON. H. C. MORRISON,
State Superintendent of New Hampshire.

What is an expert superintendent of schools? Simply a man educated and trained to be a teacher, partly by study and partly by successful experience, who makes the oversight of schools his life-work, who has no other business interests, a practical foreman of teachers.

What are the duties of a superintendent of schools?

The answer might well be: To bend his whole energy and ability upon the task of building up good schools. By good schools we mean schools in which children may put in about eight to twelve years of childhood to intellectual, and moral, and physical profit; schools in which children may learn the common and high school branches thoroughly, so that they may be well prepared to pass from the common schools to the high school, from the high school to college, or from either to the proper work of adult life; schools, too, in which children may learn to think and to study so that their minds may be trained to enable them to take up more successfully than they otherwise could, any calling in life.

More specifically the chief duties of the superintendent may be enumerated as follows:—

In company with the truant officer he should make a thorough canvass of the whole town and see that all children are in school.

He will visit all the schools, not once or twice a term, but every week or two and sometimes oftener, and report to the board the needs of the school in the way of texts and apparatus, repairs, and in brief everything pertaining to the material aids to education. As a trained educator, he knows, better than an amateur can, what the schools really need, where it can best be obtained, and the price which should be paid. The state superintendent, in visiting country schools without supervision, often finds them sadly lacking in the essentials of texts and apparatus and yet possessing expensive pieces, the use of which the teacher does not understand, and which have little use anyway except as a money-making scheme for the proprietors.

He will work out a suitable course of study based on scientific principles, with full teaching outlines.

Now, it is just as impossible to build up a system of efficient schools without such a definite working plan as it would be to build a fine dwelling-house or factory without plans and specifications. One of the worst, if not the worst, defects in many of our local school systems is that they begin nowhere and so, of course, end nowhere. Teaching is haphazard, and, of course, learning is vague and uncertain and confused. The use of a course of study is the foundation-remedy for such a state of things. But a course of study is not of much value unless it is followed. Experience shows that teachers will not follow a course properly, or not follow it at all, un-

less there is a superintendent at hand to instruct them and hold them to their work; any more than a crew of mechanics, be they never so skilful, will follow a set of plans and specifications without a foreman to direct.

He will build up the teaching force by instructing teachers in the best methods and in the general science of pedagogy. A competent superintendent means progressive teachers. He usually accomplishes this end partly by individual conferences with teachers, partly by advising teachers who come to him for help, and partly by teachers' meetings. In the great majority of instances, good teachers prefer schools which are under superintendents to those which are not.

He will build up the teaching force by seeking out the best available teachers in other places and nominating them to the board to fill vacancies. Without a superintendent, the school board, composed of busy men and women, will usually hire the first teacher they can get hold of to fill a vacancy. They have to for lack of time to look afield. The competent superintendent knows where the good teachers are who do not apply for vacancies.

He stands behind the teacher in cases of discipline. In the first place, by wise counsel to the perplexed teacher before the event, when an ounce of prevention is worth more than a pound of cure. In the second place, by becoming accessible to parents who desire impartial advice concerning their children. In this way he brings home and school together in a practical way, and prevents matters going to the board, with all the bitterness thus engendered, by settling disputes out of court. Incidentally he saves the board much annoyance, and often he saves them many friends. Finally, a turbulent boy is apt to think more seriously of misconduct in the room of a woman teacher if he knows there is a strong man sure to come in and settle next day. Schools under expert supervision are usually schools of the best discipline.

He reports officially to the school board from time to time, and advises them of the success or failure, merit or demerit, of each teacher. The board will then of course decide for themselves, but their decision will be much more likely to be based on the merits of the case if the facts are impartially before them in this way.

It is the duty of the superintendent to be posted on questions of school law. A competent superintendent may make the pathway of the school board much smoother in this way, and not seldom he may save the district money which would otherwise be lost on account of neglect due to ignorance of the law.

He is a student of the progress of educational science, competent to advise the board and keep the community posted as to what is needed to keep abreast of the times. He will keep posted on the merits of various text-books and other pieces of apparatus, and give the board competent advice as to what to buy and what not to buy.

He will distribute to teachers the various supplies which they need.

He will assist the board in the examination of teachers, and the teachers in the examination of pupils.

He will assist the board in making up the statistical reports to the state department of public schools. These reports are very important, since the apportionment of state school money depends upon them, as well as the standing of the state among other states.

Finally, his duties may be summed up in this, that his whole time, energy, interest are given to systemizing the work of the schools over which he presides.

What are the powers of the superintendent?

He has no powers except such as are given him by the school board. The school board is the representative of the people. As such, it and nobody else properly controls the public schools. All legal powers necessary for the government of the schools are committed by law to the school board. Thus the people keep the control of the schools in their own hands. Through their school board the people determine for themselves what shall be the general lines of their educational policy and how much money, beyond the amount required by law, they will spend on their schools.

But the board thus constituted is a legislative and judicial body, properly speaking. It cannot well exercise immediate supervision of schools, because (1) its members have not the time, and (2) because its members are seldom trained teachers and are not expected to be such. The law therefore provides for a trained superintendent in order that the school board may have a practical foreman to carry out their orders. This foreman is subject to the final control of the board just as any other teacher is subject.—Report.

LOOKING ABOUT.—(I.)

BY A. E. WINSHIP.

[Notes on an eight-weeks' trip in November and December, 1906.]

The national election over and six weeks of autumn lecturing in Pennsylvania, New England, and the Maritime Provinces off my hands, I started for the Pacific coast early in November. In several respects it was out of the ordinary, and with a sense of relief, even of gratitude, home-getting in early January was unusually appreciated. In one wreck, on the heels of another, losing my best belongings to a nasty suit-case thief, traveling for twenty-four hours with a strike all along the line imminent at any minute, dodging a flood by going far afield in the Pacific Northwest, and afloat for hours in the streets of San Francisco in the worst storm she ever had, conspired to furnish more excitement than has ever come to me in across-continent experiences for more than thirty years.

At the best it is nerve-tearing to live with appointments every day for many weeks with a constant suspicion that flood, wreck, strike, or snow blockade may throw you off an engagement, and the exuberance of spirit as one steps off a train in Boston the very minute that he planned for it eight weeks before and without an engagement skipped is indescribably stimulating.

After the first night out we came into the Detroit station just as a wild locomotive, throttle wide open, with neither engineer nor fireman aboard,

flew into the station, dashed over end-blocks, tore across the train platform into the passenger room over station officials, and pulled down the brick station, which buried the locomotive so deep in the debris that it struggled in vain. Seeing lifeless and maimed bodies taken out from such a mass is depressing, to state it mildly, and to know that it was all due to one man's losing his head and doing a fool thing! And then to know that every minute of the day multitudes of lives on the railroads of America are at the mercy of men who have but to lose their heads for one minute to send human lives into eternity!

I have said, I suppose, a thousand times, "Oh,

that teachers could understand the importance of training boys and girls to keep their heads in emergencies!" There are a hundred thousand women in America who are training boys and girls for all sorts of responsibilities and are being paid less than a dollar a day for the service, and another hundred thousand are paid less than \$1.25 a day.

When a railroad employee makes a mistake and the public finds that he has been underpaid, there is a great hue and cry, but when those who give these employees the base line of character and conduct in childhood are underpaid, the very stones in the streets ought to cry out against the tax-payers for their criminal parsimony.

WHO'S WHO IN EDUCATION.

GRENVILLE T. FLETCHER.

BY F. F. MURDOCK,
North Adams, Mass.

High in its aim, and effective in its method, the influence of Grenville T. Fletcher has won him high place among the educational leaders of Massachusetts. Unfailing sympathy and optimistic energy are the noteworthy characteristics of his power. The story of his life, known ever so briefly, is an inspiration to those who would uplift their fellow-men unselfishly.

Grenville T. Fletcher is a native of Augusta, Me. He received his secondary education at Hallowell Academy and Kents Hill (Maine) Seminary, and his professional training at the Bridgewater normal school. After the professional training at Bridgewater he was principal of the high school at Beloit, Wis., and taught in the academy at Quincy, Ill. Later he returned to Maine to take the principalship of the Eastern state normal school at Castine, which position he filled for twelve years. Mr. Fletcher possessed unusual ability to inspire his pupils with an enthusiastic interest in their studies and ambition to serve. Vain repetition and dulled senses had no place in his classes. In every northern state from Maine to California are graduates of his school, many of them occupying influential positions.

The new work of superintending led directly to a more public effort of elevating and extending the school system. During a period of twelve years he was superintendent of schools in Auburn and Augusta, Me., and Marlboro, Mass. Bowdoin College conferred upon him the honorary degree of master of arts, in recognition of his educational standing.

It was during his service at Marlboro that the bill for district superintendents was introduced into the Massachusetts Legislature. The movement appealed deeply to Mr. Fletcher, and of his letter in behalf of the bill the secretary of the state board of education said: "It is the most complete and forcible presentation of the matter which I have seen." It was Mr. Fletcher's continued wise and earnest advocacy of the bill that proved to be the very argument which secured the passage of the measure. From that time he was recognized as an authority upon questions of superintendence and very shortly

was appointed by the state board of education to be its agent for western Massachusetts, especially to apply and extend the law for district supervision.

At that time, 1888, the conditions of the schools of the four western counties, except in some of the cities and a few large towns, were bad. The population was really twenty-five to fifty per cent. below the highest figure, there were many abandoned farms, and property valuation had become reduced one-half. The schools were small, the schoolhouses were unattractive, often seriously out of repair. The furniture was uncomfortable, deforming, and indescribably marred. There were no outbuildings for sanitary purposes, or abominable ones of the most depraving conditions. Even in prosperous towns the sanitariums were seldom good or suitable.

The school committee service was generally inefficient, the teachers were paid small wages, and generally in excess of "value received." Seldom was a normal school graduate employed, though in nearly every town there were a few good teachers from time to time. The course of study was narrow and unorganized though substantial, but the methods of teaching admitted of little or no approval. The school year not often exceeded twenty-four weeks. Little progress in their studies was made by the children and little interest was manifested in the poor schools by their parents. The towns could afford to raise little money for education, and they raised even less than they could afford. Deplorable school conditions in country towns increased the desertion to the city.

When the state awoke to the crying need of aid the bill of assistance was passed, and Mr. Fletcher was sent to distribute the aid and arouse the people to new effort. For eighteen years he gave his life to bettering educational conditions. No missionary to a foreign land ever served with a more self-sacrificing spirit or optimistic faith. Weather did not dampen his ardor or freeze his courage, hills were no obstruction, irregular meals, uncertain lodging, incessant travel, working-days of twelve to fifteen hours never halted his uplifting work. He was reforming the parents, energizing the committees, and saving the children. No village was too far or too difficult of access to prevent his inspec-

tion and encouragement. Throughout the four western counties personal interviews, neighborhood conferences, evening lectures, teachers' institutes, visitation of schools, and individual instruction as to methods and control were his effectual means of accomplishing his ideals.

"As a member of the commission appointed by Governor Crane in 1902 to investigate the matter of supporting the public schools, Mr. Fletcher gave important service in securing larger state aid to the rural towns for the support of our schools, so that with this and previous aid these schools have been so much improved that they compare favorably with the schools of larger towns."

There has been no legislation in Massachusetts during the past eighteen years for the betterment of rural schools in which Mr. Fletcher has not had an active part. In so far as preparation can be ascribed to any one man, Mr. Fletcher made it possible and necessary that there should be a normal school in Berkshire County, and for ten years he has been a firm supporter of the North Adams school and of its graduates in the field.

Ill health makes complete rest necessary, and Mr. Fletcher's withdrawal from active service is deeply regretted by the people, the school officials, the teachers, and the pupils to whom he has devoted his noble life.

AMERICAN AUTHORS IN BRITISH COLONIAL HIGH SCHOOLS.

Miss Constance A. Barnicoat has spent months in discovering what authors, apart from those in the curriculum, are most widely read by the girls in the high schools of the British Colonies. It is interesting to know the result of the inquiries so far as American authors are concerned.

In "favorite novels" Louisa Alcott is a good second in the list of most frequently mentioned writers; sometimes one, sometimes another, sometimes all the "Little Women" series being put down as favorites.

With the Australian girls a goodly proportion of Americans are popular, such as Booth Tarkington, "Mrs. Wiggs of the Cabbage Patch," Owen Wister, and Winston Churchill.

The Canadian girls are fond of Hawthorne, Mark Twain, Frank Norris, Churchill, and Kate Douglas Wiggin. A seventeen-year-old Canadian miss reports having read "Mrs. Wiggs," "Lovey Mary," "The Little Shepherd of Kingdom Come," "To Have and to Hold," "The Pit," "The Call of the Wild," and "Calumet K." Ernest Thompson Seton is high in favor with Canadian nature-students.

The Indian and Cingalese young ladies report themselves as very fond of the "Pansy" series.

A considerable number of American authors are enthusiastically reported by the South African girls. For some years past they have had a growing popularity in that colony.

Among favorite poets the Colonial girls from India to Barbados, and from Canada to Malta, make frequent mention of Longfellow, Lowell, Holmes, and Whittier, but with Longfellow far in advance of the other three, and second only among all poets

to the English Tennyson. Longfellow's "Hiawatha" and "Evangeline" are the announced favorites among his writings.

Nor is Marion Crawford overlooked, his "Sarcinesca" enjoying considerable favor.

BOSTON'S JUVENILE COURT.

The first month's report of this new court, as made public by Judge Baker, is deeply interesting, not only because of the cases brought before it, but also in view of the spirit in which they were considered and dealt with.

In all, some seventy-four children were brought before the court for the month, of whom sixty-seven were boys, and seven girls. Of these, some fifteen were charged with one form or other of theft, four for driving off teams to which they had no right, four for disobedience to parents, and forty for dice-throwing, quarreling, violating their newsboy's license, and other offences. Eleven were examined as neglected children.

In nearly all cases the judge, with the consent of the parents, talked with the children alone in his own room, and next with the parents alone, the only publicity to the cases being when he passed upon them. In fifty-nine cases the offence was admitted by the children and their parents, and there was no public trial of them. Apparently genuine promises of amendment were made, and the children were allowed to go in the charitable hope that they would henceforth behave becomingly.

A newsboy was bidden to write out and submit to the court a full copy of his license, which is quite a good-sized document; while some other small boys were obliged to get certain books from the public library and copy portions of them to be handed over to the court. Some lads who were wasting their money "shooting craps" were obliged to start savings-bank accounts; and others who were through with school, but who were mischievously idle, were released on the promise that they would find some work.

Some of the older juveniles had to be dealt with more severely, but even in these cases justice was tempered by mercy. Neglected children were placed with relatives, or in some children's home. Eleven children were placed in the hands of the probation officer. In one case the parents were ordered by the court to change their residence in order to remove their child from temptation that it seemed unable to resist.

In one case a lad denied the misdeed with which he was charged, while he admitted that he knew the boy who did it, but he did not want to peach on him. The judge told him that his companion ought to come in of his own accord, if he was a little man, and admit his fault. And, sure enough, within a week the real delinquent went to the court, admitted his fault, and submitted himself to whatever the judge might assign him.

It is in this sane and helpful way that the court is trying to help the children, and, in many instances, the parents incidentally, to better lives. And in many cases the effort will in all probability prove to be a real success.

TALKS ON SCULPTURE.—(I.)

BY LORADO TAFT.

INTRODUCTION.

Schoolroom decoration,—the creation of a beautiful environment which will silently co-operate with the voice of the teacher in the mental, aesthetic, and spiritual development of the children,—is a movement of ever-increasing importance.

At the close of the Louisiana Purchase Exposition, where I served as assistant director for the Massachusetts Educational Exhibit, I found myself possessed with the idea of helping along schools and teachers toward the attainment of schoolroom decoration by presenting them with the beautiful in sculpture,—the masterpieces of the world. I hit upon a plan of doing this through the generosity of the newspapers and their use of a voting contest. The Boston Herald was the first to adopt this plan, and an interesting contest was the result. Next I was invited to Washington, D. C., by the Evening Star, and in June, 1906, closed a period of work decorating some of the schools of Chicago through the Chicago Record-Herald.

In pursuing this work I have always used sculpture, not because I do not believe in pictures, but because I believe in teaching the child the beautiful in form. Commenting on the plan, one of the members of the Chicago board of education, a lady who had made a special study of art in the best schools of Europe, said: "The presence and the study of sculpture in the schools not only develops the artistic sense of the pupils and refines their ideals and instincts, but also has a power to impart psychologic insight.

"When I was in the Paris schools I was impressed with the fact that the expression of character was the first and most important thing in the study of sculpture. In gazing on the outlines of the sculptured face the young child gradually grows into an understanding of the emotions which are there given form, and thus learns a valuable lesson in the reading of human character."

In connection with the many weeks of work in Chicago, I had the good fortune to persuade Lorado Taft, Chicago's most distinguished sculptor, to write a series of articles on sculpture. He was asked to write them in a way interesting for children, and yet old enough for the "grown-ups." Mr. Taft was given a list of fifty or more subjects of the casts given by the Chicago Record-Herald to the schools of Chicago, and Mr. Taft wrote twenty-five articles, which appeared in the Chicago Record-Herald.

So clever and interesting were the "Talks on Sculpture" that I desired to place them before a national audience in order that they might be read by the teachers of the country. Strength was given this desire upon the receipt of the following letter:—

Chicago, March 14, 1906.

Chicago Record-Herald,

Dear Sirs:—

I have been so intensely interested in the brief articles in your paper lately, entitled "Talks on Sculpture," by Lorado Taft.

I wrote to ask that you will go one step farther with this new educational work, namely,—will you please issue in pamphlet form the articles when completed? Then we could buy many copies and send them to friends at a distance, who would so greatly enjoy them, and pass them along, thus making an endless chain, perhaps, of this educational treat you have afforded your regular subscribers who would have missed it but for this fact.

We can not all read regularly, or even occasionally, other cities' newspapers, but these explanations and descriptions of the rare sculpture in foreign, famous museums is a series of lectures that all who get trace of the fact will eagerly seize and profit by in many ways.

What the school children and their parents owe to you, words fail utterly to express. Aside from the great historical value, there is another value still greater,—those weary, overworked young minds, taxed to their very uttermost in the comprehension of dull studies (for many seem dull to the struggling young mind) all rise as though one, and with an actual cry of joy, seize a study they can grasp, for its beauty has entered through their eyesight, and not through weary words coming to tired brains.

And its mission will be proven in the child's later work. At last they know why many studies must be mastered if they ever are to be proficient in one.

The child who had grasped the mathematics and grammar of art can never degenerate, from the principles of truth and sincerity in his own life's work, no matter what work it is.

Yours very gratefully,

The mother of a schoolboy.

In conversation with Dr. Winship about this wish, the way to spread these educational articles through our country was opened through him, in whom and the Journal of Education the writer has always found a staunch friend in her work,—sympathetic help and encouragement that one who starts to walk alone along a new path sometimes needs, however great the fund of courage. Through Dr. Winship's invitation the articles will be reproduced in the Journal of Education, by permission of the Chicago Record-Herald. The subjects touched upon are among those given to the schools of Chicago. The casts came from the well-known firm of P. P. Caproni & Brother of Boston, who produce the best standards of workmanship attainable in this country.

In order that the readers of the Journal of Education may have a glimpse of the enthusiastic, genial, gentlemanly educator-sculptor, who will afford you such an educational treat during the next twenty-five weeks, a brief sketch of his life is here given.

Lorado Taft was born in Elwood, Illinois, in 1860, was graduated from the University of Illinois in 1879, and studied sculpture at the Ecole des Beaux Arts in Paris from 1880 to 1883. Since 1886 he has been an instructor in the Art Institute of Chicago. He was for ten years a lecturer in art in the university extension department of the University of Chicago. He was awarded a silver medal at the Pan-American Exposition and a gold medal at

the Louisiana Purchase Exposition. He is the author of "The History of American Sculpture."

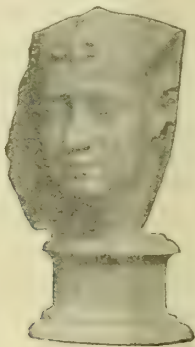
At a recent exhibition of Chicago artists, Mr. Taft displayed a charming and graceful fountain group called "The Great Lakes," representing the inland seas of the Northwest as maidens who pour a stream of water from one to another by means of shells which they hold in their hands. He is now working on one of his most powerful creations, a large group entitled, "The Blind."

In presenting Mr. Taft's articles to the readers of the Journal of Education, many of whom are my personal friends, I take this opportunity to thank teachers, school officials, and the public generally for their kindly interest in my work and their wishes for my success in my next field of labor, not forgetting to bear testimony to the public-spirited papers which have made my art work possible.

Gertrude L. Brinkhaus.

LESSON I.

Have you ever seen the little wooden "School-Master," as we shall call him, in an Art Institute? Well, now, he is worth going to see. To be sure he is in no sense a novelty, having first seen light some 5,000 years ago, and while we are at it we may as well confess also that he is neither a school master



CAPRONI.

nor of wood. He is only a plaster cast, made from the wooden original and colored to look like it; a little, fat man, with plump face and holding a stick in his right hand. It is this latter feature which has given him the pet name of "The School-Master." His costume is rather old-fashioned, and not very elaborate, but that moon-face of his is all right. The most skilful sculptors of later times could hardly have made a more speaking likeness. The queer thing about it is that this little figure is not only so good in workmanship, but it is just about the earliest Egyptian sculpture that we know. It looks as if they began pretty near the top, those old pyramid-builders and mummy-makers, and then spent a few thousand years in forgetting how!

Sober second thought will convince us, however, that the Egyptians must have carved many a figure before they learned to do as truthful work as this, and further investigation will show us that they produced many other interesting sculptures, even in their later periods. I shall not ask you to admire cat-headed figures of women, nor stiff-limbed men with eagles' or hawks' heads on them. There are thousands of these grotesque creatures which symbolized purity and strength and all sorts of virtues to the Egyptians, but which mean little enough to us. We hurry by them in the museums, and feel

much more at home with the mummies. But some of those strange sculptures must have been tremendously impressive in the twilight of the old temples. Possibly anything more realistic would have been far less effective. The very rigidity of the poses of gigantic statues like columns one after another, dimly outlined, the square-bent knees of seated figures, seated for all time and looking into endless space—do you know, those dream-creations of the misty past become fascinating as you study them in their proper environment! They have a mighty appeal; they fairly hypnotize you. Did any man ever stand in the presence of the great sphinx and escape its spell? You feel with Napoleon that the centuries are there looking down upon you and—sizing you up.

The sphinx was famed in old-time legends for its annoying questions. It added to its riddles as the years went by until to-day its very significance is mystery. We shall never know what the serene-faced monster meant to the men who created it. We only know that they repeated it over and over with a devotion which seems to us worthy of a better cause. In times of activity, in times of depression, they made sphinxes. When in doubt they made more sphinxes. On the site of ancient Thebes there is a royal highway about a mile and a half long, extending from the temple of Karnak to that of Luxor. On either side of the road at intervals of about fourteen feet are stone sphinxes as big as horses; it is estimated that there were about 1,000 of them. The body was always that of a lion, but the heads in this case were those of rams. Just why this innovation was made is quite as mysterious as why the sphinx at all, but we are glad that it was not generally adopted. The sphinx with the woman's head is much better suited to our modern taste. It is a surprise, however, to discover what a personal, appealing countenance the Egyptians sometimes gave even to these symbolic sculptures. The face shown in our illustration is as sweet and full of life as that of any rosy-cheeked school girl of to-day. With its piquant nose, its smiling lips, and the little touch of pathos in the eyebrows, it offers as charming an expression as one could wish. It would be interesting to change the attire and see if she would not make a nice American girl. But whether it be veiled with the sacred head-dress of Egypt, or crowned by a modern "Tam," there is in every smiling woman's face a glimpse of the eternal mystery of life; a hint of the riddle of the sphinx. —By permission of the Chicago Record-Herald.

CIVIC LIFE AT THE GEORGE JUNIOR REPUBLIC.

The laws which govern the citizens at the Republic are made by themselves and enforced by officers of the government chosen and elected by the citizens from among themselves. On Tuesday night each week Court Session is held, and citizens with charges against them are tried by a citizen judge and sentenced according to the laws which they themselves have helped to make. This system makes the relation of the superintendent and those in charge of the work that of interested friends and advisers rather than that of officers of whom the children stand in awe and whose authority they resent.

NEW JERSEY HIGH SCHOOLS.

BY DR. J. M. GREENE, TRENTON.

New Jersey is experiencing a rapid high school development. We now have over seventy high schools with four-year courses and a large number of schools that are doing one, two, or three years of high school work, and are bending their efforts to establish full four-year courses.

The state is aiding by special apportionment high school teaching. We are employing about 650 high school teachers. The feeling is general that a person to be properly equipped for teaching in a high school should have pursued the branches she is to teach much further than her classes are to go, and should have had instruction in the art and science of teaching, indeed should have had the equivalent of a college education.

There is now no place in the state of New Jersey where a woman can receive this advanced education, and no place where a man can combine the higher education with pedagogy. A person to receive this kind of education from another state must do it at a cost annually of from \$600 a year upward. This is practically prohibitive for most of those who desire to teach. The result is that we are enforcing a high school system supported by the state with dependence upon private institutions of this and other states for men, and entirely of other states for women teachers.—Address.

THE ANNUAL FARCE IN NEW YORK.

The personal-tax lists for 1907 reveal an old familiar and pitiful state of poverty as still prevalent among the rich in little old New York. It appears that the city has only five real millionaires to its name, so far as personal property is concerned, Mr. Carnegie standing at the head with \$5,000,000, and being followed in order of assessment by John D. Rockefeller (\$2,500,000), Mrs. Russell Sage (\$2,000,000), Alice G. Vanderbilt and William K. Vanderbilt (\$1,000,000 each).

William Rockefeller's meagre portion is \$350,000, and H. H. Rogers' is \$50,000 less, showing that Standard Oil is a gay deceiver ever and plays favorites unblushingly. August Belmont clings to a lonesome \$100,000, only \$29,000 more than the Hannah Elias assessment, while Oliver H. P. Belmont, having no subway to give the wolf access to his door, has to pay on \$200,000.

According to these published figures, J. Pierpont Morgan, the thunderer of high finance, has backed with \$400,000 his bull raid on the art treasures of all Europe. D. Willis James, who is not known ever to have morganized a continent, is assessed for the same sum, which happens to be twice the allotment falling to Jacob H. Schiff and four times that of James Stillman. But Mr. Stillman's doctors' bills have probably been very heavy of late.

The Rev. Dr. Morgan Dix at \$80,000 is \$5,000 better than John E. Parsons of the Sugar Trust. Major Richard T. Wilson invites compassion in the \$50,000 class. And how in the world does Charles G. Gates muster nerve to "bet a million" when \$50,000 is his acknowledged equipment and father's is only \$250,000?

What a diverting farce it is!—New York World.

TWO COMPOSITIONS.

Comparisons are generally admitted to be useful, even if odious, and two compositions written by ten-year-old girls, with an interval of thirty years between them, may not be a very imperfect exponent of methods of education. An old friend whom I found sorting over the contents of her desk laughingly showed me the first, her first essay, for thirty years ago the words composition and essay had a very grown-up, high school flavor, and she still remembers the awe with which she undertook to write about that very common article, "A Knife."

I give you her essay without change:—

A KNIFE.

A knife is a very useful and valuable article. There are a great many kinds of knives; the jack-knife, which seems to have been invented for the especial benefit of boys; the pen-knife, which is used more by girls than by boys, while fruit and table knives are used by the greater part of both sexes.

The Chinese eat with chop-sticks, which are used as substitutes for knives and forks, but I think that I should greatly prefer a knife and fork.

Knives originally came from Connecticut.

Now there is nothing very original or brilliant about all this, but the points deserving attention are the following: The perfect cleanliness of the paper; the neat, legible handwriting; the perfect spelling, and the general correctness of expression and punctuation. We both laughed together over the last sentence, which, she explained, was added in deference to the advice of a friend, who told her that she would not get a good mark unless she included something from an encyclopedia. Observe how great a part tradition plays in both these cases.

The second essay that I bring before you is a decorative sheet, stitched and tied with pink baby ribbon, bearing on its first page a Perry picture of the Sistine Madonna. The picture is put on neatly and has a border of well-drawn lines. On the third page is this description:—

THE MADONNA.

This is a very famous picture called a Madonna. Many people go to Europe to see it. The woman is the Madonna and the child is Jesus. The man who painted it is celebrated for his paintings. Our drawing teacher has been to Europe.

The first essay was marked 7 on a scale of 10, so that it may be taken as a sample of the rank and file of the class. The second was marked V. G., very good, the highest mark authorized.

A little conversation between the writer and two of her schoolmates throws a little light on the marking system.

"I got V. G. on my composition," said Alice, the writer, very proudly. "So did I," said Marjory. "Well, I didn't," sputtered Mabel. "I forgot the baby ribbon, so I only got P., and I think it's real mean." "So it is," said Marjory, sympathetically; "but you ought to be 'in' with the teacher same as I am; I forgot my baby ribbon, but teacher gave me some she had in her desk, so I got V. G.allee samee."

Alice, thrifty soul, bought a holly-bedecked envelope, and sent her composition to her grandmother for a Christmas present.

M. H.

A COMPOSITION COURSE FOR THE NINTH GRADE.—(II.)

BY MAUD ELMA KINGSLEY.

Lesson XI.

1. Class Work.
 - a. Drill on figures of speech.
 - b. Read in class from Lowell's "Vision of Sir Launfal" with a view to studying the figures. (Read from "What is so rare . . ." to "lusty crowing.")
 - c. Paraphrase the passage in class, line by line.
2. Assigned Work.
 - a. Re-write the paraphrase in careful English.

Lesson XII.

1. Class Work.
 - a. Dictate Longfellow's "Builders."
 - b. Study the metaphor upon which it is based.
2. Assigned Work.
 - a. Read "Evangeline," Part I., canto v., and make a list of the figures of speech.

Lesson XIII.

1. Class Work.
 - a. Read to class Lamb's "Dissertation on Roast Pig."
2. Assigned Work.
 - a. Reproduce the story, reporting the conversation between Bobo and his father.

Lesson XIV.

1. Class Work.
 - a. Read with class Leigh Hunt's "Abou Ben Adhem."
 - b. Require pupils to reproduce the story.
2. Assigned Work.
 - a. Bring into class twenty similes, metaphors, and personifications, obtained from any convenient source.

Lesson XV.

1. Class Work.
 - a. Paraphrase the figures of speech brought into class.
2. Assigned Work.
 - a. Write a biographical sketch of Longfellow.

Lesson XVI.

1. Class Work.
 - a. Dictate rules governing the three divisions of a narrative:—Introduction, Narrative proper, and Conclusion.
 - b. Examine "Rip Van Winkle." Note that the introduction of the story extends as far as, "In a long ramble of the kind . . ." and contains a description of the place and of the people with whom the story is concerned; the narrative proper follows; and then comes a conclusion, which, in this case, is very brief and occupies a portion of the last paragraph.
2. Assigned Work.
 - a. Re-write the story of "Barbara Frietchie," adding an introduction which shall describe the situation and tell who Stonewall Jackson was, and a

conclusion which shall contain comments upon the action of Barbara Frietchie.

Lesson XVII.

1. Class Work.
 - a. Read to the class Bunner's "One, Two, Three," and require pupils to reproduce the story in the briefest possible manner.
2. Assigned Work.
 - a. Reproduce the story of Longfellow's "Paul Revere's Ride," dividing the composition into the three parts studied above.

Lesson XVIII.

1. Class Work.
 - a. Require pupils to write a description of the classroom and its occupants.
2. Assigned Work.
 - a. Write a biographical sketch of the poet Whittier.

Lesson XIX.

1. Class Work.
 - a. Read with class and study the descriptive passages of Irving's "Legend of Sleepy Hollow."
2. Assigned Work.
 - a. Let each pupil bring into class a description of natural scenery obtained from any accessible source.

Lesson XX.

1. Class Work.
 - a. Read and study Lowell's description of the ice-bound brook in "The Vision of Sir Launfal," and Southey's "Cataract of Lodore."

THE BALKY WILL.

The teacher often is confronted in the schoolroom with an abnormal type of will, which we may call the "balky will." Certain children, if they do not succeed in doing a thing immediately, remain completely inhibited in regard to it; it becomes literally impossible for them to understand it if it be an intellectual problem, or to do it if it be an outward operation, as long as this particular inhibited condition lasts. Such children are usually treated as sinful, and are punished; or else the teacher pits his or her will against the child's will, considering that the latter must be "broken." Such will-breaking is always a scene with a great deal of nervous wear and tear on both sides, a bad state of feeling left behind it, and the victory not always with the would-be will-breaker.

When a situation of the kind is once fairly developed, and the child is all tense and excited inwardly, nineteen times out of twenty it is best for the teacher to apperceive the case as one of neural pathology rather than as one of moral culpability. So long as the inhibiting sense of impossibility remains in the child's mind, he will continue unable to get beyond the obstacle. The aim of the teacher should then be to make him simply forget. Drop the subject for the time, divert the mind to something else; then, leading the pupil back by some circuitous line of association, spring it on him again before he has time to recognize it, and as likely as

not he will go over it now without difficulty. It is in no other way that we overcome balkiness in a horse; we divert his attention, do something to his nose or ear, lead him round in a circle, and thus get him over a place where flogging would only have made him more invincible. A tactful teacher will never let these strained situations come up at all.—Professor William James.

JAMESTOWN.

AN EXERCISE.

Teacher.—I am sure you have sometimes heard your fathers and mothers talking with their friends about some place that they called the "old homestead." And you know that they were speaking about some place where they were born, where as children they romped and played, and went to the little red schoolhouse, and made friendships that have lasted all their life. "Homestead" means "home place," and though many people go away from the old home-place to some new home, they are always fond of thinking about and talking about the old homestead. How prettily Mr. Woodworth wrote about this in "The Old Oaken Bucket."

SONG: (ONE VERSE).

"How dear to this heart are the scenes of my childhood,
When fond recollection presents them to view!
The orchard, the meadow, the deep-tangled wildwood,
And every loved spot which my infancy knew," etc.

Well, a nation may have an old "homestead," as well as a family, and this country of ours had its home-place at Jamestown, Virginia. It was there that three hundred years ago the first people from England settled and stayed, and founded there the first home for English-speaking people in this western world.

First Pupil.—On April 26, 1607, three small ships from England—the Sarah Constant, the God-speed, and the Discovery—found their way through the Virginia capes into Chesapeake bay, where they anchored in safety from the gale that was sweeping the ocean outside. There were about 125 men on board who were going to settle somewhere in America. They looked about for a good place to land, and sailing a few miles up the James river they found a little peninsula on which they landed on May 13, and which they afterwards called "Jamestown" in honor of the English king. They thought this place could be defended against the Indians, and there they built a log fort, some rude houses, and a church where Mr. Hunt, their minister, might conduct worship.

It was May when they made land, and the Virginian May was charming. Nature had just put on her new spring garments. The shores were just carpeted with lovely flowers. The air was filled with fragrance. The trees were in full leaf, and the forests were vocal with bird songs. There was everything to delight the men who had been all the winter buffeted by Atlantic billows, and they thought themselves fortunate in finding such a lovely spot for their new home.

Recitation by a girl.—

POLISH MAY SONG.

May is here, the world rejoices;
Earth puts on her smile to greet her;
Grove and field lift up their voices,
Leaf and flower come forth to meet her.

Birds through every thicket calling,
Wake the woods to sounds of gladness;
Hark! the long-drawn notes are falling,
Sad, but pleasant in their sadness,

Earth to heaven lifts up her voices;
Sky, and field, and wood, and river;
With their heart our heart rejoices;
For His gifts we praise the Giver.

Second Pupil.—If the men had been wise they would have planted something in the rich earth to provide against the winter that was sure to come. But not a seed did they sow. They idled away the seed-time, and they paid for it dearly. They thought they could easily get supplies from England, and so they would not work to supply themselves. In fact they considered themselves "gentlemen," and it was beneath a gentleman to work. When the winter came they nearly starved, their supplies being so reduced that each man could have only a half-pint of wheat and barley daily. Why they did not hunt and fish for a living, no one knows. There were plenty of deer and wild turkeys in the woods, wild ducks and geese on the river, while the waters were full of fish; and here were men starving in the midst of plenty. About seventy of them did die of hunger or of fever that first winter. And they would all have died before the ships came back in spring, if it had not been for one of their number—John Smith—who got corn for them from the Indians.

THE STORY OF JOHN SMITH.

(Seat ten or a dozen pupils on the platform around a good-sized boy with a strong voice, all intently listening while he tells the story with animation, yet with emphasis.)

Third Pupil.—Yes, I knew John Smith, and knew him well. He was a restless kind of a fellow when a boy, always wanting to see new places and people. He enlisted as a soldier, and went out to fight the Turks. He was taken prisoner and was made a slave, but he escaped and got back to England with a whole skin and a good many ducats. Then nothing would do but he must go with the rest of us to America. He was a pompous fellow, and thought himself better than his comrades on the ship. Well, the men all hated him, and at Nevis in the West Indies, they were going to hang him, and built the gallows to do so; but they thought better of it and saved his life. And it was well that they did, for he saved our lives several times after we got to Jamestown. We were starving, and he would go alone and get corn for us from the Indians. I never saw a man who could do so much with the Indians as Smith. He would either coax them or force them to do as he wished, and he never came home without corn.

On one trip he was away longer than usual, and when he came back he had a thrilling story to tell us. He was taken prisoner by the Indians in his boat away up one of the streams, and they determined to kill him. They fattened him for that purpose, and took him from place to place to exhibit him. But when the day he was to die came, the Indian chief's pet daughter—Pocahontas—threw her arms around his neck and begged for his life, and he was saved. Well, some time after this, Smith was terribly injured by the explosion of a can of powder in his boat, and had to go back to England, because we had no surgeon to treat his wounds. And I remember how sorry we all were to see him go, for he was a real good-hearted fellow, and was the best corn buyer or borrower among us all.

SONG: "TRY, TRY AGAIN."

'Tis a lesson you should heed,
Try, try again;
If at first you don't succeed,
Try, try again;
Then your courage shall appear,
For if you will persevere,
You will conquer, never fear;
Try, try, again, etc., etc.

Fourth Pupil.—The year 1610 was the critical year with the colony at Jamestown. When the winter closed in on the settlers in 1609, there were about 500 people in all. But when the relief ships came the following May they found that more than 400 had perished during the winter from hunger and fever. The little remnant of people that met the ships was a pitiable sight. Some of them were so emaciated that they could hardly crawl down to the dock. And they were so discouraged that with one voice they determined upon leaving the settlement. Go they would. Anywhere was better than Jamestown. So they gathered their few goods, put them on board ship, and then waited for a favorable tide to carry them out to sea. But while they were thus waiting, on June 7, the vessels of Lord De la Warre sailed up Hampton Roads with supplies from England, and he dissuaded the discouraged men from going away, and secured their return to the settlement. And from this time onward, even with a hard experience now and again, the colony moved forward to prosperity and success. In a few years from De la Warre's fortunate arrival, and notwithstanding the hostility of the Indians, there were settlements of white men all over tidewater Virginia.

Fifth Pupil (a girl).—I know why these Jamestown men had such a hard time the first few years. It was because they brought no women with them. If they had been sensible enough to bring their wives and sisters with them, as the Pilgrims did, they would have had homes, instead of poor bachelor quarters, which are always incomplete affairs. And the women would have made them do something else than spend their time bowling on the green, and going to church. It was a new day in the colony when Mrs. Forrest and her maid, Anne Burras, arrived there. Miss Burras soon became Mrs. John Laydon, and her home and that of Mrs. Forrest had a refining influence throughout all the settlement.

Sixth Pupil.—Just a word about first things:—

The first successful Saxon settlement in America was made at Jamestown, 1607.

The first vessels to bring settlers were the Sarah Constant, God-Speed, and Discovery.

The first church in America was Episcopalian.

The first minister was Rev. Robert Hunt.

The first wedding was of John Laydon and Anne Burras.

The first legislative body ever called in America—the General Assembly of Virginia—was held in July, 1619, under Governor Yeardley.

CLOSING SONG.—“Flag of the Free.” Tune: “Lohengrin.”

Flag of the free, fairest to see!
Borne thro' the strife and the thunder of war;
Banner so bright, with starry light,
Float ever proudly from mountain to shore.
Emblem of Freedom, etc., etc.

AN INTERESTING NOTE.

The little poem beginning—

“Little drops of water, little grains of sand,
Make the mighty ocean and the pleasant land.
So the little minutes, humble though they be,
Make the mighty ages of eternity.”

was written by Julia A. Fletcher (now Mrs. Carney), in 1845, in Tremont Temple, Boston, Mass., as a class exercise in Pitman's Phonography. This was the original copy. The authoress is still living, at the age of ninety years.

It will require \$6,000,000 to reconstruct the San Francisco schoolhouses. The city cannot do this for several years.

A DEPORTMENT GAME.

BY MARGARET KIDD,

Supervisor Training School for Teachers, Cambridge, Mass.

[Tune: “Oh, have you seen the Muffin-man?”]

Before the game is played, the teacher should assign the parts.

Second stanza (walking along).....Four children
Third stanza (bowing).....Two girls
Fourth stanza (lifting hats).....Two girls, two boys
Fifth stanza (entering a room).....One girl, one boy
Sixth stanza (giving up a seat)....Four girls, four boys
Seventh stanza (picking up an article).....One girl, one boy
Eighth stanza (passing a person).....Two children
Ninth stanza (passing a person).....Two children
Tenth stanza (handing book to visitor)....Two children

Time should be allowed between the stanzas for the children to go to and from their seats. The teacher should announce the subject of each stanza before it is sung. The singing is done by the class while the children are acting their parts at the front of the room.

1. Here is a little deportment game,
Deportment game, deportment game,
Here is a little deportment game,
For polite girls and boys we should be.

[Four children walk across the front of the room.]

2. This is the way we walk along,
Walk along, walk along;
This is the way we walk along,
For quietly we should go.

[Two little girls come out and stand facing each other some distance apart. They walk along and bow as they pass.]

3. We bow to each other as we pass by,
As we pass by, as we pass by;
We bow to each other as we pass by,
As all the ladies should do.

[Two girls and two boys come out and walk along. The girls walk on one side, the boys on the other in an opposite direction. As the children pass each other, the boys lift their hats and the girls bow.]

4. This is the way we lift our hats,
Lift our hats, lift our hats;
This is the way we lift our hats,
As all the polite boys should do.

[A girl is seated in a chair. A boy goes out of the room, knocks at the door and enters. As he does so, he takes off his hat, closes the door quietly, then goes over and shakes hands with the little girl, who rises to receive him.]

5. This is the way we enter a room,
Enter a room, enter a room;
This is the way we enter a room,
And quietly close the door.

[Children are seated in two rows to represent a car. As a little girl enters, a boy immediately rises, touches his hat, and the girl bows as she takes his seat.]

6. In a crowded car we give up our seats,
Give up our seats, give up our seats;
In a crowded car we give up our seats,
For gallant we are trying to be.

[A little girl drops her handkerchief as she walks. The boy nearest to her picks it up and bows as he returns it. The little girl bows as she receives it.]

7. We spring to pick up whatever is dropped,
Whatever is dropped, whatever is dropped;
We spring to pick up whatever is dropped,
For a kindness we often can show.

[A child is standing in the front of the room; another child comes along and passes behind him.]

8. Before a person we ought not to pass,
Ought not to pass, ought not to pass;

Before a person we ought not to pass,
For that is a rude thing to do.

[A child is standing in the front of the room; another child comes along and passes before him.]

9. But sometimes we find there's no other way,
No other way, no other way;
But sometimes we find there's no other way,
Then "Excuse me," we'll certainly say.

[A child is seated before the class. The children hold their books as though they were reading. One child

hands the visitor an open book. The visitor bows and as he takes it says: "Thank you."]

10. If a visitor comes we hand him a book,
Hand him a book, hand him a book;
If a visitor comes we hand him a book,
For thus our good manners we show.
11. We speak to each other in gentle tones,
In gentle tones, in gentle tones;
We speak to each other in gentle tones,
For polite we are trying to be.

COLLEGE ENGLISH.

BY EDITH GILES.

CHARLES DUDLEY WARNER'S "IN THE WILDERNESS."—(II.)

A HUNTING OF THE DEER.

This is the best essay in the volume.
It has most life.

The author is most self-forgetful, and loses himself most completely in his theme.

The point of view is clearest and least variable; it is always that of the supposed witness of the whole scene.

The feeling is genuine.

The feeling is intensely sympathetic.

The pathos is not forced.

The pathos is not imposed upon the deer by the man, but is a part of the deer's own nature.

The description of the setting of the scene is made clear and sharp.

The description of the action is full of life, and is swift and sure.

The essay has a sincere moral purpose; the author wishes to use his influence against cruel and unsportsmanlike methods of hunting.

He wishes to make the hunter feel that there is something more in the sport of hunting than merely killing, and that when it becomes wanton killing it is no sport at all, but simply slaughter, for which the name of sportsmanship has no guarantee.

He wishes to have readers in general appreciate the wild life of the woods, and understand that tragedy even among wild creatures is just as truly a tragedy in the realm of creation as it is on the human plane.

And finally, that no human being has the right to bring merciless tragedy merely for the sake of his own pleasure into the wild beasts' world, but rather that to do so is a violation of the highest moral law, even if sheltered by the excuse that no such law is written.

Evidently the author's strong feeling for his story accounts for the bitter tang of satire in the introduction.

When he opens the story itself he gives us positively the point of view which we are to take—namely, that of the deer. We are used to that method and the substance of such writing now, but the genuine feeling of Mr. Warner's sketch makes it ever fresh and original.

Note in reading:—

- (1) The details of the pretty picture given.
The doe was feeding.

- (2) The effect of simple, natural action; the grace of each motion.
- (3) The effect of surprise on action. This paragraph contrasts well with the one coming before it. The first is a description of a natural situation.

In the following a hint of something unusual appears, and every sense of the deer is sharpened, every movement is alert.

From this point the essay goes on to the climax, where the deer reaches the water, and the brief anti-climax, to her death.

The essay is a very good study of climax and anti-climax, although the anti-climax is rather sharp and sudden.

There is a double climax—first of action, second of emotion.

- (4) Notice the effect of the sound upon the scene, still keeping to the doe's point of view,—the baying of the hounds, the tinkling of bells.
- (5) Notice the difference between the doe's run in the wilderness and when she comes into the open, then into the settlement. There is a distinctly different atmosphere in the narration; it is a matter of description, and is brought about by the selection of details, the details that connote the woods, or the details that connote the village.
- (6) In the description of the doe's run through the town, notice the dramatic effect of swift, short sentences.
- (7) At various times when the doe pauses to rest, note the effect of relief to the strained emotion of the reader.
- (8) Notice how well the physical change is made to be felt, as the doe grows wearied in her run.
- (9) Make a word study of the expressions and single words that produce the liveliest effects.
- (10) The conclusion is merely a tag, to satisfy us about the fawn. Yet it does not satisfy us, for we feel that it is imaginary after a study that has the effect of being very real.

For practice in composition, try description of action, to produce the effects of swiftness and retard, of tension and relief, of climax of action, of climax of emotion.

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A. E. WINSHIP..... Editor

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N. E. A. AT LOS ANGELES.

By a sudden change of scene the N. E. A. is scheduled at Los Angeles instead of Philadelphia. This is necessitated by the rate bill passed by the last session of Congress, which was run away with by a freak sentiment and evidently knew not what it did: The attorneys of the roads west of Chicago take a more sane view of the law, as it seems to us, than those east, and those roads will protect the National Educational Association in its two-dollar membership. This left no option for the executive committee, and the choice fell upon Los Angeles. There are yet five months in which to organize parties, awaken interest, and arrange for the trip. The trip planned is as complete as any ever arranged for, and will offer Alaska at the lowest figure, and with most perfect detail.

THE DESPERATE CONSERVATIVE.

It has been my habit for more than a quarter of a century to define an ultraconservative as the man who sits on the tail of progress and shouts "whoa!" but that is more epigrammatic than emphatic.

I recently heard a man criticising those who introduced new educational ideas at the expense of the old by the time-honored story of the parrot which had been bought for a talker, but refused to talk, until his owner in desperation wrung his neck and threw him out of the window with the exclamation, "There, d——n you, will you talk now?"

The man had five blooded chickens in the henyard, and hearing a disturbance among them, he

looked out and saw the parrot wringing their necks one by one and throwing them over the fence with the exclamation, "There, d——n you, will you talk now?"

His conclusion was that all progressives were merely wringing the necks of old-time ideas, one by one, and throwing them overboard. Some teachers applauded.

What would a Farmers' Institute or a Grange do to a man who should ridicule every farmer who had abandoned the scythe, sickle, hoe, and spade for the modern farm implements, or any man who assailed any community for casting off the night-soil cart for the sewer, the candle for the electric light, the stage coach for the Pullman?

There are those who honestly believe that the ways of sixty years ago in the school were better than anything nowadays. Such men and women belong with the advocates of the return of the old oaken bucket to city life, the hand engine for the department, and the wheelbarrow for the automobile.

So long as any considerable number of the educational writers and speakers are desperately conservative it is useless to hope that up-to-date business or professional men will respect the school or its teacher.

We must be in sympathy with progressive ideas if we expect men of progressive ideas to be in sympathy with us. Conservatives are never generous, honest, or square with teachers. All progressive recognition and reward must come from progressive men and women. The ultraconservatives in our ranks are our worst enemy.

GO OUT OF OFFICE GRACIOUSLY.

Several state superintendents and more than five hundred county superintendents went out of office with the coming in of 1907. It is not a pleasant experience to have another take your place. He will not do or say things as you have done them; he ought not to try to be you or like you. He should develop his own personality.

It is not easy to turn your office and your friends over to him, but you must do it, and you will do it graciously if you are large enough to do it. If you are not as large as your friends have thought you to be you may be mean and small and vicious. If so, you alone will suffer.

John Adams has never had the place in history to which his ability, experience, and honors entitled him, and all because he revealed a littleness of character in his treatment of Thomas Jefferson, his successor. He was not at the inauguration, but had fled by night—almost literally—to Baltimore. Immediately a multitude of the life-long friends of Adams were in sympathy with Jefferson.

There has been a sad parallel to this in recent educational life. One of the distinguished county superintendents for whom the public generally had high regard was defeated four years ago by a gentleman whose scholarship and experience made him a worthy rival. The outgoing man's treatment of his successor was notorious, and made it impossible to befriend him, to regard him as before. Of course, it in no wise harmed the victor, but added materially to the glory of the tri-

umph and made his re-election this year not only secure but by the greatest plurality ever given a county superintendent in a contest in the United States.

Public sympathy is always with the outgoing official if he does not presume upon it, but if he does revulsion is inevitable.

Go out of office graciously because it is right, it is manly, and it pays.

STATE SCHOOL SYSTEMS.

U. S. Commissioner of Education Brown has demonstrated his ability and tendency to act promptly as well as effectively. In six months after he assumed office he had in print and distributed a Bulletin entitled "State School Systems: Legislation and Judicial Decisions relating to Public Education, October 1, 1904, to October 1, 1906," prepared at his request by Professor Edward C. Elliott of the University of Wisconsin. It is intended to serve a special purpose. The legislatures of forty states have convened this new year. As in most of these states bills have already been introduced looking to improvements in the several state systems of education, the framers and promoters of such bills, and members of the legislature who are called to vote upon them, are desirous of acquainting themselves with precedents set in the recent school legislation of other states, and will derive many valuable suggestions from such legislation. This publication will prove directly serviceable in the spread of improvements in our educational systems.

THE CHICAGO SITUATION.

Our sympathies are wholly with Superintendent Edwin G. Cooley of Chicago when it comes to the issue as presented by the attacks made upon him by the Chicago Teachers' Federation as a whole or by individual leaders thereof—and so far as we can judge he has the universal educational sympathy of the country. But this does not blind us to the fact that there is much merit in the fundamental contention of his opponents. The intensity of the opposition and the complexity of the situation as they present it leaves no borderland for those who would like to dissociate some of the issues from the others and from the extravagance of the attacks upon Mr. Cooley. The most that any of us can say is that as the line-up is to-day we hope with all our hearts that Mr. Cooley will win, and that if the strange political complication of the city should by any possibility bring political defeat to him it will make him a national hero in school administration such as America has never known. Nevertheless his opponents, who can but meet with ultimate defeat before the people, have raised issues some of which are as sure to triumph as the needle, left to itself, will seek the pole. Personally we believe most intensely in some of these contentions, but we believe more strongly in the necessity of having a great man, whose honesty no one questions, whose courage no one doubts, whose disinterested devotion to duty is ideal, at the head of the school system of Chicago at such

a time as this. Chaos is nowhere so ruinous, and mob riot is nowhere so terrible as when they involve hundreds of thousands of children.

ESTELLE REEL'S TRIUMPH.

Miss Estelle Reel, superintendent of Indian schools for a longer time than any of her predecessors, has stood for a distinct policy of educating Indian children for industrious, loyal citizenship as adults. It has taken time to demonstrate the wisdom of her theories, but she has now had that time, and the demonstration is eminently satisfactory. The younger Indian men and women are of a radically different class from those who have gone before. They work honestly, steadily, faithfully. They have a persistent purpose to win the respect of white people. As large a percentage of the children in Indian schools do well as those in New York, Chicago, or San Francisco.

CHOOSING A SPELLING BOOK.

Chicago is having a lot of fun in the experiment of having the teachers attempt to select a spelling-book by vote!

As a result of the referendum vote, the speller which has been the spelling text-book in the schools for a quarter of a century will be thrown out. Of the total number of valid ballots cast—4,973—163 principals and 2,307 teachers declared they would prefer a new speller to the one now in use. Thirty-five principals and 737 teachers voted for the present speller, and 1,503 principals and teachers who voted failed to answer this question by "yes" or "no," and hence their ballots were not counted.

The present "word" study course was pronounced satisfactory by a majority of 2,507 votes. In answer to the question whether the word study could be carried on more successfully with a spelling-book in the hands of the pupils or without a majority of 1,392 voted in favor of the spelling-book.

The vote on the other questions asked was as follows:—

	Yes.	No.
3—Do you prefer to do this work by collecting lists of words from the different text-books used in the schools and from other sources by the "incidental method," as it is called?....	2,484	2,006
4—Do you believe in the optional plan of allowing those who wish to place spellers in the hands of pupils to do so and those who prefer to teach without them to carry on the work in that way?.....	1,669	3,023
5—Do you believe that the selection of either system is a matter that should be dependent on the qualifications of the individual teacher?....	1,748	2,909
6—Do you believe that a weak teacher is helped by the use of a spelling book in the hands of the pupils?....	2,779	1,677
7—Have you had experience in teaching "word study" by both systems?....	2,947	1,800
8—Vote cannot be arranged in "yes" or "no" columns.		
9—If you believe in a spelling book would you prefer a new book or the one now in use?.....	2,470	772

10—If the children use a spelling book, what should be its character? A—Should it be a list of words commonly misspelled?	1,656	1,814
Or B—A systematic arrangement of words considered from the standpoint of origin, meaning prefixes and suffixes, etc.?	2,127	995

A NOTABLE CHALLENGE.

Charles R. Boostrom of a commercial college, Austin, Minnesota, challenges the commercial teachers in high schools to produce the names of their graduates who are holding any commercial position of responsibility. He goes so far as to affirm that no commercial course in a Minnesota high school has one such man or woman to its credit. It is important that every high school should demonstrate the success of its commercial department by publishing the names of the winners in the competition for place in the business world.

In the death of William I. Marshall, principal of the Gladstone school of Chicago, the country not only loses a vigorous schoolmaster, but the greatest anti-Marcus Whitman enthusiast in the country. For a quarter of a century he challenged every claim made for Marcus Whitman's greatest service to the Pacific Northwest.

Congress allows the United States Bureau of Education \$250 for the enlargement and perfection of the Library of Education. This is one dollar on \$380,000 expended on the navy, or educational literature gets one nickel every time the navy gets 7,500,000.

Haverhill, Mass., has three men indicted for conspiracy to cheat and defraud the city in the furnishing of two schoolhouses. Let the good work go on. Let every case of fraud in school furnishings be exposed until the air is clearer.

There were 753 new school laws or changes in school laws in the various states of the Union at the last sessions of their legislatures. Is it any wonder that it is a difficult task to keep track of them?

Secretary W. H. Taft on December 29, 1906, issued a statement of one sentence of just one hundred words. The President should issue a proclamation for simplified rhetoric.

The county superintendents of the United States had more salary increase in the last two years than in thirty years before.

There is to be a movement for a national university that is in earnest. It is as sure to come as the sun is to continue to rise.

Let us have a kindergarten for magazine writers and teach them what figures in educational affairs really mean.

Appropriate appreciation and adequate compensation are devoutly to be desired by the teachers of America in 1907.

Edwin Markham's brilliant campaign for a national child labor law is a noble service to humanity.

Agitation is not necessarily sincere or sensible.

WILBUR S. JACKMAN: A TRIBUTE.

BY WILL S. MONROE.

A telegram came to me to-day (January 28) from Professor Nathaniel Butler of the University of Chicago announcing the death in that city this morning of Professor Wilbur S. Jackman. This unexpected news will cast a pall over New England and the country at large, for Professor Jackman was one of our best-known and best-loved American educators. Less than two months ago he was with us at the Social Education Congress in Boston, and his splendid address before one of the biggest meetings of the congress and his brilliant after-dinner speech at the Twentieth Century Club will linger as abiding memories.

Wilbur Samuel Jackman was born at Mechanics-town, Ohio, January 12, 1855. He attended the public schools of Pennsylvania, and graduated at the State Normal School at California, Penn., in the class of 1877. After teaching three years he entered Alleghany College in 1880, and two years later he entered Harvard College, graduating in the class of 1884. After a brief career as a remarkably successful science teacher, he was called to the Cook County Normal School by the late Colonel Francis W. Parker, where his remarkable pedagogical talents won for him a national reputation. When Colonel Parker accepted the presidency of the Chicago Institute—now the College of Education of the University of Chicago—his first appointment of associates was Professor Jackman, where he has continued to labor until relieved by death. He was dean of the College of Education for three years (1901-1904), and for two years past he has been principal of the University Elementary School.

Professor Jackman was a leader in the nature study movement, and his numerous manuals and treatises have a permanent place in our educational literature. He was a frequent contributor to the reviews and journals of education, and since 1904 he has edited the *Elementary School Teacher*. Readers of this review will recall his clear and bright and incisive editorials and his extraordinary grasp of the vital current educational problems.

But Professor Jackman was more than a great teacher and an incisive writer; he was a noble man, nobly planned, and the educational world has sustained a large loss in his death. He stood for all that was best in both his personal and his professional life, and he was so highly esteemed because of the splendid qualities of his character. Character in its best sense was the golden thread in his brief but honored life, and it gave unity to his thoughts, perpetual sunshine to his temperament, and constancy to his friendships. The writer shares with a large circle of Professor Jackman's personal friends the keen sense of his loss, but he reflects with them on the blessed qualities of his character.

THE WEEK IN REVIEW.

CALLED TO ACCOUNT.

The British government has called Governor Swettenham to account for his extraordinary letter to Admiral Davis, and after a long delay has received from him some sort of an explanation, the publication of which has been withheld. Meanwhile, assurances of grateful appreciation, couched in the warmest terms, have been made to our government by the British war and foreign offices. The English press is practically unanimous in deploring and condemning the extraordinary boorishness of the Jamaican governor, and the demand for his recall is so strongly made that it would seem that it must be heeded. The mayor of Kingston, the Archbishop, and the Kingston papers have denounced the governor's action with great plainness of speech, and he seems to be the most unpopular man in Jamaica to-day.

ANOTHER UNPLEASANT INCIDENT.

The first body of American refugees from Jamaica to reach New York after the catastrophe drew up on shipboard and published after landing a series of most extraordinary charges against the British officials on the island. They charge that for more than two days eighty men, forty women, and twelve children—among them some who had been injured by the earthquake—were herded together in the open on the wharf of the Hamburg-American line, without food and even without water; that in the next slip lay the British steamer Port Kingston with Sir Alfred Jones and his party on board; and that the requests which the sufferers made for food and water were refused, and that the further request that the women might sleep on the deck of the Port Kingston instead of on the wharf was also refused and in a very harsh manner. It is also charged that the American wounded who were at first taken on board the Port Kingston were soon after removed to the wharf, on the false statement by the captain that the ship was about to sail. The statement is signed by the whole company of refugees, and it is impossible to ignore the charges.

SECRETARY ROOT IN CANADA.

Secretary Root has been very hospitably entertained in Canada by the Governor-General, whose guest he was. Mrs. Root and their daughter enjoyed the visit with him. On this side of the border, it has been explained with almost too great insistence that the visit was purely of a social character. But in London there seems not to have been the same need felt for reticence, and although no official statement was made, it was freely admitted, semi-officially, that Mr. Root accepted the social invitation with a view to discussing some of the questions still open between Canada and the United States. Often more can be done by a personal exchange of views than by reams of official correspondence, and Mr. Root's tact and courtesy fit him especially for just such a diplomatic bit of work. Every one will wish Mr. Root success in his effort to "clear the slate," as he calls it, for al-

though none of the questions at issue are of great importance, some of them are of long standing, and capable of causing considerable irritation.

POLITICS AND CORPORATIONS.

The so-called "corrupt practices Act," forbidding corporations to make political contributions, has passed the House, and having already passed the Senate will become law. It is of necessity extremely limited in scope. Not only does it place no limit upon the contributions which individuals may make to promote their own election or that of others, but it does not touch corporations which are created under state laws, as most corporations are. It affects only national banks and corporations which are chartered by Act of Congress, and it forbids them under penalties ranging from \$100 to \$1,000 to make any contribution to any election in which presidential electors or members of Congress are to be chosen. The effect of such a bill must be moral rather than practical, for what the corporations described may not do, their officers and directors may do as individuals, if they choose.

JAPANESE RIGHTS IN THE SCHOOLS.

The United States government has instituted two suits at San Francisco with a view to securing for Japanese children in this country the rights promised to them by treaty. One suit, brought in the state courts, is an application for a writ of mandamus to compel the school authorities of San Francisco to admit a certain Japanese boy who has been excluded from the schools. This is a test case, submitted upon a statement of facts which has been agreed upon by both parties. The other suit, brought in the Federal Circuit Court, is a bill in equity in which the board of education and other educational authorities, including the principals of the schools, are made defendants. In both suits, the government denies that the Japanese are Mongolians, declares them entitled to the same treatment under treaty as subjects of the most favored nation, and charges that the discriminations against them at San Francisco are a flagrant violation of the treaty, that the law of California, properly construed, does not justify them, and that, if it did, it would be null and void.

JAPANESE COOLIE IMMIGRATION.

Anti-Japanese sentiment on the Pacific coast is not likely to be diminished by the discovery of what seems to be an extensive and deliberate scheme to evade the immigration laws by introducing Japanese coolie labor under contract. The commissioner of immigration, in his annual report, stated that there was reason to believe that Japanese labor for use in railway building was being imported by way of Hawaii, the laborers going first to Honolulu and after a short stay proceeding to ports in this country. Coming thus on "coastwise" ships they were not amenable to the immigration restrictions. In confirmation of this view,

THE ESSENTIAL CHARACTERISTICS OF MUSIC AS COMPARED WITH OTHER BRANCHES OF THE SCHOOL CURRICULUM.—(II.)

BY ROBERT FORESMAN.

In presenting the subject of music in the school-room, the teacher should first of all study carefully the essential characteristics of music as compared with the characteristics of the other branches. Music should not be taught according to the principles of teaching other branches. Such a conception of music teaching is sure to lead the teacher to mistake the means or mediums through which results are accomplished for the ends themselves. Music should be taught as an art for the sake of its influence in the broad, comprehensive sense. The elements should be taught only as a means to a greater end.

I have known teachers to use the dotted quarter notes for the purpose of making the principles of fractions in arithmetic clearer to the children—ostensibly for that purpose. It is easily evident that such a practice is wrong, because it accustoms the children to sing as a result of measuring the length of the tone in a slow, perfunctory, calculating way. And thus all along, if the teacher establishes a conscious and definite relationship between the elements of music and the elements of arithmetic or reading, which seem to be similar, she will make these elements unduly important and will give them an over-emphasis for the child which will result in a wrong attitude towards the art of which they are a part.

Music is a great factor in education. It helps the other branches by accustoming the children to respond to their impressions, by teaching them how to express themselves freely and naturally; it may be made to help the enunciation in reading, it may be made to emphasize and illumine the facts in history; it may be utilized for the purposes of making poetical expressions more perfect. The correlation of music with other branches has of late been seriously advocated. The elements of music and the elements of other branches have little in common. The learning of the one does not greatly help the learning of the other. The fractions of music are not the fractions of arithmetic, the definiteness of language is not the definiteness of music. Just as the spirit of music differs from the spirit of every other subject, so the elements of one differ from the elements of the others; and the element of each subject should be learned in the spirit of that branch and not in the spirit of the element as an element.

And so we see the very great advantage of music as a factor in education. First of all, the child is able to begin with a complete and correct form of expression in his very first lesson. The average musical child, under average conditions, begins the study of music with the perfect mastery of the medium of expression,—a perfection of mastery which it takes years to acquire in the other branches of the school curriculum. And if the teacher is properly equipped to do her work with the right quality of material, the results accomplished in music teaching can always be in advance of the results accomplished in any other branch of the school curriculum. In addition, it will be found to be a great reinforcement in teaching other branches, because it

will develop the feeling, stimulate the power of imagination, open the mind of the child to impressions, making him more responsive to the influence of the other branches as they come along.

In conclusion, before we begin the teaching of music in the schools, we, as teachers, should contemplate very carefully and very fully the essential difference between music as an art, and all the other branches of the school curriculum, that we may proceed according to a method that conforms to the spirit of the art and the child's relation to it.

SCHEDULE OF SUCCESS ITEMS.

An act of the Indiana legislature makes it the duty of the state superintendent of public instruction "to adopt and schedule the items entering into teachers' success grades," the same to be used by the city, town, and county superintendents in grading the "teachers under their charge and supervision." In compliance with the provisions of this act, the following form has been prepared:—

1. The Teacher.

A. Personality17%

1. Physical: Habits, health, industry, ability to do things, neatness of attire.
2. Mental: Habits, disposition, attitude towards children, sincerity of purpose, use of sarcasm, ability to meet people, power to take the initiative, moral worth.

B. Scholarship17%

1. Educational advantages.
2. Present attitude as a student.
 - a. Lines of study.

C. Professional Training17%

1. In school.
2. Through experience.
3. Through individual study.
4. Attitude toward the calling.
 - a. Present lines of professional study.
 - b. Attendance at educational meetings.
 - c. Co-operation with teachers, supervisors, and school officials.

D. As an Instructor.....17%

1. Preparation.

- a. Before coming to class.
- b. Assignments.
- c. Skill in bringing the pupils into the right conscious attitude for the new truth to be presented.

2. Presentation.

- a: Knowledge of the mind of the pupil.
- b. Knowledge of the matter to be presented.
- c. Knowledge of ways of presentation.
- d. Skill in presentation.

3. Comparison.

- a. Skill in keeping the minds of all the pupils centred on the new truth being presented, and upon their own experience that will help them interpret at the same time.

4. Generalization.

- a. Skill in leading pupils to draw correct conclusions and to state them well.

5. Application.

- a. Skill in making pupils realize the new truth as their own. Ability in leading pupils to discover that school problems are life problems,

- E. Government17%
- 1. Two ways.
 - a. Through the conscious use of rewards and punishments.
 - b. Through the inspiration of personality.
 - 2. Two types of order.
 - a. Constrained, unnatural, and dead.
 - b. Free, natural, and alive with the busy hum of industry that accompanies the understanding that each pupil is to do his work without disturbing his neighbors.
- F. Community Interest15%
- 1. Shown by—
 - a. Residence in the community.
 - b. Part taken in the plans and affairs of the community.
 - c. Care of school property.

Total	%
Teacher.	
Superintendent.	
Indiana,	1906.

COST OF RUNNING THE UNITED STATES.

The secretary of the treasury's estimate of appropriations for government service for the fiscal year ending June 30, 1908, is shown in the following table, the first column indicating for what purpose the appropriation is suggested, the second the estimated amounts that will be needed in 1908, and the third column shows the amount that was appropriated for the year 1907:—

Legislative	\$50,618,175	\$50,647,357
Executive	32,571,910	26,064,092
Judicial	930,120	909,914
Foreign	3,325,077	3,796,683
Military	79,950,102	72,305,270
Naval	115,414,950	98,773,692
Indians	7,970,168	14,878,144
Pensions	138,243,000	143,746,106
Public works.....	95,865,548	53,545,710
Postal	Indefinite	197,298,416
Miscellaneous	59,244,088	126,269,857
Annual amount.....	149,885,320	155,117,320
Totals	\$689,028,453	\$701,551,566

MORALS IN SCHOOLS.

Pennsylvania.

Dear Editor: I have been reading the letters in the Journal of Education in regard to the morals in city schools with great interest, but I do not like the tone of the majority of those who reply. They nearly all try to throw out the impression that their schools are, as a whole, free from all the misdeeds mentioned, and then they go on to make exceptions which show that they take an entirely too light a view of the matter.

I received all of my common school education in the country in a church-going community where nearly all of the people were Americans of the old style; but even in this school some of the boys seemed to have excellent facilities for learning impure stories, and the others listened to them with entirely too much interest for their own good. The boys were always extremely careful that the teacher should not learn of anything like this; and, it seems to me, that any teacher or principal who thinks that he learns of more than a very small fraction of the evil among his pupils has a greatly exaggerated opinion of his own powers.

I should have liked to have seen the entire article which is the basis of the whole discussion; but, from the extracts given, I should judge that the lady has

shown great moral courage in telling of facts as they are, and I do not like to see such a storm of protest come from those who should be the leaders in taking means to eradicate the evils. Those replies in which the article is called "spiteful," "a tirade," "a rave," "a tissue of falsehood from beginning to end," etc., and the author a "disgruntled person who has an object in view in writing it" deserve special condemnation.

Yours respectfully,
R. M. P.

CHANGE AMERICA?

From the New York Herald, January 2, we quote the following:—

"To the Editor of the Herald: In the United States at least, patriotic sentiment has proven the most reliable national asset in vital crises. My father was a Scotchman, who became a devoted lover of every American ideal. My mother's ancestors landed in Salem in 1630. Both my parents trace their respective ancestry to martyrs for freedom.

"Has my love for my country come less from my Scotch father than from my Yankee mother? I venture reverentially to suggest the following arrangement of 'America,' which seems to me to augment its value as the patriotic psalm which all Americans may harmoniously sing in complete accord:—

"My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing;
Land where my fathers died,
(Or, land for which patriots died?)
Land of the pilgrims' pride,
From every mountain side
Let freedom ring.

"My native country, thee
(Or, my chosen country, thee?)
Land of the noble, free—
Thy name I love.
I love thy rocks and rills,
Thy woods and templed hills;
My heart with rapture thrills
Like that above.

"We all love the flag, and I think by singing 'America' as I have arranged the words every one will be satisfied.
"John Winfield Scott.

"New York, December 31, 1906."

PERCENTAGE OF HIGH SCHOOL BOYS.

Dr. A. E. Winship,
Boston, Mass.,

Findlay, Ohio.

Dear Mr. Winship: In your issue of the Journal of Education of January 10, Superintendent William R. Wright, Benton Harbor, Michigan, commenting on the relative percentage of attendance of boys in various schools, cites the fact that in the high school of his city the boys make up 40.4 per cent. of the total enrollment, as against 37.6 per cent. in the Spokane high school.

May I place the enrollment of the Findlay high school alongside of the above? Our total registration is 456, of which number 194 are boys and 262 are girls. This gives us a percentage of 42.4 per cent. for the boys. I am sure that 42.4 per cent. compares very favorably with 31 per cent. and is even a little better than our Benton Harbor friend can show.

I would like to add that this year we have a senior class numbering sixty-one, of which thirty-one are boys. I should be pleased to know of any schools that can surpass us in either or both records.

Very truly yours,
J. F. Smith.

STATE APPROPRIATIONS FOR UNIVERSITIES.

In the following states, appropriations either state or city were made during the year 1903-04 for the maintenance of institutions for higher education, including both current expenses and appropriations for buildings or other special purposes:—

California	\$567,746
Colorado	140,000
Georgia	136,900
Illinois	630,200
Indiana	180,000
Iowa	285,500
Kansas	220,000
Michigan	448,525
Missouri	330,547
Nebraska	282,250
New York	308,203
Ohio	575,781
Pennsylvania	344,540
Texas	165,000
Wisconsin	471,500

These figures are taken from the report of the commissioner of education for 1904 and do not include appropriations for schools of technology.

KEEP A SCRAP-BOOK.

You may make for yourself an interesting book by constructing a scrap-book devoted to one subject. One young girl with a strong interest in the life of Mary Queen of Scots has collected from magazines and other sources articles, illustrated or not, as it happens, verses, pictures of buildings and localities, and portraits relating to this heroine, and has put them into a single scrap-book, making a volume in which she takes much pride. When she cannot obtain a printed copy of an extract she wishes to add, she does not hesitate to copy it out neatly upon the pages of her book—which is merely a large "composition book."

The educational value of such work is by no means slight, since to know one thing well one must needs learn much of many others. Indeed, it has been said more than once that to know one thing completely we should have to know all things.

There is a good suggestion here. You will be surprised, if you begin to gather material upon some topic, to see how much is printed about your favorite subject. One word of caution. Do not choose too wide a subject. Make your limits narrow enough to be within your scope. Your scrap-book need not be upon history or literature, but it should be concerned with something worth the time you mean to spend upon it.—From "Books and Reading" in *St. Nicholas*.

WEALTH OF NEW YORK STATE.

New York has \$1,500,000,000 of real estate exempted from taxation. It has \$185,000,000 represented in churches and church buildings. It has \$150,000,000 in hospitals and charitable institutions. It has \$100,000,000 in schools, exclusive of \$60,000,000 in colleges, universities, and other buildings wholly devoted to the purposes of instruction.

The city of New York includes, of course, by far the largest proportion of these holdings, though in the matter of church property the lands and buildings outside of the city of New York represent a total value of \$75,000,000.

The federal government has \$80,000,000 worth of land and buildings in the state of New York, of which \$60,000,000 worth is in New York city and \$6,500,000 worth in Buffalo. The state itself has \$85,000,000 of property, land, and buildings throughout the state.

There is \$60,000,000 of property within the state of New York in cemeteries and \$40,000,000 worth of property in libraries and scientific and patriotic organizations.—*New York Sun*.

BOOK TABLE.

THE HUMAN MECHANISM. Its Physiology and Hygiene and the Sanitation of its Surroundings. By Theodore Hough, associate professor of biology in Simmons College, Boston, and William Thompson Sedgwick, professor of biology in the Massachusetts Institute of Technology. Boston, New York, Chicago: Ginn & Co. 564 pp. Illustrated. List price, \$2.50; mailing price, \$2.65.

This book presents facts in a way to command pedagogical and physiological respect. The recent advances in our knowledge of personal and public hygiene and of sanitation have made indispensable for the use of progressive educators a practical and authoritative textbook of what may be called "the new physiology and hygiene." An important work has been prepared in recognition of this need by Professor Hough, who has been engaged in the study and teaching of physiology and personal hygiene for over ten years. Professor Sedgwick has had a large share in the advancement of the study of public health and sanitation in America. They have made the keynote of this work the right conduct of the physical life, and to this end everything else is subordinated. Anatomy and histology are only briefly outlined, while special chapters are devoted to practical matters of hygiene and sanitation. The authors believe that the matter and method of this new textbook will go far toward rescuing physiology and hygiene from the neglected and too often despised place which they now occupy in schools and promoting them to one of practical usefulness and corresponding esteem. The book is intended for high schools and normal schools, and for short courses in colleges.

LONGFELLOW: MEMOIR AND AUTOBIOGRAPHICAL POEMS. By Professor Charles Eliot Norton of Harvard. Boston: Houghton, Mifflin & Co. Cloth. 121 pp. Portraits. Price, paper, 15 cents; cloth, 25 cents.

A highly discriminative and warmly eulogistic essay on Longfellow, prepared in view of the near centennial of the poet's birth, and by one who was a personal and valued friend for many years. To this are added thirty poems in which the autobiographical element is more or less conspicuous, and some of which those who love poetry consider his best—as "A Psalm of Life," "Resignation," "The Village Blacksmith," "The Children's Hour," etc. It is a timely publication, and, though brief, of the highest value.

DIE KULTUR DER GEGENWART. IHRE ENTWICKLUNG UND IHRE ZIELE. Edited by Paul Hinneberg. Part I. Division I. Die Allgemeinen Grundlagen der Kultur der Gegenwart. Leipzig, Germany: B. G. Teubner. Cloth. 672 pp. Price, 18 marks (\$4.50).

The volume before us, which is a small part of a monumental undertaking, sets forth the fundamental principles of modern civilization. The best known to our readers of the seventeen specialists who contribute to the volume is Friedrich Paulsen, who contributes a general chapter on modern culture (Bildung) and a special chapter on the intellectual sciences (e. g., philology, political economy, logic, etc.). The Germans have refined and defined their terminology applied to education, culture, civilization, and society to a degree not yet commonly attempted in English, and this volume bristles with the minutest refinements and discriminations both in thought and language, most interesting to the reader who commands German, most trying to a reviewer desirous of giving an adequate idea of the book's contents in a necessarily brief notice. The aim of the series is the admirable one of presenting a unified and comprehensive view of all the arts and sciences which man has used and is using to lift himself above his natural condition through the exercise of his intellectual and moral powers. When the series is completed, to read it through ought to be a sure cure for the narrowness of specialization. The immediate value of the volume we are writing about lies in the fact that it is concerned chiefly with education, which includes not only the schools of various grades and kinds, but also museums, expositions, music, the theatre, journalism, the book, libraries, and scientific organizations. This is a large conception of education, but one with which we are fortunately growing familiar. While encyclopedic in scope, this work bears none of the earmarks of an encyclopedia. The treatment of each great subject is complete in itself. Nor is this a primer of universal knowledge, for it makes considerable demands upon its reader. "We are weary of just collecting material, we

wish to become intellectually masters of the material; we wish to penetrate through all these details and attain to that which is the true aim of all science, a large, comprehensive view of the world and of life." This is the motto of an undertaking which if carried through on the plan of this volume will be in many respects a literary marvel, one of the kind so well made in Germany and so seldom ventured on anywhere else.

WHO'S WHO IN 1907 IN ENGLAND. The Macmillan Company. 1,957 pp. Price, \$2.50.

Here are more than 20,000 men and women of distinction grouped in this hall of fame. It is interesting to compare it with its American namesake. It is made up largely of Sirs, M. P's., Rt. Hons., Hons., Bishops, Revs., Maj.-Gens., and various other titles, civil, religious, and military. A man without a title or degree is quite a curiosity. This love of titles is well illustrated in its presentation of the name and honors of our President—"Roosevelt, Col. Theodore," "Member New York legislature 1882-84; leader of the minority in 1883; leader of House in 1884." This make an American smile. The Americans are few, of course, but the fact that it reaches out to every nation and picks up a few names adds materially to its value. America's "Who's Who" is of recent origin, but its English parent is in its fifty-ninth year.

THE STARS AND STRIPES AND OTHER AMERICAN FLAGS. By Peleg D. Harrison, Manchester, N. H. Boston: Little, Brown & Co. Cloth. 419 pp. Illustrated. Price, \$2.00.

A complete and highly entertaining volume on our national colors. With infinite pains the author has collated everything available about our flags, their origin and history, their manufacture, salutes, flag legislation, songs and stories about "Old Glory," with its predecessors and rivals. And he gives us this information in graphic and pleasing language that cannot fail to command one's interest. It is one of the most delightful books of its kind that has ever come to our table. Patriots will certainly wish a copy.

TEXT-BOOK ON THE STRENGTH OF MATERIALS.

By Professor S. E. Slocum, University of Cincinnati, and E. L. Hancock, assistant professor in Purdue University. Boston: Ginn & Co. Cloth. 8vo. 326 pp. Illustrated. List price, \$2.00.

A work designed specially for junior and other grades in technical and engineering schools. The theory is given first, and this of the most modern nature. Then follows the dealing with the physical properties of materials—such as beams, columns, links, springs, concrete, and many others—and the best method of testing their tensile power. Interest is not sacrificed to accuracy, nor vice-versa, and utility is never overlooked. The avoidance of accidents from ignorance of the strength of materials in construction is so essential, that the authors must use, and in this volume have used the greatest care both in the theoretical and practical subjects which they discuss. It appears to be a thoroughly reliable treatise.

WHAT'S SO AND WHAT ISN'T. By John M. Work. Chicago: Charles H. Kerr & Co. Cloth. 156 pp. Price, 50 cents.

A little and live volume on Socialism by a member of the national committee of the Socialistic party in America. More can be learned as to what Socialism is and is not from this work than from any that has come under our notice for many a moon. Whether one does or does not believe in Socialism as a practicable measure in our industrial system, it will certainly repay him to read this unpretentious volume, as it at least endeavors to correct many current impressions as to what Socialism is. It is not lacking in spiciness when dealing with the dominant capitalism of to-day—the "discredited individualism," as Bishop Potter recently styled it in a public address.

ENGLISH GRAMMAR. By Professor George R. Carpenter of Columbia University. New York: The Macmillan Company. Cloth. 213 pp. Price, 75 cents.

A volume that represents the amount of grammatical theory and practice in analysis most suitable for pupils of the secondary schools. It is a sane and thorough treatment of the parts of speech of the English tongue, their correct mutual relations, and the linguistic beauty and grace resultant from such relations. The pupil who masters this book will never be successfully betrayed into inelegance in diction.

NEW THOUGHT PASTELS. By Ella Wheeler Wilcox. Holyoke, Mass.: Elizabeth Towne. Paper. 45 pp. Price, 50 cents.

Here are twenty-seven choice poems by one who has the gift of poetry. And one may see what the author looks like, as well as her penmanship, for here are her picture and her autograph. Both in sentiment and expression these verses are of high grade. Here is a sample:—

"You may work on your word a thousand weeks,
But it will not glow like one
That all unsought, leaps forth white hot,
When the fountains of feeling run."

OLD-HOME DAY AT HAZELTOWN. By A. G. Plimpton, author of "The Schoolhouse in the Woods" and other books. Illustrated by Clara E. Atwood. Boston: Little, Brown & Co. Cloth. 160 pp. Price, \$1.25.

Miss Plimpton has made the Old-Home Day sentiment the basis of a pretty story. Roxie, a bright girl, and her grandmother, who have been made to feel themselves unwelcome on Old-Home day, have a trip to the family homestead, now unoccupied and in the hands of strangers, and pass a happy day. The old homestead is sold at auction that afternoon and is bought by Roxie's father, who has unexpectedly returned from the Klondike. The story, which has a delightful and unexpected ending, is told in a straightforward manner.

ERSTES SPRACH UND LESEBUCH. By Professor Lewis A. Rhoades, Ohio State University, and Lydia Schneider, South high school, Columbus, Ohio. New York: Henry Holt & Co. Cloth. 109 pp. Price, 50 cents.

A beautifully printed and prettily illustrated German primer, more elementary than any book now on the market, and well-fitted to the needs of English-speaking pupils who begin German in the grades, and also adapted to the children who at home have learned to speak and understand German.

SOCIAL AND PHILOSOPHICAL STUDIES. By Paul Lafargue. Chicago: Charles H. Kerr & Co. Cloth. 165 pp. Price, 50 cents.

Lafargue is a conspicuous figure among European socialists. As the son-in-law of Karl Marx, he begins at a point of vantage. In this work he sets forth with great vivacity and keen satire his displeasure with the dominant social order of the day, and especially criticizes the social and religious ideas by which the majority of men are working. Whether he credits the men who do not accept his creed with the sanity and fraternity that many of them possess may well be doubted. Evidently nobody is right but himself and his compatriots.

WERNER'S READINGS AND RECITATIONS, NO. 35. Compiled by Mrs. Frederick W. Pender. New York: E. S. Werner & Co. Cloth. 271 pp. Illustrated. Price, 60 cents.

This little volume contains over 200 prose and poetical selections from many authors on the somewhat unique subject of "Cats and Kittens." There are humorous pieces, pathetic pieces, child pieces, and every other kind that belong to the pussy world, and all illustrated by thirty-two full-page half-tones of the cat tribe that will delight any one who cares for that section of the animal world.

GRADED POETRY. Edited by Katherine D. Blake, School No. 6, New York, and Georgia Alexander of Indianapolis, Ind. New York: Maynard, Merrill & Co. Cloth. 104 pp. Price, 40 cents.

Here these two teachers have grouped a number of choice poems for the "Seventh year," in the faith that the rhythm and thoughts of the poems will probably remain as a choice remembrance for later years. There are about fifty poems in all, and with brief biographical notes of the authors whose works are quoted.

A JUNIOR SCHOOL POETRY BOOK. Compiled by President Peterson, L.L. D., McGill University, Montreal. New York: Longmans, Green & Co. Cloth. 144 pp. Price, 65 cents.

A selection of excellent poems, designed to foster the good old practice of recitation in the schoolroom, which—in the opinion of the compiler—is "being crowded out of the schools" to their great disadvantage.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

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MEETINGS TO BE HELD.

February 5-6: Pennsylvania State Educational Association, Department of City and Borough Superintendence, Harrisburg.

February 26-27-28: Department of Superintendence, N. E. A., Chicago.

April, 1907: Eastern Commercial Teachers' Association, Boston.

May 7 to 10: Joint convention of Eastern Art Association, Eastern Manual Training Association, Western Drawing and Manual Training Association, Cleveland, Ohio.

July 1-2-3-4: American Institute of Instruction, Montreal.

July 1-4: National Educational Association, Los Angeles, California.

NEW ENGLAND STATES.

NEW HAMPSHIRE.

WOLFBORO. Edwin H. Lord, A. M., principal of the Brewster Free academy, died in Portland, Me., January 24, aged fifty-seven years. Born in Sanford, Me., in 1850, he was graduated from Bowdoin College, taking a post-graduate degree at Harvard College. For some years he taught in the high school at Lowell, Mass. From Lowell he went to Lawrence as principal of the high school. For a short time he engaged in business in Lawrence, and installed the first successful electric lighting plant in America. Returning to his chosen work, he was again connected with the public schools in Lawrence. In 1887 he was chosen principal of the Brewster Free academy.

MASSACHUSETTS.

MEDFORD. Tufts College has just received a bequest of \$200,000 from the late John C. Frye of Boston. It is the largest single bequest that the college has ever received, and it came as a complete surprise, as it was not known that Mr. Frye had any special interest in the college. The money comes in the following manner: Mr. Frye died several years ago and provided in his will that his property should go to his two sons, but if they died without heirs the college should receive the bulk of his fortune.

The Massachusetts act of 1902 requiring street railway companies to carry public school pupils to and from school at half fare has been declared to be constitutional; and the provisions of the act were extended by the legislature so as to include the pupils of private schools.

ANDOVER. The disappearance of the last of the old commons buildings at Phillips Andover academy marks almost an epoch in the history of the academy. Many an old Andover boy will find it hard to realize what the old campus can look like without the protecting walls furnished for so many years by the Latin commons dormitories on the south and the English commons on the north. For years these buildings had been conspicuous objects on An-

dover hill. The commons were built in 1836 and at that time it was felt that the trustees had taken a great step forward in providing two rows of three-story wooden buildings for the accommodation of students. One row of six buildings was located on Phillips street, at the southern end of the old campus, and just across the street from the present modern Bancroft hall. The other row was placed on a line with the present Draper cottage. Latin commons were for the students who took the classical course and English commons for members of the scientific department of the academy. The old structures were as simple and unpretentious as it was possible to make them, and the price of rooms was but \$3 a year for each student. Each building contained six double suites, a narrow spiral staircase furnishing means of access to the two upper floors. Here for seventy years a large portion of the students roomed, and in the long list of occupants will be found the names of many of the academy's most famous sons. With the changes in modern life the old structures were gradually supplanted by dormitories of brick. But up to the last nearly every room in the commons was filled. The last has just been moved away.

WORCESTER. The yearly meeting and dinner of the Worcester County Schoolmasters' Club was held at the Bay State hotel. Addresses were given by Rev. Charles Gordon Ames, D. D., of Boston, who took as his subject, "The Task of Modern Society." A solo was rendered by Charles I. Rice, and George H. Blakeslee, Ph. D., of Worcester spoke on "The Douma." During the meeting the following committee appointed to nominate the officers for the year, reported. The committee was composed as follows: J. E. Lynch, Worcester; Oliver R. Cook, Leicester; Raymond MacFarland, Leicester. They reported the names of following officers, who were elected: President, C. F. Adams, Spencer; vice-president, T. J. Higgins, Worcester; secretary and treasurer, George Rugg, Princeton; executive committee, H. J. Jones, Holden; Raymond MacFarland, Leicester; E. E. Thompson, Charles I. Rice, Worcester; F. S. Brick, Uxbridge.

MIDDLE ATLANTIC STATES.

NEW YORK.

ALBANY. The legislative provision of a year ago for a state educational building costing, with land, \$3,900,000, continues to stimulate the pride of the educators of the state.

The new normal school buildings are to cost \$350,000, and are to be on the site of the orphan asylum.

ROCHESTER. At a special meeting of the board of directors of the Rochester Athenaeum and Mechanics Institute held January 22, the following memorial was unanimously adopted: "The board of directors of the Rochester Athenaeum and Me-

chanics Institute desire, in this special meeting called for the purpose, to put on record their deep regret over the lamentable death of William W. Murray, the superintendent of the department of manual training in the institute, and to express to his surviving family the feelings by which they are animated. We have always appreciated the invaluable work done by Mr. Murray in organizing his department, in building it up and in improving it constantly until it had reached its present high degree of excellence. We feel grateful to him for what he did, and in his death we mourn the loss of an esteemed friend and associate."

NEW JERSEY.

The latest pension law is as follows: Any teacher, principal, or superintendent who shall have been employed in the public schools of this state for not less than thirty-five years (forty in act of 1903) shall, upon application to the board of education, or by resolution of the board of education, having charge of the schools of the district in which such teacher, principal, or superintendent shall be employed, be retired from duty on half the average annual salary during the last five years of service: Provided, such teacher, principal, or superintendent shall have been employed at least twenty years in the district in which he or she shall be retired. The body having charge of the finances of said district shall make provision for and the board of education shall make such payments at the same time and in the same manner as to teachers regularly employed.

CENTRAL STATES.

OHIO.

The recent minimum salary law is as follows: "No person shall be employed to teach in any public school in Ohio for less than forty dollars (\$40) a month; and when any school district in Ohio has not sufficient money to pay its teachers forty dollars per month, for eight months of the year after the board of education of said district has made the maximum school levy authorized by law, three-fourths of which shall be for the tuition fund, then said school district is hereby authorized to receive from the state treasury sufficient money to make up this deficiency. Any board of education having such a deficit shall make affidavits to the county auditor, who shall send a certified statement of the facts to the state auditor. The state auditor shall issue a voucher on the state treasurer in favor of the treasurer of said school district for the full amount of the deficit in the tuition fund.

MINNESOTA.

The Teachers' College was provided for in this way by the last legislature: "That it shall be the duty of the board of regents to or-

ganize and establish in the University of Minnesota as soon as practicable a teachers' college or department of pedagogy, for the purpose of affording proper professional training for those persons who intend to become public and high school instructors, principals, and superintendents of schools."

LOUISIANA.

The last legislature provided that there is now and shall hereafter be levied, solely for the support of the public schools, on all inheritances, legacies, and other donations, *mortis causa*, to or in favor of the direct descendants or ascendants of the decedent, a tax of two per centum, and on all inheritances or dispositions to or in favor of the collateral relations of the deceased, or strangers, a tax of five per centum on the amount of the actual cash value thereof at the time of the death of the decedent. Be it further enacted, etc., that said tax shall not be imposed in the following cases: On any inheritance, legacy, or other donation, *mortis causa*, to or in favor of any ascendant or descendant of the decedent below \$10,000 in amount or value. On any legacy or other donation, *mortis causa*, to or in favor of any educational, religious, or charitable institution. When the property inherited, bequeathed, or donated shall have borne its just proportion of taxes prior to the time of such donation, bequest, or inheritance.

NORTH DAKOTA.

The following important legislation has been enacted: "No person shall be deemed qualified for the office of county superintendent, in any county where the salary is one thousand dollars or more per year, who is not a graduate of some reputable normal school or higher institution of learning or who does not hold a state normal or a state professional certificate and who has not had at least three years' successful experience in teaching in this state. No person shall be deemed qualified for the office of county superintendent in counties where the salary is less than one thousand dollars per year, unless he holds a certificate of the highest county grade or its equivalent; provided, however, that no part of this section shall be construed to affect any person now holding the office of county superintendent.

TENNESSEE.

NASHVILLE. The last legislature passed a law providing for the appropriation of \$25,000 annually for ten years, to be expended and used in conjunction with one million dollars, applied by the trustees of the Peabody education fund, for the purpose of establishing at Nashville a college for the higher education of white teachers for the southern states. The George Peabody College for Teachers to be the successor of the present Peabody Normal College.

KENTUCKY.

Of the annual tax of fifty cents upon each one hundred dollars of value of all property directed to be assessed for taxation, twenty-six cents shall be for the common schools; one-half of one cent for the agricultural and mechanical college. Taxes levied in any common school

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district against any railroad or bridge company to be paid to county superintendents of schools.

The law to establish normal schools is as follows: "Two normal schools established and a board of five (including state superintendent) for each appointed by the governor for a term of four years. No more than three members of any of these boards to belong to same political party. Normal executive council composed of superintendent of public instruction and of the president of each normal school. Diploma from 'advanced course' a qualification to teach in any county in state; certificate from elementary course a qualification to teach specified branches for two years. President, professors, or teachers not to be removed without specific cause and due notice; right of defense before board. Ten pupils from each legislative district, selected by examination by county superintendents, under direction of normal executive council, entitled annually to gratuitous instruction, provided candidates sign declaration to teach in public schools of the state not fewer than three years. Donated sites to be selected by commission; \$10,000 appropriated for buildings and grounds; \$40,000 annually for salaries and other expenses."

ILLINOIS.

The Illinois State Teachers' Association has adopted the following resolutions in favor of simplified spelling:—

Inasmuch as we, as practical educators, deprecate the severe trial, the waste of time, and the intellectual injury which our illogical spelling and the process of its mastery entail upon our children; and

Inasmuch as we, as patriotic citizens, appreciating the supreme importance of intelligent citizenship in our republic, daily see how our intri-

EUROPEAN TOUR

Arrangements have been made for a small party to travel through Europe during the next summer. Particulars can be obtained of

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HARVARD UNIVERSITY

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For teachers and school superintendents on leave of absence. Applications for 1907-08 received until March 15, 1907. For information and blank forms of application, address GEORGE W. ROBINSON, Secretary of the Graduate School of Arts and Sciences, 5 University Hall, Cambridge, Mass.



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cate spelling handicaps our foreign-born citizens and their children in learning to read our language and to comprehend and take an interest in our newspapers, in our political discussions and our literature, thus hindering them from becoming speedily and truly Americanized, therefore

Resolved, (1) That we, the teachers of Illinois in annual state convention assembled, do hereby express our gratification at the creation and wise policy of the simplified spelling board and what it has already accomplished, and we assure it of our earnest co-operation.

(2) That we heartily approve of the action of President Roosevelt in committing the executive department of our government to the encouragement of this movement to accelerate the simplification of our spelling.

(3) We regret the action of Congress in opposing and obstructing this movement toward simpler spelling. The hearty acceptance given by publishers and teachers to the hundreds of new spellings introduced by the United States board of geographical names, although most of these new forms were previously unknown to our dictionaries and text-books, is evidence of the potent influence of the national government in all attempts to secure a more national orthography.

(4) That we petition the senators and representatives from Illinois to inaugurate a movement in Congress looking towards international action among the English speaking peoples, by which the various governments may unite in using simpler forms in all official documents and government publications.

(5) That we believe, as a matter of true educational policy, that all superintendents and school authorities should not only give the option to pupils and teachers in their school work of using the shorter spellings recommended by the simplified spelling board, but they should encourage their pupils and teachers to use these spellings.

(6) That our secretary is hereby directed to send a copy of these resolutions to President Roosevelt, to each of the senators and representatives from Illinois, to Hon. Charles A. Stillings, public printer, to the members of the simplified spelling board, to our educational journals, to

the leading text-book publishers, and to twenty of the most prominent newspapers of our state.

CHICAGO. Francis G. Blair succeeds Alfred Bayliss as state superintendent. In his nomination the educational machine of the state got a hard blow, but it accepted the situation gracefully and immediately, as it could but do, because Professor Blair has exceptional qualifications for the place, thinking in large units and being free from traditional prejudices of which there was a determined purpose to be free. His nomination was most heartily welcome and his election was by a vast plurality. Mr. Blair is a native of Illinois. He was graduated from the Illinois State Normal University and from Swarthmore College, Pennsylvania. He was principal of the Decatur high school, principal of the Franklin school in Buffalo, N. Y., connected with the Buffalo School of Pedagogy. This work brought him in close contact with some of the foremost educators of the country, and the impression he made brought his appointment to a fellowship in Columbia University. In 1899 he accepted a position in the Eastern Illinois state normal school at Charleston, where he was engaged as supervisor of the training department when he was nominated. The School Century says of him: "Mr. Blair has an intimate and sympathetic association with the public school work of Illinois. He is a man of high ideals, of sterling integrity, of pleasing personality, of vigorous intellect, and of liberal breadth of view in matters educational. He will carry into the office to which he has been elected an equipment of mind and character and professional experience that will work to the good of public school instruction in the state."

SOUTHWESTERN STATES.

CALIFORNIA.

The school superintendent of every county and city and county must apportion all state and county school moneys for the primary and grammar grades of his county or city and county as follows: He must ascertain the number of teachers each school district is entitled to by calculating one teacher for every district having seventy or less number of census children and one additional teacher

for each additional seventy census children, or fraction of seventy not less than twenty census children, as shown by the next preceding school census; and in cities or districts wherein separate classes are established for the instruction of the deaf, as provided in section sixteen hundred and eighteen of this code, an additional teacher for each nine deaf children, or fraction of such number not less than five, actually attending such classes; provided, that all children in any asylum, and not attending the public schools of whom the authorities of said asylum are the guardians, shall not be included in making the estimate of the number of teachers to which the district in which the asylum is located is entitled. Must report the number of teachers to the superintendent of public instruction. He must ascertain the total number of teachers for the county or city and county by adding together the number of teachers so allowed to the several districts. And he must at the time of making his annual report of the school census of his county or city and county, as provided in section 1,551 of the political code, report to the superintendent of public instruction, under oath, the number of teachers ascertained and so allowed to his county or city and county by the rule or provisions of subdivision first hereof applied to said school census. Five hundred and fifty dollars shall be apportioned to every school district for every teacher so allowed to it; provided, that to districts having over seventy or a multiple of seventy school census children and a fraction of less than twenty census children, there shall be apportioned twenty-five dollars for each census child in said fraction. All school moneys remaining on hand after apportioning to the school districts the moneys provided for in subdivision three of this section must be apportioned to the several districts in proportion to the average daily attendance in each district during the preceding school year; provided, that for any newly organized school district where school was not maintained during the year in which the school census was taken, the average daily attendance shall be such percentage of the average daily attendance of the old district or districts from which its territory was taken as the census of the new dis-

strict is of the old and new districts combined. The county superintendent shall deduct from the average daily attendance of the old district or districts the average daily attendance of the new district as above determined. Census children, wherever mentioned in this chapter, shall be construed to mean those between the ages of five and seventeen years.

TEXAS.

The last session of the legislature took an important step forward by providing for a more efficient system of public free schools for the state of Texas; defining the school funds; providing for the investment of the permanent fund, and the apportionment of the available fund; defining the duties of certain state officers in reference to the public free schools; creating the offices of state and county superintendent, providing for the election and salaries of such officers, and prescribing their qualifications and duties; prescribing the duties of other officers in reference to the public schools and public school funds; making county judges ex-officio county superintendents in all counties not having superintendents, and providing for their compensation; providing for the creation of school districts in all the counties of this state except in such counties as shall vote in favor of the continuance of the community system, and as to such counties continuing in force all laws of the state now in force regulating counties under the community system, "provided, however, that the scholastic census in such county shall be taken by the school trustees appointed by the county superintendent of public instruction in the manner provided in section 89 of this act"; providing for the election of school trustees and prescribing their qualifications and duties; providing for the creation of county line districts; providing for levying and collecting special taxes for the further maintenance of the public free schools and the erection of schoolhouses; providing for the issuance of common school district bonds for building purposes and providing a sinking fund therefor; providing for the creation of independent school districts at eleemosynary institutions and appointment of trustees therefor; providing for independent school districts in cities and towns and in towns and villages and independent districts incorporated for school purposes only; providing for the issuance of bonds for school purposes by independent districts and creating sinking funds therefor; providing for the levy of special taxes by independent districts; providing for election of school trustees in independent districts and prescribing their qualifications and duties and naming and enumerating the officers of independent district school boards and the duties and powers thereof; providing for schoolhouses and school supplies; fixing the scholastic age; providing for taking the scholastic census; authorizing trustees to administer oaths; providing penalties for refusal to answer questions regarding the age of children and other penalties regarding violations of the provisions of this act; regulating the transfer of the school fund; providing separate schools for white and for colored children and prescribing the studies to be taught therein; fixing the scholastic year and length of

school month; providing for boards of examiners and the issuance of teachers' certificates; providing compensation and prescribing the duties of teachers employed thereunder; providing for the extension of teachers' certificates; providing for the cancellation of teachers' certificates; providing for the teaching of manual training; regulating conveyances and bequests for the benefit of the public schools; prescribing who are entitled to the benefits of the public free schools.

THE WEEK IN REVIEW.

(Continued from page 129.)

a shipload of such immigrants numbering more than 300 has just been held up at San Francisco by order of the commissioner. These coolies came from Honolulu after a short stay there. Others like them are now swarming into Hawaii at the rate of 127 a day; nearly all of whom are destined ultimately for the United States.

THE BROWNSVILLE INVESTIGATION.

After a tedious debate, extending over several weeks, and marked by a good deal of acrimony and not a little playing of politics, the Senate has passed a resolution empowering its committee on military affairs to investigate the affray at Brownsville, Texas, last August, in which certain members of the Twenty-Fifth Infantry were implicated. There never has been any doubt that the Senate would pass the resolution. The long contest has been over the form which the resolution should take,—the Democratic senators exerting themselves to get what political advantage they might from the division on the Republican side. The resolution, as passed, gives the committee authority to make the investigation "without questioning the legality or justice of any act of the President in relation" to the matter. In this form the resolution was entirely satisfactory to the President and his friends in the Senate, and it was adopted unanimously after sundry substitutes and amendments had been voted down.

THE MAGAZINES.

—The February Century devotes most of its pages to Lincoln, Washington, and Longfellow interests, with pleasant reminiscences of "The Washington-Craigie-Longfellow House," by Francis LeBaron; Professor W. M. Sloane's memories of an interview with von Moltke, in which the famous field marshal paid glowing tribute to Washington's strategy; Bishop Potter's interesting description of "The Graves of Three Washingtons," and "A French Officer with Washington and Rochambeau," extracts from unusual sketches and papers kept by an aide to Count Rochambeau while in this country during the war for independence. There is fresh light on the personality of Abraham Lincoln in Silas W. Burr's reminiscence of "Lincoln on His Own Story-Telling"—Clark E. Carr tells "Why Lincoln Was Not Renominated by Acclamation," and there is a sympathetic glimpse of Lincoln's character in Myrta Lockett Avery's

"A Lincoln Souvenir in the South." Not to be passed without mention are General A. W. Greely's authoritative account of "Amundsen's Expedition and the Northwest Passage," John Graham Brooks' discussion of "The Human Side of Immigration," and Warden Allan Curtis's accounts of race types in Wisconsin, with pictures by Guipon. The fiction of the February Century is of a kind to keep one awake into the wee, sma' hours. Mrs. Burnett gives a fascinating chapter. A. E. W. Mason's "Running Water" grows in intensity of interest, and among the short stories Charles D. Stewart's "A Race on the Mississippi" is to be read by young and old—it is racy and vigorous and full of color.

—The February Atlantic is a notable issue. Hon. John Ball Osborne writes informingly on "The American Consul and American Trade." Theodore T. Munger has found some new and pertinent things to say on "Shakespeare of Warwickshire." In view of the Longfellow centenary this month Archibald MacMechan's article on "Evangeline and the Real Acadians" will be read with especial interest. Mary A. Bacon writes on "The Problem of the Southern Cotton Mill"; Agnes Repplier on "The Accursed Annual"; Ferris Greenslet on "Lafcadio Hearn"; W. J. Henderson, the leading musical critic of New York, on "Program Music Then and Now," and J. G. Brooks on "Recent Socialist Literature." Grace H. Bagley shows a striking first-hand knowledge of Italian tenement-house life; and in "Mr. Mudge," the story of a little New York "tonorial artist," Harry James Smith is at his best. Edith Thomas, Mildred Howells, and Henry van Dyke are the poets. The Atlantic is giving an unusually effective array of serial features. "The Spirit of Old West Point," by General Morris Schaff, begins its publication this month; and if one may judge from the opening chapters, we are to have in this series the most graphic, spirited, and sympathetic account which has yet appeared of life at the great military academy during the momentous years just preceding the Civil war.

—St. Nicholas's new series of illustrated papers on "Hints and Helps for Mother—Rainy Day Amusements in the Nursery" is proving one of the most helpful and interesting of features. This month the little ones are set to having good times with paste-board boxes. New chapters of the serials by Captain Harold Hammond, George Madden Martin, and Alice Hegan Rice follow Mrs. Burnett's "The Cozy Lion"; and Ralph Henry Barbour's "The New Boy at Hillside" comes to an end altogether too soon. There are short stories and sketches in abundance—Charles Barnard's "Good-by '3876," an exceedingly interesting illustrated account of the change of motor power on the New York Central's lines—and plenty of merry nonsense, verse, and pictures.

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COLLEGE NOTES.

IN order to make this section of the JOURNAL OF EDUCATION as complete as possible the editor asks for the co-operation of college authorities. Properly authenticated news will be printed each week of changes in college faculties, changes in instructorships, and important college news.

The Harvard University catalog shows a total enrollment this year of 6,245, an increase of 265 over last year's figures. The registration in the graduate school of arts and sciences, the law school, and the dental school shows a slight decrease. The registration of the Lawrence scientific school shows a large decrease, and that of Harvard College a large increase, but this is due to the new rule which allows students to register in Harvard College for the degree of bachelor of science.

The gift of Samuel W. Bowne, the millionaire manufacturer of New York, of a hall of chemistry to Syracuse University has been announced. Mr. Bowne has been a trustee of the university for several years. The hall of chemistry will cost \$100,000 and will be four stories high, of reinforced concrete construction with granite base. It will be furnished with one of the best equipments in the country. Work was started on the building last summer, but it was not known who was the giver. The announcement was made by Chancellor James R. Day.

Goldberg spent a night in Washington last winter. He went to a hotel; the man behind the desk told the boy to show him to his room. The boy led him into the elevator, but Goldberg backed out at once, crying: "Holt on! I want a room mit a bed in it."

"Do you know anything about the poetical fire?" asked the interviewer. "I must confess that I do not," sighed the garret bard. "Very few poets can afford a fire."—Chicago News.

NOTABLE TWINS.

Teacher—"This is a memorable day, children. It is the birthday of Luther and Schiller."

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BOSTON THEATRES.

KEITH'S.

One of the best all-around bills of the season will be presented at Keith's the week commencing Monday, February 4. Among the leading acts may be mentioned the Kaufmann troupe, the Immensaphone, Lind, Volta, the Jack Wilson Trio, the Marco Twins, Grace Hazard, and the Aerial Smiths. The Kaufmann troupe is recognized as the greatest family of bicycle riders on the stage and its members do many wonderful stunts, both singly and collectively. In the Immensaphone, Lasky, Rolfe, and company present their latest novelty. It is musical in nature and is full of surprises. Lind is one of the cleverest of impersonators. Volta is to remain for a second week on account of the sensation he has created. His electrical experiments are simply wonderful. The Jack Wilson trio do a very snappy blackface skit that is full of good singing and very fine dancing. No act on the stage is funnier than that of the Marco twins. It is simply one long scream. Grace Hazard has originated something entirely new in the way of a protein act, which she calls "Five Feet of Comic Opera." The Aerial Smiths do many daring tricks on the flying trapeze. The balance of the bill will include the Young America quintette, in a singing and dancing specialty; Nessen, Hunter, and Nessen, hoop rollers and jugglers; the Waldron brothers, Dutch comedians, and the kinetograph. A special announcement that will undoubtedly be received with much pleasure is that Houdini will return on Monday, February 11, for an engagement of one week only.

Greenbaum had an Irish friend named Clancy. One day Clancy came to him very seriously, and said:—

"When I die, Greenbaum, I want to be buried in yez lot."

"For why?" asked Greenbaum.

"Because the devil will never think of looking for an Irishman in a Jew graveyard."

An Irishman riding in a street car had a pipe in his mouth which was not lighted. The conductor came up to him and said:—

"Say, there's no smoking allowed in this car."

"I'm not smoking," said Irish.

"Well, you've got your pipe in your mouth."

"Faith, then, I have me feet in me shoes and I'm not walking."

Greenbaum's wife was calling on Mrs. Clancy. She asked: "Don't you find it cheaper to do your own cooking?"

Mrs. Clancy answered: "Faith an' I do. Me ould man don't ate half as much."

"How dare you swear before me," cried an indignant lady.

"Excuse me," said the offender. "I didn't know you wanted to swear first."

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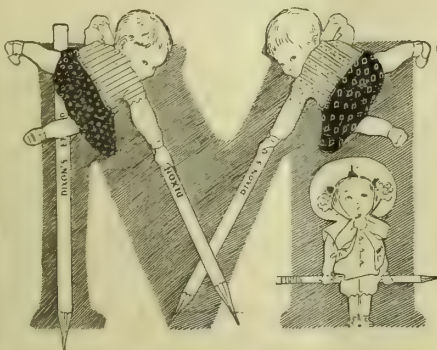
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State Board of Education,
State House, Boston,
January 3, 1907.

EXAMINATION OF

SCHOOL SUPERINTENDENTS.

A public examination of persons wishing to obtain the certificate of approval of the State Board of Education for the position of superintendent of schools in accordance with chapter 215, Acts of 1904, will be held in Room 15, State House, Boston, Friday, February 8, at 9.30 A. M.

Candidates must bring to the examination a certificate of moral character, and testimonials of scholarship and of experience in teaching or supervision. They will be examined in the school laws of Massachusetts and in the principles of school management and school supervision. Much weight will be given to successful experience in the supervision of elementary schools.

Persons intending to take this examination should notify the Secretary of the Board of Education, if they have not already done so.

GEORGE H. MARTIN,
Secretary.

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ABRAHAM LINCOLN.

EDWIN MARKHAM'S TRIBUTE.

[At a dinner of the Republican Club, held in New York, Edwin Markham, the poet, recited an original ode entitled "Abraham Lincoln, the Great Commoner," from which the following is an extract]:—

The color of the ground was in him, the red earth,
The tang and odor of the primal things;
The rectitude and patience of the rocks;
The gladness of the wind that shakes the corn;
The courage of the bird that dares the sea;
The justice of the rain that loves all leaves;
The pity of the snow that hides all scars;
The loving kindness of the wayside well;
The tolerance and equity of light
That gives as freely to the shrinking weed
As to the great oak flaring to the wind,
To the grave's low hill as to the Matterhorn
That shoulders out the sky.

WHAT THEY SAY.

PRINCIPAL AYLAND, *Colorado Springs*: Doctoring the curriculum is doctoring symptoms and not the causes.

J. E. PAINTER, *Minneapolis*: The present method of allowing the students to take home the articles they have made has a tendency to make them selfish. Instead, they should work for the adornment of their schoolroom or furnish apparatus for the classes.

L. KATE ALLEN, *Minneapolis*: Man's greatest gift to man is good literature, and there is no excuse for lack of it, as classics may be purchased in inexpensive editions. Too frequent use of the dictionary by those too young should be discouraged. Reading is a failure if it does not instil a love for the beautiful literature of the world.

GEORGE W. LOOMIS, *Superintendent of Schools, Pueblo City*: There is, perhaps, no more serious mistake in teaching than the effort to substitute words for ideas, to develop conceptions before perceptions, to train the powers of judgment and reason upon incomplete and inaccurate sense-perceptions.

SUPERINTENDENT R. B. DUDGEON, *Madison, Wis.*: Although accuracy is a great factor in education, it is not all. A person may not be able to read and spell without error and still be a human being. The task of the schools is not to make adding machines, but to train to efficient, well-rounded manhood and womanhood.

HENRY WADSWORTH LONGFELLOW.

BY R. W. WALLACE.

It seems a superfluity to venture another line on Longfellow. What can it be but a repetition, an echo? Has anything of kindly and grateful eulogy been left unpenning? Men who knew him intimately—like Professor Charles Eliot Norton—have left no part of his life untraversed; no song of his heart unsung.

Yet the approaching centennial of the poet's birth naturally suggests a fresh glance at his genial features, a renewed acquaintance with his choicest rhymes, and an honest measurement of his influence on his time and ours. The anniversary is to be commemorated. The state in which he was born, and one of whose colleges was his Alma Mater, is to have throughout all her schools a "Longfellow Day." The city of which he was an honored and beloved citizen for more than four decades—the city of Harvard and Craigie House—is to fittingly celebrate his birthday. But beyond these, the country over, the students in our schools and colleges, and men and women of letters everywhere, will pause to think of the bard who has been so gracefully and so permanently enshrined in our American literature.

Mr. Longfellow was well born. His father was a man of unchallenged integrity, a kind heart, and a courtesy that was a feature of his time. The mother was a woman of more than ordinary charm, refinement, and tenderness. The home in Portland was at once pleasant and wholesome, and it left its indelible impress on the poet's after years. The equable judgment, the unassuming refinement, the love for the quietly beautiful in literature, which Charles F. Johnson considers his strongly marked characteristics, are certainly traceable to the atmosphere of that home.

His educational advantages were of the best. Bowdoin's contribution to his culture was large and positive; a gift he so gracefully recognized years afterwards in his "Morituri Sulutamus." Europe also had a large share in qualifying him for literary service. To know Spain and Italy, France and Germany, and to add their language to his native tongue, was an incalculable advantage. The imprint of those European visits was never effaced. The friendships and fellowships of those years of foreign residence with Tegner and Freiligrath, with Tennyson and Dickens, were sacredly maintained until death broke the seals.

And his homeland friendships were of the choicest, with Sumner and Emerson, Hawthorne and Lowell, Agassiz and Prescott, Greene and Fields, Palfrey and Norton, and many others. Longfellow was a great entertainer. The latchstring of Craigie House was always out to his friends. The frugal suppers never lacked for guests. Conversation was on exalted levels, yet never professional or affected. Geniality sat king at the feast.

Sometimes music stirred the heart, especially when Ole Bull touched the vibrant string, or Nilsson sang her Scandinavian folk-songs.

Longfellow was the making of a professor, so his students at Bowdoin and Harvard thought. Colonel Thomas W. Higginson tells of his salutary influence over his classes. At times there would be at Harvard a students' rebellion. How or why they were started, few, if any, knew. But they were fiery while they lasted. The boys were ready for anything desperate. On one of these outbursts the group gathered about a tree on the campus, and were for defying Jove himself. One professor came up and ordered them away, but they took him by the shoulders and ran him into the street. Then another professor undertook the ordering, but they speedily planned his exit. A few minutes afterwards a cry was raised: "Boys, here comes Professor Longfellow." No sooner had the professor neared them and addressed them as "Gentlemen," than the rebellion was over. "We all liked him," said Colonel Higginson, "for he was the first professor who ever called the student 'Mister'." But though the boys thought him an ideal instructor, Longfellow did not seem to care for that position. In a letter to a friend he wrote: "I am pawing to get free." And free he became by his resignation after eighteen years' service at Harvard; his chair of Belles Lettres passing along to his life-long friend, Lowell.

He now gave himself up entirely to his work of writing. At first he had been reluctant to publish anything. He had a timidity about the value of his work. He had tried prose, but it brought him but scant fame. "Outre-Mer" and "Hyperion" failed in making reputation. But when his "Voices of the Night" appeared, there was instant popular recognition of his power as a poet. And he came to see that whatever message he was to have for his time must be in rhyme. And he would make his work worthy of his readers' admiration. He was never satisfied with a report from his publisher that a book was selling well. "The only question about a book," he wrote, "ought to be whether it is successful in itself." This was a lofty standard, and he lived up to it religiously.

One of the conspicuous features of Longfellow is that he knew and recognized his limitations. He knew his own capabilities, and refused to borrow others' plumes. He did not write so much for the literary public as for the great body of readers. There was no attempt to master the perplexities of human existence, as Tennyson or Browning endeavored to do. He knew that there were

"Bards sublime,
Whose distant footsteps echo
Through the corridors of time";

and he was grateful for their verse. But for himself he aspired to no seat among them; he was content to serve his generation with more modest measures.

His critics, and they were at one time many and virulent, declared him lacking in intensity and

passion, that he had no overmastering impulses, no great dramatic feeling, such as a poet ought to experience. Whatever truth there was in such critiques,—and there was some,—this must be said, that Longfellow knew that as well as they, and having chosen the province of versification for which he thought himself adapted, he remained within that province. There was a certain charm of geniality about him that shut him out from being the interpreter of the darker moods and violent passions of the soul. The anti-slavery leaders were disappointed over the absence of any consuming indignation in his poems against slavery. In this respect both Whittier in his verse and Emerson in his prose outstripped him. But he wrote out of his heart, and his heart knew no evil; it was indwelt and swayed by the thought of goodness and gentleness.

But this very gentleness made him the messenger of grace and charm to thousands who had seen enough of tearing a passion to tatters, and wished some word of rest and peace. His own, personal sorrows—and they were pathetic—qualified him to say something to other children of the shadows about "Resignation," for which they would be always grateful. One of his highest commendations was in being considered "the children's poet." He always loved children, both in and outside his home. And who so well as he could have written "The Children's Hour"? And the children loved him. On his seventy-second birthday a group of children carried to his house a fine old armchair made of the wood of the "spreading chestnut tree," under which "The Village Blacksmith" wrought. A little girl in a Sunday school was asked by her teacher: "What book do good people like best to read?" and her answer was loud and clear: "Longfellow's Poems!"

Yet Longfellow's geniality and simplicity must not be confused with effeminacy. "The touch which illumines the commonplace," wrote one of his friends of him, "is the most delicate in art." The man who could write "Evangeline," "Hiawatha," and "The Courtship of Miles Standish" may rest his reputation securely on such strong bases.

What a broad ground between his first boyhood production, "The Battle of Lovell's Pond," and his last effort, "The Bells of San Blas!" Within the parenthesis of those sixty-two years are some of the choicest verse in our American literature. And it is pleasant to recall that the last lines he wrote were these:—

"Out of the shadows of night
The world rolls into light;
It is daybreak everywhere."

When on the twenty-fourth of March, 1882, the tidings fled about that Mr. Longfellow had passed out and away, there was sorrow in more than one continent; and amid the many words of eulogy that were privately or publicly spoken, no sentence was choicer than the one uttered by Professor C. C. Everett: "By many a fireside it is almost as though there was one more 'vacant chair.'"

LOOKING ABOUT.—(II.)

BY A. E. WINSHIP.

[Notes on an eight-weeks' trip in November and December, 1906.]

Ypsilanti is a normal school from which much may always be learned. It is a great institution, presumably the largest in point of strictly professional students in the United States, though it is not easy to discriminate between Ypsilanti, Cedar Falls, and Emporia in this regard; but Ypsilanti has far above a thousand students of pedagogy, a large training school, and far above a thousand, again, of other special student teachers in the summer school.

The equipment is like unto a college plant, and the faculty is not only trained scholastically and professionally, but is in constant training, as may be seen by the fact that each year from three to ten of the faculty are studying abroad. There is nothing to match this passion for study abroad in any other normal school faculty in the United States.

Another striking feature of this institution is the theory and practice of text-book making on the part of the faculty. For twenty years has the *Journal of Education* insisted that the normal schools ought to make the elementary text-books of the land. If the teachers in these professional schools are the experts that they are supposed to be, they should be able to make the best elementary text-books. This has long been the theory of Ypsilanti, and the way in which it has been put in practice the following list will show. Large as is this list, it does not include writings of men which have gone into the leading magazines, scientific and educational, of the country and have not yet been gathered into book form. In many cases this work is being done now by them; but as yet they have no distinctive titles for those books that are in the making. This is merely a list of text-books made by the members of the faculty which are immediately influencing work outside of the institution.

The president, L. H. Jones, has made a series of school readers—the Jones Readers—published by Ginn & Co., which has had a remarkable record the past year in the matter of "introductions." It is undoubtedly true that Mr. Jones has "the record" among normal school men in the making of school readers which sell.

Daniel Putnam, Professor of Science and Art of Education:—

A Text-Book of Psychology; A Manual of Pedagogics; Primary and Secondary Public Education in Michigan; Twenty-five Years with the Insane; A Primer of Pedagogy; Elementary Psychology; Sunbeams Through the Clouds; Modern School Readers (co-author with Alexander Forbes).

Benjamin L. D'Ooge, Professor of Ancient Languages:—

Colloquia Latina—D. C. Heath & Co.; Viri Romae—Ginn & Co.; Easy Latin for Sight Reading—Ginn & Co.; Caesar's Gallic War and Sec-

ond Year Latin (with James B. Greenough and M. G. Daniell)—Ginn & Co.; Helps to the Study of Classical Mythology—George Wahr; Cicero: Select Orations—Benjamin H. Sanborn & Co.; Latin Grammar (with J. B. Greenough and G. L. Kittredge)—Ginn & Co.; Latin Composition for Secondary Schools—Ginn & Co.; Latin Composition to Accompany Second Year Latin—Ginn & Co.

E. A. Lyman, Professor of Mathematics:—

Exercises in Geometry—D. C. Heath & Co.; Algebra (with Professors A. G. Hall and E. C. Goddard)—George Wahr; Plane Trigonometry; Plane and Spherical Trigonometry; Logarithmic Tables (these three with Professor E. C. Goddard)—published by Allyn & Bacon; Advanced Arithmetic—American Book Company.

R. Clyde Ford, Professor of Modern Languages:—

Literature and Folk-Lore of the Malays; Schefel as a Novelist; Elementary German for Sight Translation—Ginn & Co.; John D. Pierce: A Study of Education in the Northwest (co-author with Professor C. O. Hoyt)—Scharf Tag Company; The German Fatherland: A Quiz in the Geography, Government, and Present-day Conditions of Germany, for the use of German Classes; Teja: A Drama (edited with introductory notes and vocabulary)—D. C. Heath & Co.

Frederick H. Pease, Director of Conservatory of Music:—

Pease's Singing Book—Ginn & Co.; Choral Instruction Course—Rand, McNally & Co.; Choral Song Book—Rand, McNally & Co.; Cantata: The Old Clock on the Stairs—Oliver Ditson & Co.; Choral: The Lord's Prayer—C. W. Thompson.

C. O. Hoyt, Professor of History of Education:—

John D. Pierce: A Study of Education in the Northwest (co-author with R. Clyde Ford)—Scharf Tag Company.

F. A. Barbour, Professor English:—

English Grammar: History and Method—Ginn & Co.

John C. Stone, Associate Professor of Mathematics:—

The Southworth-Stone Series of Arithmetics (co-author with G. A. Southworth)—Benjamin H. Sanborn & Co.; First Algebra; The Essentials of Algebra; A Higher Algebra (co-author in these three with W. A. Millis); A Monograph on the Teaching of Arithmetic; A Series of Manuals for the Teaching of the Southworth-Stone Arithmetic (co-author with Mr. Southworth); A Monograph on the Teaching of Algebra; A Monograph on Method in Geometry.

W. H. Sherzer, Professor of Natural Sciences:—

Geological Report Monroe County, Michigan; Water Resources of Wayne County, Michigan; Report of the Glaciers of British Columbia; Out-

lines of Nature Study; A Monograph of the Germs *Chonophyllum*.

W. P. Bowen, Professor of Physical Education:—

A Teachers' Course in Physical Training; Studies of the Effects of Bodily Exercise; The Spirometer as a Scientific Instrument;

M. S. W. Jefferson, Professor of Geography:—

The Antecedent Colorado; Atlantic Coast Tides; Limiting Width of Meander Belts; The Influence of Ponds and Rivers on Atmospheric Temperatures; Geography in the Grades; Out-of-Door Work in Geography; Teachers' Geography: A Note-book and Syllabus.

Edwin A. Strong, Professor of Physical Sciences:—

Quantitative Experiments in Physics; Quantitative Experiments in Chemistry; Synopsis and Library References of a Course of Training in the Physical Sciences; Topical Analysis of a Course in Sanitary Science.

N. A. Harvey, Professor of Pedagogy and Institute Instructor:—

Introduction to the Study of Zoology.

Frederick R. Gorton, Assistant Professor of Physics:—

Manual of Laboratory Exercises in Physics.

B. W. Peet, Assistant Professor of Chemistry:—

Manual of Laboratory Exercises in Chemistry.

S. D. Magers, Assistant Professor of Physiology:—

The Relation of Pigment Production of Certain Bacteria to the Chemical Composition of their Nutrient Media.

If there is any normal school in the world with this record, we should like to see it.

CHILD LABOR.

[From United States Commissioner Elmer Ellsworth Brown's Bulletin.]

No portion of the entire mass of legislation affecting public education points more definitely to progress than the body of enactments relating to compulsory education and child labor. The mere number of these enactments is full of meaning, and clearly indicative of the determination of the states to protect themselves through safeguarding the educational rights of children. A review and comparison of the principal features of the enactments bring to light unmistakable tendencies to widen the age limitations, to increase the length of the annual period of school attendance, to require certain degrees of educational advancement as a condition of release from attendance, to give

the school officials greater authority in the determination of what constitutes satisfactory compliance with the law, and to bring defective children (deaf, dumb, and blind) within the scope of compulsory attendance.

Of the new laws relating to the subject, those of Delaware, Louisiana, Missouri, Tennessee, and Washington are notable. The revisions of existing laws in California, Maryland, Michigan, Minnesota, New Jersey, New York, North Dakota, Oregon, Pennsylvania, Rhode Island, Utah, Vermont, and West Virginia each contain significant provisions, which, if enforced or capable of enforcement, should produce a beneficial effect upon the thoroughness of the work accomplished by the public school systems of the states concerned.

The act of Connecticut, giving to the state board of education certain definite authority for the enforcement of the compulsory educational law in specified cases, and the various measures passed in Massachusetts are among the most important of the entire group. Especially effective should be the fixing of definite educational standards, as has been done in the latter state.

WHO'S WHO IN EDUCATION.

MILTON BRADLEY.

The following from the Springfield Republican will be read with interest by many educational leaders who have long known and loved Milton Bradley, and a host of others to whom the name, as a manufacturer of school material, is the best known in the United States:—

"One of the most interested and surprised individuals who visited the new high school 'Tech' was Milton Bradley of the Milton Bradley Company of this city. He was the man who had the foresight twenty odd years ago to suggest buying the old jail property on State street, and holding it for the 'big new high school that was bound to come.' The idea of an 'industrial school' was working in his brain twenty-five to thirty years ago. The writer well remembers when Mr. Bradley held a conference with the late D. B. Wesson and Elisha Morgan, twenty-five odd years ago, to see what could be done in that line. He also furnished the man, George B. Kilbon, from his factory, who was the first public industrial school instructor in this city. It was interesting to watch the sparkle in Mr. Bradley's eyes as he went from room to room."

Mr. Bradley was born in Vienna, Me., November 8, 1836. Graduated from the scientific department of Harvard. He was a civil and mechanical

DOES AN EDUCATION PAY?

Does it pay an acorn to become an oak?

Does it pay to escape being a rich ignoramus?

Does it pay to add power to the lens of the microscope or telescope?

Does it pay to know how to take the dry, dreary drudgery out of life?

Does it pay a rosebud to open its petals and fling out its beauty to the world?

Does it pay to push one's horizon farther out in order to get a wider outlook, a clearer vision?

Does it pay to learn how to centre thought with power, how to marshal one's mental force effectively?—Success Magazine.

engineer, but his interests were always more educational, scientific, and inventive than conventional, and for more than forty years he has been a leader in the promotion of educational activity, locally and broadly. Only two or three other men have ever done as much for Springfield, educationally, as he has. And to the broad cause of education his contributions have been notable. For more than forty years he has led all other Americans in the manufacture of illustrative material and supplies for the kindergartens, primary schools, and lines of special work. Through it all he has never commercialized his educational conscience, and up to the present time, when he is crossing the time line of three-score and ten, there is no trace of arrested development, but the personality that has characterized his educational mastery for more than forty years is still dominant.

WHAT EXEMPTION FROM TAXATION MEANS.

BY PRESIDENT CHARLES W. ELIOT.

The property which has been set apart for religious, educational, and charitable uses is not to be thought of or dealt with as if it were private property; for it is completely unavailable for all the ordinary purposes of property, so long as the trusts endure. It is like property of a city or state which is essential for carrying on the work of the city or state, and so cannot be reckoned among the public assets; it is irrecoverable and completely unproductive. The capital is sunk, so to speak, just as the cost of a sewer or a highway is capital sunk. There is a return, both from a church or a college, and from a sewer or a highway, in the benefit secured to the community; but the money which built them is no longer to be counted as property, in the common sense. It can never again be productive, except for the purposes of the trust for which it was set apart.

When a new road is made where there was none, the state, or some individual, sacrifices the value of the land it covers, and the money spent in building the road. It also sacrifices the opportunity to tax, in the future, the improvements which might have been put upon that land if it had not been converted into a road, and all the indirect taxable benefits which might have been derived from the use for productive purposes of the land, and of the money which the road cost. When a church, or a college, or a hospital, buys land, and erects buildings thereon, the state does not sacrifice the value of the land, or the money spent upon the buildings; private persons make these sacrifices; but the state does sacrifice, by the exemption statute, the opportunity to tax, in the future, the improvements which might have been put upon that land if it had not been converted to religious, educational, or charitable uses, and all the indirect taxable benefits which might have been derived from the use for productive purposes of the land, and of the money which the buildings cost.

This is the precise burden of the exemption upon the state. Why does the state assume it? For a reason similar to, though much stronger than, its reason for building a new road, and losing that area forever for taxation. The state believes that the new road will be such a convenience to the community, that the indirect gain from making it will be greater than the direct and indirect loss. In the same way the state believes, or at least believed when the exemption statute was adopted, that the indirect gain to its treasury which results from the establishment of the exempted institutions is greater than the loss which the exemption involves. If this belief is correct in the main, though not

perhaps universally and always, the exemption can hardly be properly described as a burden to the state at large.

The parallel between a sewer or a highway, on the one hand, and land and buildings of exempted institutions, on the other, may be carried a little farther with advantage. The abutters often pay a part of the cost of the sewer or the highway which passes their doors, because it is of more use to them than to the rest of the inhabitants, and the members of the religious, educational, or charitable society erect their necessary buildings and pay for their land themselves. If it be granted that the religious, educational, or charitable use is a public use, like the use of a sewer or a highway, there is no more reason for taxing the church, the academy, or the hospital than for annually taxing the abutters on a sewer or a highway on the cost of that sewer or on the cost of the highway and its value considered as so many feet of land, worth, like the adjoining lots, so many dollars a foot. The community is repaid for the loss of the taxable capital sunk in the sewer by the benefit to the public health, and the resulting enhancement of the value of all its territory. In like manner, it is repaid for the loss of the capital set apart for religious, educational, and charitable uses, by the increase of morality, spirituality, intelligence, and virtue, and the general well-being which results therefrom. To tax lands, buildings, or funds which have been devoted to religious or educational purposes, would be to divert money from the highest public use,—the promotion of learning and virtue,—to some lower public use, like the maintenance of roads, prisons, or courts, an operation which cannot be expedient until too large an amount of property has been devoted to the superior use. This is certainly not the case in Massachusetts to-day. The simple reasons for the exemption of churches, colleges, and hospitals from taxation are these: First, that the state needs those institutions; and secondly, that experience has shown that by far the cheapest and best way in which the state can get them is to encourage benevolent and public-spirited people to provide them by promising not to divert to inferior public uses any part of the income of the money which these benefactors devote to this noblest public use. The statute which provides for the exemption is that promise.—Written in 1874.

FREE ART.

AN ADDRESS BY HON. HENRY CABOT LODGE.

An impost is either a tax, pure and simple, for the purpose of raising revenue only, or it is a duty imposed to protect home industries. In the nature of the case duty on art must belong to the former class. It is not a protective duty, for no one, of course, pretends for a moment that you can create artistic genius by a protective tariff. The artists of America, who are the producers in this case, desire free art, and they desire it in the interest of art alone. The demand is almost absolutely universal from all the artists in that regard.

If we lay the duty, therefore, we lay it simply as a tax for the purpose of raising revenue. We do not need the money. If we maintain this tax, therefore, the only ground is that it is a tax which it is especially desirable to retain. As a matter of fact, the argument in its favor proceeds on this theory, and we are asked to retain the tax on art because it is said that art is a luxury.

There can be no doubt, sir, of the soundness of the general principle. Luxuries ought to be taxed to the highest point compatible with safe collec-

tion. Let us tax diamonds and all precious stones, jewelry and china, horses and carriages, French dresses and English coats, everything that ministers to the luxurious tastes and fancies and to luxurious living. They cannot, in my opinion, be too highly taxed. If pictures and statues belong in this class, let us place on them the heaviest duty that they can bear. But do they belong in this class? If they do, why should we admit them free for museums, for schools of art, and other public institutions? Museums and schools of art are not the homes of luxury, but of education, and works of art are means of education.

All civilized nations recognize this character in them, and we do so ourselves when we let them in without a duty for public institutions. To tax them, therefore, when they come in by private importation is to tax a potent factor of education, refinement, and civilization. When they are in the country, let those who import them for their own pleasure alone be taxed by the state and municipal governments, and taxed so long as they keep them in their own possession; but do not let us discourage and prevent the importation of works of art. I say, let us encourage the importation of works of art in the interests of the people, for it is really and in the end in their interest, and in theirs alone.

All the greatest works of art in the world to-day belong to the people and are gathered in the galleries and museums, which are open to mankind, and which give pleasure and instruction to all alike,—to gentle and simple, to rich and poor. It is the same here. The rich man buys them, but in the end the people own them and the ownership of the people is perpetual. All the great works of art which come to this country pass either by gift or bequest, and in no very long time, into the public galleries, libraries, and museums, and become the people's property, never to be taken away.

Nothing is imported more surely for the people at large and for their education and pleasure than great works of art, and for their sake, I say, let us encourage the importation of all that is best in painting and sculpture, and not, by degrading them to the rank of a luxury, put a tax upon education and popular pleasure and instruction. Let us leave them free, too, for the sake of our artists and for the benefit and development of American art.

Our own artists are now forced to go to Europe, where schools of art are thrown open to them, owing largely to the fact that we put a burden of this character upon art here and keep pictures and sculpture out of the country, drying up the springs from which the museums and galleries are fed. As I have said, all the pictures and statues of great value that are imported into this country sooner or later find their way into the museums and become the property of the people for future generations. They then become the means of education and refinement, not to the artists merely, but to the whole community, and treasures of untold value are then open to the daily enjoyment of the people without money and without price.

It stands on exactly the same principle as the copyright bill. Universal copyright, which places all writers on the same footing, is free copyright. I would make art and literature free, and every

artist and every literary man asks for the same thing. They ask justice and a fair field,—nothing more and nothing less.

For the schools of design and for all the purposes of art education this freeing of art is of inestimable value. In one word, I think it is the part of the most highly civilized nation in the world, and in the interest of the whole people who can get the pleasure and instruction of the fine arts in no other way, that we should encourage and not discourage art and art education.

[The above speech was made in support of Mr. McKinley, whose tariff bill, as it came from the committee on ways and means, contained a provision placing works of art on the free list. Mr. Lodge was speaking against an amendment which had been offered, imposing a duty of thirty per cent. on works of art, which was defeated. A duty of fifteen per cent. was inserted in the committee on conference and became a law. Under the present law of 1897 the duty is twenty per cent.]

EDUCATION IN THE "GOOD OLD DAYS."

BY THOMAS FAWCUS, PITTSBURG.

A short time ago it was stated in the newspapers that a learned professor had unearthed a lot of examination papers of fifty or sixty years ago. By a test which he made he evolved the conclusion that educational methods to-day are more thorough than in the time of our fathers, and was hugging himself therefor. The papers seem to have dealt with arithmetic and spelling particularly, and it seems that our mothers—or grandmothers, perhaps—unanimously fell down when it came to determining "how many steps of two and one-half feet each a person would make in a mile." They also failed miserably on this problem: "A boy bought three dozen oranges for thirty-seven cents, and sold them for one and a half cents each; what would he have gained if he had sold them for two and one-half cents each?"

One can imagine them, poor girls, wrestling with these posers, for who can tell what is meant in the case of the boy and the oranges? Does he mean the gain over the original cost? If so, what has the one and one-half cent price to do with it? And as to the steps in a mile; "who knows," one can almost hear them say, "how straight he walked?"

Seriously, my own experience as a business man and engineer led me to question the conclusions of the learned professor. Young men apply to me for positions, having graduated from high school, and however proficient they may be in "the rich courses of study" of which the professor speaks, they are generally sadly deficient in writing, spelling, and arithmetic, all of which are of much more importance to the young man and his employer than dead languages, music, or even plain sewing.

Good handwriting is hardly considered worth cultivating, and the laborious scrawls I have received, combined with atrocious spelling, is often more than enough evidence of the unsuitability of the applicant for a position. And as to arithmetic, simple problems in mensuration being called for, a very little one of these is sufficient to make

the boy squirm for half an hour in the production of an utterly preposterous solution, literally by the sweat of his brow. Therefore, my experience has clearly shown that the graduate from a high school is not thoroughly grounded in the despised three R's.

Further, I had, just previous to reading the statements of the learned professor, been sojourning in the old country, and had come across an old school "exercise book" of one of my forebears, which I had not thought worth bringing home. This I sent for and have before me now. He was between ten and eleven years old when he wrote in this book—"just turned ten," my old aunt says, and the date on the book, 1846, and the date on his gravestone and his age when he died prove that he could not have been more than eleven.

The school was just the usual village school domineered over by the village schoolmaster, an old man more or less learned, whose failing—for he always had one—was usually a liking for liquor. There was also a woman, I should say, for the word "Geometry" is written on one of the pages in old German text with scrolls and flourishes, and in a lady's hand "January, 1846" appears in the corner.

The book is simply a lot of foolscap sewn together between brown wrapping paper covers. It is ruled with pencil lines where necessary. The handwriting is the careful round hand of a school boy, hugging the lines closely and each letter almost exactly uniform in size. The headings are in large script. The first one is "Double Position," very carefully written as becomes the first line on the first page of a new book. Then comes the first problem: "What number is that which being multiplied by six, the product increased by eighteen, and the sum divided by nine, the quotient will be twenty?" Then come "Alligation" and "Alligation Alternate," also "Limation," all of which have to do with mixing things of various values together to obtain a resultant value.

"Geometry" evidently marked an epoch worthy of a special heading in scrolls and flourishes. Definitions, problems, and theorems of Euclid, Simpson, and Emerson are carefully written out with diagrams.

But the really interesting part of the book is under the caption "Mensuration of Superficies," and it is from these examples that I will select some of the most striking.

Here is one:—

"A grass-plot in a gentleman's pleasure-ground cost £3 13s 1d making, at 4d per square yard, what is the length of the base, the perpendicular being forty feet and the figure a rhombus?"

Here is another:—

"How many square yards of slating are there in the hipped roof of a square building; the base or length of the eaves from hip to hip being 23 feet, 9 inches, and the distance between the middle of the base and the vertex of the roof 9 feet, 6 inches?"

Now he drops into poetry, though how that could happen is a mystery if one remembers the dominie with his "strap" looming near at hand. Perhaps it was a moment when the latter had taken a drop or two, and was feeling good.

"A castle wall there was whose height was found
To be one hundred feet from top to ground.
Against the wall a ladder stood upright
Of the same length the castle was in height.
A waggish youngster did the ladder slide
(The bottom of it) ten feet from the side.
Now I would know how far the top did fall
By pulling out the ladder from the wall."

The answers to these and dozens of other problems are carefully worked out, each progressive step proceeding logically and irresistibly to the correct solution. The following will illustrate this:—

"It is required to lay down a pentangular field and find its annual rental at £2 5s per acre, the first side measuring 926, the second 536, the third 835, the fourth 628, and the fifth 587 links; and the diagonal from the first angle to the third 1,194, and that from the third to the fifth 1,223 links."

Here $\frac{926+536+1194}{2} = \frac{2656}{2} = 1328$ half the sum of the sides; then $1328 - 926 = 402$ the first remainder; $1328 - 536 = 792$ the second remainder; $1328 - 1194 = 134$ the third remainder.

Whence $\sqrt{1328 \times 402 \times 792 \times 134} = \sqrt{56657069568} = 238027.476$ the area of the triangle A B C.

Also $\frac{1223+1194+587}{2} = \frac{3004}{2} = 1502$ half the sum of the sides; then $1502 - 1223 = 279$ the first remainder; $1502 - 1194 = 308$ the second remainder; $1502 - 587 = 915$ the third remainder. Whence $\sqrt{1502 \times 279 \times 308 \times 915} = \sqrt{118098925560} = 343655.242$ the area of the triangle E C A.

Again $\frac{1223+835+628}{2} = \frac{2686}{2} = 1343$ half of the sum of the sides; then $1343 - 1223 = 120$ the first remainder; $1343 - 835 = 508$ the second remainder; $1343 - 628 = 715$ the third remainder. Whence $\sqrt{1343 \times 120 \times 508 \times 715} = \sqrt{58535535200} = 241941.139$ the area of the triangle E C D.

Then $238027.476 + 343655.242 + 241941.139 = 823623.857$ links = 8.2362 acres, the area of the pentangular field.

If 1 ac. : £2 5s : 8.2362 ac : £18 10s 7½d. Ans.

What I want to know is whether or not boys of ten or eleven years old do work like this nowadays.

NO JOKE.

BY MARGARET E. SCHALLENBERGER.

It is hard to work with teachers who are crochety and cross,
Who dip their thoughts in vinegar and cover them with moss,
But Heaven preserve us ever, and, in mercy to us, choke
The serious-minded teacher who can never see a joke.

It is hard to work with teachers who always want their way,
Who have a counter-argument for everything you say,
But they do not damp your ardor nor your righteous wrath provoke
Like the serious-minded teacher who can never see a joke.

It is hard to work with teachers who do not wish to learn,
 Who turn the lamp of wisdom down so low it cannot burn,
 But worse,—far worse,—you know it,—are those heavy-weighted folk,
 Those serious-minded teachers who can never see a joke.

It is hard to work with teachers who are sensitive and shy,
 Whose feelings never toughen, whose eyes were made to cry.
 Let them weep upon our shoulders till their tears our clothing soak,
 But protect us from the teacher who can never see a joke.

It is hard to work with teachers who look on the darker side,
 Whose experience has shown them all the pitfalls, deep and wide.
 Comparatively speaking, quite cheerful is their croak,
 For the pessimistic teacher can sometimes see a joke.

It is joy to work with teachers who are brave and good and true,
 Who never shirk or whine or leave the hardest part for you,
 Whose lives are lived so nobly they need no sinner's cloak;
 But we love the cheery teacher who can always see the joke.

It is joy to work with teachers who are patient, strong, and kind,
 Who do their work so brilliantly, a flaw is hard to find,

So carefully, so deftly, that it shows the master's stroke,
 Yet we crown the merry teacher who can always see the joke.

It is joy to work with teachers who are tried and trusty friends,
 Who take your part right loyally when wrath on you descends,
 But the one who brings most comfort when your deeds the gods provoke,
 Is the sunny-tempered teacher who points out to you the joke.

It is joy to work with teachers who are what is called alert,
 Whose opinions are worth having even though they sometimes hurt,
 But the one who gives you never either prick or prod or joke
 Is the clever, smiling teacher who revives you with a joke.

Then come, you worthy people, and receive your honest due,
 For we are truly grateful; our hearts go out to you.
 We honor and we laud you, you bright-eyed, winsome folk,
 Heaven bless the jolly teachers who can always see the joke.

Now, if these lines are truthful as they are meant to be,
 Then doomed to resignation some pedagogs will be,
 For should not all the school boards certificates revoke
 Of the serious-minded teachers who cannot see a joke?

COLLEGE ENGLISH.

BY EDITH GILES.

CHARLES DUDLEY WARNER'S "IN THE WILDERNESS."—(III.)

A CHARACTER SKETCH.

I. Purpose of the sketch—to describe an old Adirondack guide.

II. Method.

- (1) Effect of name, "Old Mountain Phelps."
- (2) Effect of isolation, an almost primitive life, a part of nature itself.
- (3) Description of the man's personal appearance. Unusual or unexpected details—delicacy of features, size of hands and feet. Expected features, his unkempt hair, soiled hands, sharp eyes.
- (4) The man himself; the inner man, fine and delicate, corresponding to his features.

III. Characteristic attitudes and peculiarities.

- (1) Habit of sitting on log; correspondence to his contemplative nature.
- (2) Habits of walking; correspondence to inactivity of his nature.
- (3) His voice and expression; correspondence between the way in which he talked, and what he had in mind to express.

(Notice how the author takes his similes from the environment of the man he is describing, and so keeps constantly before us the associations

which belong to the old man and make him an inseparable feature of the woods.)

IV. The story of Old Mountain Phelps.

- (1) His discovery (that is, by those who appreciated him); his position in the settlement; points of difference between him and his neighbors.
- (2) Points of difference between him and others of his craft.
- (3) The summary of the points of difference included in one fact: Old Mountain Phelps possessed the faculties and soul of a poet and philosopher.
 - (a) His love for natural scenery.
 - (b) His intuitive selection of vantage points of view.
 - (c) The emotions occasioned by beautiful scenery.

V. Old Mountain Phelps in his relation to the affairs of the world, in which apparently he had no part.

- (1) The influence of Horace Greeley, and the Weekly Tribune.
 - (a) The educating power of the "Tribune."
 - (b) The personality of Horace Greeley.
 - (c) The picture of Horace Greeley as the country people imagined him.

(d) The impossibility of reconciling them to any other than their own preconceived idea of him.

(e) The personification of Horace Greeley in Old Mountain Phelps.

VI. Old Mountain Phelps as guide.

(1) The best guide of the region—why?

(2) Not entirely a success as guide—why?

(3) How Old Mountain Phelps regarded the tourists.

(The few pages here are the best of the essay, and their descriptive power, used in quite a different way, is equal to "A-Hunting of the Deer." Study these pages carefully for the personality that they show; the little points that make Old Mountain Phelps different from the usual guide. There are many points to open interesting discussions.

Two points of view are distinctly kept, the point of view of the tourists, and the point of view of Old Mountain Phelps himself. Note also the description of Mt. Marcy, as natural scenery.)

VII. Anecdote of Old Mountain Phelps. (Note the use of anecdote to enliven the subject, when description is inadequate.) Anecdote is used here to illustrate:—

(a) His personal sympathy with nature.

(b) His philosophy of life and religion.

(c) His love for the atmosphere of quiet and rest given by the woods.

(d) His choice of literature.

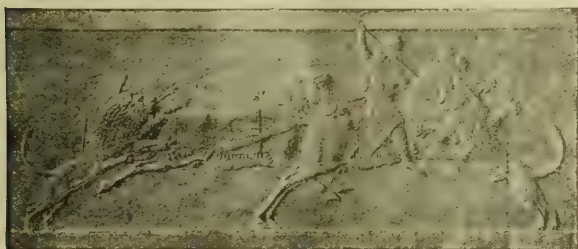
(e) His use of words.

(f) His appearance in literature, from which time he is no longer a peculiar local character.

TALKS ON SCULPTURE.—(II.)

BY LORADO TAFT.

It is a journey of many thousand miles from our country to the sites of old-time Babylon and Nineveh. Many weary years have been spun from the distaff of Time since those "exceeding great cities" battled with one another and took turns in ruling the world of men. Greater, however, than the space which separates them from our much-alive land is the difference between the two civilizations which they represent. On the globe we



ASSYRIAN LION HUNT.

are some degrees from Nineveh, but we are quite at the antipodes as far as life and thought are concerned. It seems as if we could have nothing in common with that proud, cruel, conquering race. However, better acquaintance brings people together. Someone has written, "To know is to understand," and another kindly soul has said: "You cannot hate a man when you know him well." So it may be that even the old-time Assyrians are worthy of our attention. They were not so very different, after all, from the ancient Jews, whose history we study so carefully. The children of Israel have sent us a message through their noble literature, their songs and proverbs and prophecies. Let us allow the Assyrians to tell us something of themselves through their sculptures, which record many a tale of prowess.

It was the ambition of every Oriental king to build at least one great palace, which should be both a home and a monument to his fame. The walls of these enormous structures of sun-dried bricks were covered with reliefs marvelously carved in alabaster. The Assyrians had no quar-

ries of marble, and their statues were few, but thin slabs of alabaster were to be had in abundance, and so this art of low-relief was much practiced. For two centuries or more the sculptors of Nineveh had been learning how to do it. Their figures of men were never first-class. They always showed them well wrapped in heavy draperies with much fringe and embroidery, all carved with greatest care, but they seemed to take especial delight in chiseling fiery horses and ferocious lions.

It was in the year 668 B. C. that the king Assur-bani-pal, the grandson of old Sennacherib, came to the throne and at once set his thousands of masons and artisans to building the grand new palace which was to mark his glorious reign. Quite unconscious and unwarned that his family was soon to be dethroned and that his great city was doomed to become the prey of a new Babylon, he urged his architects to design him a house that should rival in extent and splendor all the costly palaces that his ancestors had scattered over the country.

Especially must these new halls be made magnificent with endless sculptures telling the story of the king's mighty achievements. They were to form an epic poem celebrating the glories of the monarch builder, a poem that might be added to as the years went by. We know that the reliefs in the palace which King Sargon built fifty years earlier made a frieze a mile and a half long. It is from this picture-story, this carved history, that our illustration is selected.

King Assur-bani-pal evidently enjoyed hunting as much as does President Roosevelt, and while he wrote no books upon the subject, he evidently charged the court sculptor to give the sport full place upon the palace walls. And you may be sure that the sculptor was not slow to do so. He was tired of carving gardens and banquets and armies and prisoners; here was something that he could do with enthusiasm. What power and "go" he has put into those horses! What vigor in those springing lions! There are animals among these hunting scenes that have never been surpassed by

sculptors of any age or country; a dying lioness pierced with several arrows, a number of dogs in leash tugging with all their might, and some horses' heads, which though half-hidden with trappings, seem fairly to breathe fire from their distended nostrils. These are Assyria's great contribution to the world's treasures of sculpture.—Used by permission of the Chicago Record-Herald.

A PRACTICAL METHOD OF TEACHING SPELLING.

BY ALICE M. KIMBALL, CHICAGO.

It is a common criticism made by people of the older generation that spelling is not thoroughly taught in the schools of to-day. This criticism, based upon specimens of English composition written by public school pupils, must be admitted to be partially true. While we must acknowledge this, we do claim that, under the modern system, children acquire a wider knowledge of things in general, and consequently a much larger vocabulary and greater facility in expression, which may partly account for the carelessness in spelling.

For it is apparent that carelessness, not lack of knowledge, is at the bottom of most of these sins against the English language. It is the almost universal experience that children misspell words continually in composition, which they are able to spell correctly when given in a formal spelling lesson. The trouble is that we fail in giving them the "feeling" for correct spelling. By that is meant the development of a sense which will instinctively prompt the correct expression, just as the feeling for color and the feeling for rhythm manifest themselves in true outward forms. Children must be taught to think geography, civics, history in rightly spelled words, and to do it instinctively, without effort. To teach such accuracy in spelling, and at the same time to treat the subject as an adjunct, a necessary tool for the use of the student and never by any means an end in itself—this is the problem we have to face.

In the effort to meet these conditions, the following plan is now in operation in a fourth-grade room in a city school. The children were required to get blank books at the beginning of the year, in which they enter each day a list of twelve words, with the date. These words represent the spelling problems which arise in the day's lessons. They are always words related to some topic which is being studied at the time, and are always first presented to the children in their connection with that topic. The method of study and of selecting the words will be best explained by an outline of one week's work just as it was carried out. It will be seen at once that the outline is given merely as a suggestive plan; it would be impossible to lay out definite work for any teacher to follow, since each week has its distinctive phases of nature, and its appropriate historical significance, upon which much of the spelling work is based.

Upon a certain Monday morning, two stanzas of a pretty nature poem were written upon the blackboard. During the twenty-minute study period the children were given papers upon which they copied the poem, then selected and copied

into their blank-books twelve of the hardest words, each child making his own selection. (It may be said here that the note-books show generally the same selections made by all.) The time for class work in spelling, being combined with English, is thirty minutes. At that time, the poem was read by one child, its meaning brought out by discussion, and it was then erased and written upon the blackboard by two children who had found time to memorize it, suggestions and corrections being made by the other pupils as to spelling, capitals, and punctuation.

Tuesday was the birthday anniversary of a great writer whose stories are familiar to all children. Upon the blackboard had been written a paragraph giving the leading facts about his life. This the children copied upon their study-papers, adding to it the names of all of his stories which they could remember, each for himself, and selecting the twelve words for their note-books as before. The class time was partly given to a familiar conversation about the author, and the telling of one of his stories by a child. Then another story, new to them, was told by the teacher.

On Wednesday five minutes of the time for opening exercises was spent in making out a list of words which would be needed by the children in reproducing the new story of the day before. The teacher wrote these words on the blackboard as the children suggested them. The study-time was used in copying these into blank-books, and each child was given a paper upon which he wrote additional words which he expected to use in his composition, looking up the spelling of each in readers or dictionaries. The English period was spent in writing the story thus prepared.

Thursday's lesson was based upon a blackboard paragraph concerning the lighthouse service of the United States, that topic being under discussion in the civics work which the children were carrying on at the time. From this, a list of twelve geographical names was selected for the note-books, and the children were required in study time to write out sentences giving the location or some fact concerning each place. A lesson in civics took the place of the class exercise in English, except for a ten-minute oral spelling lesson in which the teacher gave out words from any or all lessons of that day. When a word was misspelled, the child looked it up in his text-book, and as soon as he could spell it he went to the blackboard and wrote it from memory, while the others continued the oral spelling.

On Friday morning the story-papers written on Wednesday were handed back to the class, with the mistakes marked but not corrected; and the study-period was spent by the children in looking up and correcting these mistakes. In the afternoon came a test of twenty-five words, selected from the week's list in one of the note-books. This test has been made a regular feature of the Friday afternoon program, and is the only formal spelling lesson of the week. The papers are carefully marked and handed back on Monday. Special privileges in the use of the library are conferred upon those who are perfect, and all who fall below a certain

per cent. are required to make up their words and to present their note-books for inspection by the teacher. Careless work in the books is thus detected by the teacher, who also occasionally, and unexpectedly, calls for all the note-books and examines them. An occasional half-hour spent in this way—and it need not be oftener than twice or thrice during the year—serves to check a tendency on the part of the children to slight this part of their work.

No mention has been made of dictation work, which happened to have no place in this particular week's program. But it is often used, the teacher dictating sentences containing words already studied, and afterwards writing the correct form on the blackboard, the children marking their own mistakes, correcting, and handing the papers in. They are quickly looked over, and the careless ones returned to be re-marked and re-written. This takes much less time than might be supposed.

The plan thus suggested, with the many variations which will suggest themselves from day to day, has been tried for two years. The teacher whose experiment I have described still finds mistakes in spelling, and plenty of them, in the papers she has to examine. But, compared with the old ways of teaching spelling, the new plan shows the following results:—

1. The weekly tests show a steady improvement in formal spelling.

2. The written papers in all subjects contain fewer mistakes, and the children are more independent in looking up the spelling of doubtful words for themselves as they need them, instead of asking help from the teacher.

3. The children acquire a habit of criticising their own work, which they are often required to correct for themselves in class. A general oversight of these papers by the teacher serves better and takes less time than the daily marking of spelling papers.

4. The children learn to foresee the need of words to use in their composition work, and to provide themselves with these beforehand.

5. The work is varied and interesting to both teacher and pupils, and the latter hand in fewer careless papers. The monotony and sameness of a routine method of teaching must be held responsible for much of the carelessly prepared written work which so tries our souls. When the work is fresh and novel each day, the child attacks it in a spirit of interest and vigor which is almost certain to manifest itself in careful, painstaking work.

6. A sense of the close relation between spelling and all other branches of study is gradually becoming established in the minds of the children.

FOR MEMORIZING.

THE DAY'S DEMAND.

God give us men! a time like this demands
Strong minds, great hearts, true faith, and ready hands—
Men whom the lust of office does not kill;
Men whom the spoils of office cannot buy;
Men who possess opinions and a will;
Men who have honor; men who will not lie;
Men who can stand before a demagog
And damn his treacherous flatteries without winking!
Tall men, sun-crowned, who live above the fog
In public duty and in private thinking—
For while the rabble, with their thumb-worn creeds,
Their large professions, and their little deeds,
Mingle in selfish strife, lo! freedom weeps,
Wrong rules the land, and waiting justice sleeps!

—J. G. Holland.

Ob, when "bear a hand" is the brisk command
'Tis the sailor knows how the saying goes,
And there's no delay nor dally;
But a landsman, too, is as swift and true
When he hears the word, and his heart is stirred,
To be up where strong men rally.

—Frank Walcott Hutt.

'Tis weary watching wave by wave,
And yet the tide sweeps onward;
We climb like corals, grave by grave,
A path that stretches sunward.
We're beaten back in many a fray,
But newer strength we borrow,
And where the vanguard camps to-day,
The rear shall rest to-morrow.

—Gerald Massey.

What is it to be an American? Putting aside all the outer shows of dress and manners, social customs, and physical peculiarities, is it not to believe in America,

and in the American people? Is it not to have an abiding and moving faith in the future and in the destiny of America?—something above and beyond the patriotism and love which every man whose soul is not dead within him feels toward the land of his birth? Is it not to be national, and not sectional, independent, and not colonial? Is it not to have a high conception of what this great new country should be, and to follow out that ideal with loyalty and truth?—Henry Cabot Lodge.

Esteem it a great part of a good education to be able to bear with the want of it in others.—Pythagoras, 580 B. C.

The crest and crowning of all good,
Life's final star, is Brotherhood.

—Edwin Markham.

True friends shine out like stars in winter nights
And make the very darkness beautiful.

—Robert Beverly Hall.

When courage fails and faith burns low,
And men are timid grown,
Hold fast thy loyalty, and know
That truth still moveth on.

—Frederick L. Hosmer.

Our dark-day friends! Ah, how we prize
The steadfast hearts who, when our skies
Take on a dull and leaden hue,
Like glints of sun come smiling through
With summer in their words and eyes!

—Nixon Waterman.

Turn your mind often to the blessings you have enjoyed.—Fenelon.

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ARRESTED DEVELOPMENT.—(VII.)

A second reason why the teachers are liable to arrested development is that they think they would be confessing that they were mistaken in the work they have done, or in the way they have done it, and somehow teachers, above most people, hesitate to acknowledge error.

Professor Schmucker of the West Chester, Pennsylvania, normal school, whose superior, to state it mildly, I have never heard in an institute, has a noble way of saying at the close of a week's work in nature science: "I have told you what I believe to be true, I think I have read the latest deliverance on every subject upon which I have spoken, but neither you nor I should be surprised to learn tomorrow that any statement I have made is radically wrong because some one has learned what no one knows of to-day." That is the attitude of a great teacher. It should be the attitude of all teachers.

Mr. Swope, principal of a grammar school in Pottsville, Pennsylvania, incidentally runs, by the aid of a younger brother who was a teacher, a progressive farm on which are two thousand white leghorns. He sells every egg at fifty per cent. above the market price of the day. I was with him one day when he took up the paper to see the price of eggs the day before. "Twenty-eight cents," and he promptly billed two cases sent the day before at forty-two cents.

"How do you get such a price?" I asked.

"Because of my contract," he replied. "I agree that if ever one egg is out-of-date, I sacrifice the entire case, 360."

"How often are you caught?" I asked.

"Never," he replied. "No egg is ever more than three days old when it reaches the hotel."

Show me a teacher who will sign a contract to

forfeit a year's salary if her work is ever out-of-date, and she can get a fifty per cent. increase at once. That teacher would never have arrested development—could not have.

Chicago has taken the greatest stride on record in providing that every teacher shall go to their great up-to-date normal school on the average one half-day each month, and the principal, Mrs. Ella Flagg Young, obligates herself to give them in that half-day the latest revelation she has. When this gets to working there will be no arrested development in the teaching force of Chicago, for those who have it will be wrested from their place and will rest where they will cease from troubling twentieth-century companions in the profession.

WASHINGTON SITUATION.

Washington is radically unlike any other city in its municipal life, and the conditions of difference are wholly against the probability of good government. Congress runs everything. Not only do the citizens vote on nothing, but there are no heads of departments who are trusted with any legislative responsibility. If it is desirable to have milk bottles sterilized in Washington there must be a bill passed through Congress ordering that it be done, whereas in any other modern city the board of health, composed of experts, would be empowered to make all such regulations. Congress can meddle with no other city. No one of these congressmen could meddle with the affairs of the city in which he lives.

No congressman or senator is a resident of Washington, none was ever elected because of his fitness to handle municipal affairs, few of them have ever had to do with the management of any city government.

True there are three commissioners of the District on high salaries, but it is not easy to know what their duties are, except that they are excessively jealous lest somebody else should have responsibility. They certainly are not experts and are not chosen as such. There are nearly five hundred senators and congressmen whose constituents are beseeching them for every kind of a job that exists or that can be created in the District of Columbia.

Naturally this evil is at its height in the schools. With the past there is no occasion to deal, because a beginning has been made at reform. Think of trying to superintend schools with nearly five hundred men, who vote on every recommendation, asking for appointments of constituents to every conceivable position from janitor to district superintendent! And when you say there is no vacancy they can create a new position for this case if need be. Is it any wonder, under such conditions, that there are two hundred and fifty supervisors of every imaginable kind?

An effort was made at the last session of Congress to reform the educational affairs, and a new board of education created for the purpose of righting wrongs. The board consists of nine, only one of whom was on any previous board of education in the city. The purpose was to protect the schools, and in many ways it does this. Unfortunately,

neither the board of education nor the superintendent is given adequate or sufficiently definite authority. The position of superintendent had no attraction for former Superintendent Stewart, Aaron Gove, C. N. Kendall, or James H. Van Sickle, but Dr. W. E. Chancellor, superintendent of Paterson, N. J., with a life tenure, was tempted by a unanimous vote, to undertake the work. It is too early to form any estimate of the ultimate result of either such a board as the present or of such vigorous professional reform as Mr. Chancellor will give them.

A few things are certain: Mr. Chancellor is not wanting in adequate education, in abundant experience, in clear-cut professional convictions or rugged courage. If he errs, it will be along the same lines that have characterized the administration of President Roosevelt,—impetuosity born of intense purpose to clean house promptly and completely. The element of uncertainty is as to the attitude of Congress toward necessary reforms. Dr. Chancellor should have the unaimous and energetic support of the educators of the country, and of the press of the nation as a whole, regardless of any special local issues, on the ground that Washington should have the best of American schools, that they should be divorced from all direct or indirect political interference and be in the hands of a strictly professional leader. There are so many local influences, and they are all so linked with congressional affairs, that local opinions are inevitably warped.

It is easier to get talented and cultured persons to teach in Washington than in almost any other city, because it is a most attractive place in which to live, and this has brought to the city many eminently valuable teachers, and with the right conditions Washington can easily have the best public schools in the world.

TENDENCY OF THE TIMES.

Harvard! Conventional Harvard has an official employment bureau, known as "Appointments Office," with E. H. Wells as secretary. This is proof that there is no liability of arrested development. It is in no sense a subject of criticism but rather of praise, but it is so unlike what would have been anticipated a few short years ago. The "Appointments Office" is increasingly useful to business and professional men seeking desirable employees and assistants, as well as to Harvard men who avail themselves of its services. The office procures suitable positions for undergraduates, graduates, and all past members of the University seeking employment of any sort, whether temporary or permanent, and recommends for vacant positions made known to the secretary the best available Harvard candidates. In making recommendations for vacant positions the secretary has the help of all departments of the University—in fact, all recommendations for strictly teaching positions are made only on the approval of the departments of the University, to which the position to be filled is related; and in every case the secretary seeks only the best available men, keeping in mind men already successfully em-

ployed as well as those who may be out of employment. In the "Appointments Office" may be found comprehensive records of all the men registered. The office undertakes not only to answer inquiries directed to the secretary, but also to secure for the inquirer the opinion of any officer or teacher of the University about candidates for positions. No charge is made for any services.

NATIVITY OF STATE SUPERINTENDENTS.*

More than half of the states have state superintendents who are natives of the states—twenty-seven of forty-five.

Every state superintendent in the Middle States, including West Virginia, and in every Southern state except Texas and Arkansas, is a native of the state he serves. Texas has a Georgian, and Arkansas a Virginian.

No Pacific Coast or Rocky Mountain state or territory, except Colorado and Utah, has a native as state superintendent. California has a Missourian, Oregon, Montana, New Mexico, and Kansas have Ohio men, Arizona a Pennsylvanian, Washington and Idaho Kansans, Wyoming a Canadian, Nevada a Vermonter, and Indian Territory an Indiana man.

In New England, New Hampshire and Rhode Island have Maine men.

In the Middle West, Ohio has a Massachusetts man, Illinois an Englishman, Michigan a New Yorker, Wisconsin an Ohioan, Minnesota a native of Denmark.

From this it appears that Ohio furnishes six state superintendents, Maine three, Kansas three, Indiana, Massachusetts, New York, Virginia, Georgia, Pennsylvania, Vermont, Missouri, each furnishes two. Ohio easily leads the Union in this.

*The figures are based on the officials prior to 1907.

COLLEGE THRIFT.

Conventionality is a thing of the past even in Eastern colleges. Getting students is an art, a science, a trick, and getting places for the graduates is an equally artistic educational scheme. Harvard's "Appointments Office" is illustrative of the latter art, and the following recent experience of a young man is suggestive of skill in getting students. The college is in New York state, the young man is of the metropolitan district, with plans laid for Harvard next year with preliminary examinations already passed. Incidentally he met an alumnus of the New York college. In a few days he received a catalog, which was natural, and a few days later a personal letter from the dean, as follows:—

January 2, 1907.

Dear Mr. ———: A few days ago, at the request of our mutual friend, Mr. ———, I sent you a copy of our latest catalog. Now that you have had an opportunity to look it over I am sure you must be greatly interested in our splendid school.

——— is a wealthy college, having an endowment of more than ——— and a property valued at ———. Her library building costing ———, her gymnasium costing ———, her new laboratories costing ———, are examples of the way she provides the best for her students.

The expenses at ——— are very moderate, while the scholastic standards are high. Several of the professors are authors of books which are widely used by other colleges.

If I may know the course or subjects which most interest you, I can give you detailed information regarding our ability to meet your requirements. I hope you are intending to enter college next September, and I should be glad to have you write me freely about your plans.

Cordially yours,

We do not refer to this by way of criticism, but merely to suggest that there are thrifty men in college promotion.

EDUCATIONAL FIGURES AGAIN.

We recently heard a man say that in his community ninety-five per cent. of the children never went beyond the elementary grades.

"How do you get that?" we asked.

"Simple enough! There are in all the schools 77,000. In high schools, business colleges, normal schools, and commercial colleges, 4,000. Now 4,000 is five per cent. of 77,000."

"Oh, that is the way you do it, is it?"

"Of course; how else can you do it?"

"Let us see; 77,000 less 4,000 is 73,000. The 73,000 cover nine years, or 8,000 to a year. You say that the 4,000 average two-year courses. That is 2,000 to a year. That is, presumably 8,000 children entered the schools, and of those 8,000 there were 2,000 who went higher. That is to say, twenty-five per cent., and not five per cent., went beyond the eighth grade."

"I now see; but I didn't see," said he.

SHALL TRUTH BE SACRIFICED TO NOTORIETY?

The advertising, grand-stand playing college president has been called to order by Professor A. W. Anderson of Macalester College, Minnesota, who insists that truth shall never be sacrificed to notoriety. There is liable to be much "yellow education" in colleges and elsewhere in the near future. Competition is the life of humbuggery, and demands notoriety. For this the big universities use their football and baseball teams and boat crews, and the college president who has tried to buy success in this field and failed is sure to make the funniest kind of a grand-stand play against college athletics. It is so all along the line. Notoriety a college president will have, and if he cannot get it in one way he will in another.

ISN'T IT TERRIBLE?

I sat for nearly an hour recently listening to an address that made every teacher and friend of the public school disheartened. The man was no longer young, nor was he old enough to be sour with age. He was out of educational work, but he was not a serious loser by it. His disappointment did not justify acidity, but he was in bad mental condition without meaning to be. He was simply chatting about the good things he thought he remembered about the days gone by. He set the far-

back conditions with a halo, and caricatured the present-day conditions. It was terrible.

LATEST WONDER.

The President of the United States has officially invited the superintendent of schools and the entire board of education of San Francisco to come to Washington for a conference. This is the first time in the one hundred and twenty years of our national life that such an honor was ever extended to school people. There is food for much thought in this. And the Japs did it! What a wonderful people they are!

DEPARTMENT OF SUPERINTENDENCE.

Chicago, February 26, 27, 28. At the Auditorium. The largest meeting on record is assured. The Boston party will be the largest ever. The special cars leave Boston, via Boston, Albany, New York Central, and Michigan Central, at 2 P. M. on February 23, reaching Chicago at 3.30 the 24th. This gives a full day for visiting schools.

The retirement of William James as professor of psychology at Harvard is one of the most serious losses that could have come to that institution, next, perhaps, to the loss of its president. He is the best writer on psychology for teachers in the United States, without any question, and it is devoutly to be hoped that he is to do more and not less for the teaching profession.

The poorly equipped hired playgrounds of Washington last vacation were visited by nearly 5,000 boys daily, on the average. That is, it cost but 1½ cents a day to provide the best opportunity for boys to play under skilful supervision. Congress has halved the appropriation for next year!

In Vermont no person holding a license for the sale of intoxicating liquors, or any person connected with the traffic in intoxicating liquors, is eligible to the office of school director, school superintendent, or any other office pertaining to the management of the public schools.

Senators and congressmen have voted that it costs fifty per cent. more to live than in the past. Now let the teacher vote it. But when senators and congressmen vote it they proceed to draw the extra fifty per cent.; not so with teachers.

Congress is appropriating \$95,000,000 for the navy for one year, and yet it required a lot of effort to get \$1,500 for extra publications for the bureau of education.

The papers continue to say that the New York city board of education has adopted simplified spelling. The proposition to adopt it was defeated, 32 to 4.

Fortunately the schools of Chicago move along as though there was no "situation" in the official life of the schools.

Hustle for Los Angeles, July 9, 10, 11, 12.

THE WEEK IN REVIEW.

CONGRESS IN ARREARS.

Congress is far in arrears with the regular work of the session. Not only has there been no general legislation at the present session, but up to the twenty-ninth of January not one of the great appropriation bills had become law. Senator Hale took occasion on that day to read the Senate a lecture, in the course of which he stated that never in his experience in the Senate had there been a time when the necessary business was so far behind. At that time only twenty-seven working days remained of the session, and during that time about \$800,000,000 was to be appropriated. The chief trouble in the Senate has been the long discussion of the Brownsville incident, but there has been unnecessary talk on other subjects; Senator Hale's shrewd hint of the probable necessity for night sessions will check senatorial loquacity, if anything will.

AN INDICTMENT OF STANDARD OIL.

The Inter-State Commerce Commission has made a report to Congress on the distribution of petroleum and its products. The Commission declares that the competitive methods of the company have been unfair and even disreputable, and that its motto has been the destruction of competition at any cost,—which policy has been pursued without regard to decency or conscience. As to no other traffic, the Commission affirms, is there any approach to the monopoly of the Standard Oil Company in oil. The only remedy is to devise means by which its competitors may enjoy equal transportation facilities. Under the amended act regulating interstate commerce, the existing pipe lines are declared common carriers; but the Commission expresses doubt whether this is sufficient, and hints that it may be necessary for the government to fix directly and in the first instance the rates and regulations for the transportation of the traffic.

THE PAY OF CONGRESSMEN.

There seems to be no just occasion for severe criticism of the action of Congress in voting to raise the pay of congressmen from \$5,000 to \$7,500. Comparisons have been made with the historic "salary-grab" of a score or so years ago, the penalty for which was visited upon the participating congressmen by a general vote by their constituencies retiring them to private life. But there is no real parallelism between the two instances. The earlier "grab" was retroactive and gave the congressmen extra pay for services already rendered. The recent action affects only the pay of the next and succeeding Congresses. While it is true that many members of the present Congress who have been re-elected to the next will enjoy the increased salary, that would always be true to a greater or less extent. The fact is that the cost of living has increased, since the present pay was fixed, to an extent which abundantly warrants the increase of pay,

GOVERNOR SWETTENHAM IS SORRY.

Goaded to the proceeding by vigorous representations from the home government, Governor Swettenham of Jamaica has formally withdrawn his extraordinary letter to Admiral Davis and has expressed his regret for having written it. The despatch from London which reports this fact adds that "this closes the incident." So perhaps it does. If England is content to be represented in an important colonial office by such a man as Swettenham, it will continue him in his position. But it is more than likely that the British government will find an early opportunity to relegate him to the retirement which he is fitted to adorn. It is impossible that he should be able to administer Jamaican affairs successfully after this episode, for local public opinion is bitter against him, and the local press has denounced his conduct with a severity fully equal to any criticisms passed elsewhere.

A CABINET UPSET IN SPAIN.

The religious question in Spain has again been the cause of a cabinet upset. This makes the fifth Liberal ministry to go down within eighteen months; and the King has now summoned the former Conservative premier, Senor Maura, to form a Conservative cabinet. But as the Spanish parliament is heavily Liberal, and it would be impossible for the new cabinet to command any support in that body, a suspension of parliament has been decreed and preparations are in progress for new elections. The direct questions at issue which brought about this crisis were a proposed anti-Associations law, similar to that in force in France, and associated ecclesiastical questions such as the sanctioning of civil marriages, the secularization of cemeteries, and the recognition of the supremacy of the government. The Clericals are naturally exultant over the downfall of the Liberal cabinet, but it cannot be determined whether they have won a real victory until the new parliament is chosen.

THE GERMAN ELECTIONS.

The German elections resulted in an unexpectedly complete triumph for the Kaiser, the Chancellor, and the oddly-assorted groups which are relied upon to give support to the government's colonial policy and incidentally to the budgets necessary to foot the bills. Of the two parties, the Centre or Clerical and the Socialists, who joined to bring about the government defeat in the recent vote in the Reichstag, the Centre seem to have held their own pretty well, their gains and losses on the first balloting about balancing each other. But the Socialists lost heavily,—for the first time for twenty years. In Saxony they lost two-thirds of their former representation. The composition of the new Reichstag cannot be known until the second ballotings; but as the other parties, the Clericals included, are making common cause against the Socialists, they are not likely to improve their position materially.

SUGGESTIONS.

BY RICHARD PARK,
Superintendent of Schools, Sullivan, Indiana.

Ideal schools are made by ideal teachers.

Pupils should be required to stand when reciting.

Music cultivates the higher and nobler faculties.

Are you doing anything in industrial education?

The child likes the beautiful in the schoolroom.

Have you had a little talk with each of your patrons?

Are you making careful daily preparation of your lessons?

Are you giving your entire time and attention to your school?

Good order is one of the greatest evidences of a successful school.

Pupils should be moved to and from the school in an orderly manner.

Play at the regular recesses is almost as valuable to the child as study.

Are you putting forth your very best effort on the opening exercises?

Classes should be required to respond quickly and readily to given signals.

Personality is one of the three great factors that make up a living teacher.

Neatness of person will teach, unconsciously, many a lasting and useful lesson.

The teacher should see that only good, healthful games are played on the grounds.

A daily program followed persistently is one of the great helps in a well-organized school.

Are you closing your school every day in such a way that each pupil will want to come back on the morrow?

Quotations are valuable to lift to a broad view of life and to give thought and word to the best in literature.

Begin now to plan for Parents' Day. Each pupil should have something representing his very best effort for exhibition.

Pupils should be encouraged and stimulated to tell in good, clear, elegant English what they have thought out concerning the lesson.

Each teacher is to bring the work of at least one class to the Teachers' Association for display. See to it that your school is represented.

Each school is expected to observe Arbor Day. Get your program. Do something to make your grounds look more beautiful.

The best teacher is the one that can manage and direct everything connected with the school without seeming to be the one in authority.

Reading, spoken and written language, writing, and spelling are the most essential subjects and should be given most prominent attention by the teacher in the first four years.

Industrial dividends were \$301,805,000 last year.

There were fewer lynchings in 1906 than in any year but one since 1884. There were less than half the average, and little more than a fourth of those of 1892.

THE QUEEN'S ALPHABET.

BY ELIZABETH CARPENTER, PHILADELPHIA.

ANNE OF ENGLAND.

A lonely woman—to share her throne
She had nor mate nor child;
The last of her race, she looked upon
Two kingdoms reconciled.

BERENGARIA.

When Christian hosts, to vanquish sin,
From Albion's shores departed,
She charmed the courteous Saladin
And loved the "Lion-hearted."

CLEOPATRA.

As beauteous as the lotus-flower
Which bloomed beside her home,
As deadly in her subtle power—
She mocked the pride of Rome.

DIDO.

O'erwhelmed with woe, her funeral pyre
She mounted mournfully
The while the Trojans, with their sire,
Sailed o'er the sunlit sea.

ELIZABETH.

Her praise was sung in cantos rare;
Earth's mightiest bard was her own;
Her dearest foe was a widow fair,
Whose son sat on her throne.

FREDEGONDE.

Brunhild's foe, Galswinta's bane,
And savage Gaul's rude queen;
She ruined many a sacred fane—
But saved her land, I ween.

GUINEVERE.

When Lancelot left the lovely Elaine
His shield, in proud castle and hall
Brave knights and bright ladies rejoiced in her reign,
For she was the pride of them all.

HELEN OF TROY.

Her wondrous fairness beauty's ball
Did win and keep for aye;
But ah! it wrought in camp and hall
Full many a doleful day.

ISABELLA. I AND II.

One land, one name; but not one fame;
The first all men extol;
The second left a blot of shame
Upon her royal scroll.

JOSEPHINE.

Sadly touching was her fate,
Strangely little—strangely great;
Honor, wealth, a crown, a throne;
Childless, exiled, sad—alone.

KATHERINE II.

In a time of trouble, terror, and tears
She was great and wise;
She ruled o'er the land where the Kremlin rears
Its turrets to the skies.

LOUISE OF PRUSSIA.

She was young, she was fair, she was honest and brave;
She was loyally loved to the last;
Tho' the Corsican drove her, distraught, to her grave,
Her honor his fame may outlast.

MARY OF ENGLAND.

She longed for the love of her Spanish lord;
A sour-faced man was he,
Who sent to her land the motley horde
That was wrecked in a stormy sea.

NIOBE.

Haughty matron, haughtier mother,
None her scornful pride could borrow;
But Diana's vengeful brother
Quickly crowned her queen of sorrow.

OMPHALE.

Oh, sad is the story of young Hercules
When Mercury made him her slave!
Like Samson (the whim of a woman to please)
Much sport to his foeman he gave.

PENELOPE.

Patiently weaving a wonderful web,
Watching the tide from its flow to its ebb,
She baffled her suitors and waited full long
For the wandering wiseman, who lives in all song.

THE QUEEN OF SCOTS.

Once a mother, thrice a wife,
Queen of kingdoms twain;
She filled her world with hate and strife—
Her beauty was her bane.

REDEGUND.

Good Clotaire taught her his Christian creed;
He wedded her, loved her well,
And soon she became a saint—indeed,
She died in a nun's cold cell.

SEMIRAMIS.

Whether she lived in Babylon
Or Assyria, who can say?
Her name and her fame are graven upon
The stones of her land for aye.

(Maria) THERESA.

Oh, bravely she fought for her father's domain!
And bravely she won in the strife;
E'en Prussia's great monarch—e'en France in her pain
Revered this true mother and wife.

UTE.

Queen of Burgundy was she
(Oft is the story told)
When Siegfried proved his mastery
And won the Niblung gold.

VICTORIA.

As girl and as matron, as mother and wife
She governed with peace-loving sway;
A great people honored her all through her life,
And the world loves her memory to-day.

WILHELMINA.

Young queen of a nation, brave, loyal, and bold,
At peace in the clasp of the sea,
Whose billows swept over dread foeman of old
And set her staunch forefathers free.

XANTIPPE.

A husband and wife ancient Greece doth disclose,
The king of philosophers he;
But alack! and alas! for his mental repose—
The queen of all scolds was she!

YSOLDE.

One theme a great musician had,
From pure, poetic lore;
It told of a queen—and a love as sad
As the name which the hero bore.

ZENOBIA.

Fair queen of the East, o'er desert and plains
Her fame spread fast and far,
Till it reached proud Rome—and then in chains
She followed her conqueror's car.

PERCENTAGE OF HIGH SCHOOL BOYS.

Mr. Editor: In your edition of the Journal of Education of January 10, 1907, the enrollments of the Spokane and Benton Harbor high schools are compared. The percentage of boys in the Spokane school is 37.6 per cent.; in the Benton Harbor school 40.4 per cent. May I add a report from Ohio? The Warren, O., high school has enrolled to-day 342 pupils, 172 boys, 170 girls. The percentage of boys is 50.2 per cent.

Yours truly,
F. E. Ostrander.

EDUCATION IN CALIFORNIA.

BY WALTER J. BALLARD.

Gauged by the monetary standard, California does much more for education than the average of her sister states. For, while all the states, including ours, pay on the average sixteen per cent. of the cost of their public-school systems, California, to her credit be it said, pays about forty-five per cent. of the cost of hers.

The state's contributions for education in 1904—the latest official statistics—were as follows:—

Primary and grammar schools.....	\$3,715,706
University at Berkeley.....	621,263
Five normal schools.....	289,798
High schools.....	232,386
Deaf, dumb, and blind institute.....	68,528
Farmers' institute.....	3,000

Total\$4,930,781

Inasmuch as the average yearly income of the state is about \$10,000,000, it follows that California devotes nearly one-half of her revenue to the cause of education in the state. The law of the state provides that \$7 per year shall be raised by taxation for every child of school age.

It was Bismarck who said: "Whatever you would have the state be, that put into the schools." Quoting this apt statement, State Superintendent of Public Education Kirk says: "California realizes the natural advantages bestowed upon her in genial climate, in fruitful soil, in favored situation, and her genius seeks to add to these the ideal citizen. She is naturally proud of her system of public schools, and is ever seeking ways and means to make them better. While realizing that the cause of public education costs her nearly one-half of all the revenues that are annually raised, she knows that without the benefits of education nothing else would be worth having." All history teaches the truth and force of that statement.

California was admitted as a state in 1850. Since then her expenditure for education has been as follows:—

First decade	1850-1860	\$ 2,486,331
Second decade	1860-1870	8,919,568
Third decade	1870-1880	25,117,240
Fourth decade	1880-1890	38,245,904
Fifth decade	1890-1900	57,373,047
Six years	1900-1906	45,000,000

Total\$177,142,090

That vast educational expenditure, \$177,000,000, averages \$3,160,000 for each of the fifty-six years' existence of California, as the "Golden State" of the Union, or over \$10,000 a day for each of the 300 working days of each year. That \$10,000 a-day expenditure for education has been and still is worth far more, to California, past, present, and future, than \$100,000 a day spent for any other purpose. It was Horace Mann who said: "Educa-

tion is the ark of political safety; outside this ark all is deluge."

The growth in public-school attendance since 1850 is shown by the following table:—

1860	14,750
1870	51,271
1880	100,966
1890	146,589
1900	197,395
1904	298,520
1906	350,000

The 407,398 children of school age (5 to 17) in 1904 was made up of:—

Whites	396,918
Negroes	3,005
Indians	3,209
Mongolians	4,266

The value of school property is:—

Lots, houses, and furniture.....	\$19,588,655
School libraries.....	764,870
Apparatus	335,413

Total	\$20,683,938
High schools maintained.....	162
Pupils enrolled.....	21,449
Average daily attendance.....	14,489
Number of teachers.....	855
Graduates in the year.....	2,248
Graduates entered higher institutions of learning.....	893

Only four boys, but 236 girls, entered the state normal schools; 313 boys and 172 girls entered the University of California; and 103 boys and seventy girls entered Stanford University. One boy and forty-four girls entered the Los Angeles normal school. Los Angeles has 745 teachers who are graduates of the state normal schools of California.

Hardly too much can be said of the past, present, and future value of the normal schools of the state. The educational future, as the only true foundation of the entire future, rests upon the properly-qualified, faithful, earnest, progressive, and patriotic school teachers of the state, male and female. On their work rests the creation of good American citizenship.

Number state normal schools.....	5
Pupils enrolled in normal department.....	1,565
Students enrolled in training department.....	1,780
Teachers employed.....	101
Graduates since first state normal school.....	6,038
Graduates teaching in state schools.....	2,566

Expenditures, 1904:—

Teachers' salaries	\$157,868
Librarians, supplies, janitors, etc.....	21,579
Buildings and furniture.....	57,880
Books and apparatus.....	5,279

Total expenditure.....\$242,606

MORE USEFUL TEACHERS.

Reading, Pa.—At the Berks County Teachers' Institute resolutions were passed recommending that a united effort be made to increase the usefulness of the country school along one or more of the following lines:—

By planting trees, flowers, and shrubbery on school grounds.

By an enrichment of the course of study with reference to agriculture, manual training, and the domestic arts.

By consolidating weak schools and transporting children, making possible the graded school and distinctly country high school.

By giving special attention to industrial subjects in the normal schools.

By using a better grade of music.

The teachers also urged that the salary law be amended by the next legislature so as to make the minimum \$40 instead of \$35, and indorsed the teachers' retirement fund. Parents are urged to keep their children home evenings.

BOOK TABLE.

ROBBINS'S PLANE GEOMETRY. By Edward Rutledge Robbins, A. B., senior mathematical master, the William Penn Charter School. New York, Cincinnati, and Chicago: American Book Company. Half leather, 254 pp. Price, 75 cents.

That which first attracts attention in this book after admiring the general beauty and durability of the mechanical part is the unprecedented provision for the practice of the pupil through a thousand original exercises and problems. This book is written from the standpoint of the pupil, in such a manner as to stimulate his mental activity, and to bring to him the theorems and their demonstrations as early in the study as possible. The text is clear, consistent, teachable, and sound. The reason for every declaration is not given in full in the text, but reference is made to the paragraph containing it, so that the pupil may consult it if necessary. The original exercises are very numerous, and carefully classified and graded. Each of the exercises can be solved or demonstrated without the use of any other exercise. Emphasis is given to the discussion of original constructions. The diagrams in the book are superior in character, and the arrangement and typography of the text tend toward economy of time and effort on the part of the learner.

HISTORY OF THE UNITED STATES FROM THE COMPROMISE OF 1850 TO THE FINAL RESTORATION OF HOME RULE AT THE SOUTH IN 1877. By James Ford Rhodes, LL. D., Litt. D. New York: The Macmillan Company. Seven volumes. Cloth. Gilt. Price, \$2.50 per volume, net.

Mr. Rhodes is an ideal historian in tastes, in talent, and in leisure. Born in Cleveland, educated in the universities of New York and Chicago, with high honorary degrees from Harvard, Yale, Western Reserve, University of Wisconsin, and Kenyon, he has resided in Boston for several years writing with the historical library wealth of Boston and Cambridge to draw upon. He has devoted his life to the study of one period in American history, covering twenty-seven years. He has been fifteen years in the publishing of these seven volumes, the first having been issued in 1892. And he has virtually done nothing else of a serious nature for more than twenty years. All this is in strange contrast to other historical work in America. When one comes to know the way other men work as to time and diversion it is easy to see why Mr. Rhodes has been able to produce an historical work that is in a class by itself. The conception is individual, the testing of materials as well as the accumulation thereof, the weighing of evidence and the maturing of judgments are unequaled by any other writer on this period. Mr. Rhodes may be said to have an historical consciousness and historical culture exceptionally well combined. He also thinks in large units and with unsurpassed perspective. He sees in our struggle to save the Union an effort worthy a place beside the grandest movements of Greece and Rome, France and Germany, Cavalier and Puritan, and the men whom events discovered from 1850 to 1877 are in his eyes rivals of the great leaders from Xenophon to Washington. Mr. Rhodes does his own thinking, but he avails himself of all the original sources that have been discovered, regardless of the literary skill of the discoverer. While the period treated is set off by the years 1850 and 1877, Mr. Rhodes in no wise limits himself as he traces the sources of influences, wherever discovered, that contributed to make or meet the crisis of 1861-5. The thorough and masterly way in which Mr. Rhodes ferrets out causes and illuminates conditions throws a flood of light upon events of our own day. Indeed, in the first volume published in 1892 is to be found the best discussion of conditions which throw light upon the experiences of Cuba in the last ten years. Indeed, nothing has been said or written in these years that is a greater revelation of the situation as it is than Mr. Rhodes presented nearly twenty years ago. The study, from beginning to end, is a pitiless portrayal of the evils of slavery, notably of its effect upon the moral life of the white men as well as of the slave women. At the same time there is no hesitancy to show the noble side of the life of noble men in the South. The men of the North are not painted as saints by any manner of means. Nowhere is Mr. Rhodes a prosecutor or defender though he is a detective and a master in the art of cross questioning the significance of character and conduct. His comparison of Charleston and Boston before the Civil war is a pen picture rarely equaled in literature, and it makes a Bostonian blush as well as the Southerner, and gives each cause for a thrill of pride befits. The biographi-

cal portraiture is unexcelled in American literature. Nowhere is this art better illustrated than in the many sittings given Webster during his long and eventful career, but there are literally hundreds of portraits of men, North and South, in domestic and foreign life, each of which is as artistically worked out as though it were a masterpiece competing for an award by the world's best judges. By selecting his delineation of Carl Schurz, as it appears here and there through the seven volumes, one would get a work of literary art far more valuable than any tribute that has elsewhere been paid this greatest of foreign contributions to American affairs. Mr. Rhodes is really the only historian of this period who can with any degree of justice be put in the same class with the greatest of historians of England or our own early times. Here is a work that will live with Parkman, Prescott, and Motley, yes, with Hume, Macaulay, because it is history sifted and winnowed, weighed and measured, and it is literature in every paragraph. No one has read the history of those fateful years until he has read these seven volumes, and if he has read these he knows it even if he reads no other.

BOY WANTED. A Book of Cheerful Counsel. By Nixon Waterman. Chicago: Forbes & Co. Cloth. Illustrated. Illuminated cover. Price, \$1.25.

I have never seen a better book for boys. Its dedication is suggestive of the whole thing.

To

—the boy who discerns
He can never be "it"
Until he develops
Some "git-up-and-git."

There are eight chapters on "The Awakening," "Am I a Genius?" "Opportunity," "Over and Underdoing," "The Value of Spare Moments," "Cheerfulness," "Dreaming and Doing," and "Real Success." Two-thirds of the width of each page is given to Mr. Waterman's delightful, cheery, and breezy counsel to young men, interspersed with his inimitable verses, while one-third is a margin of quotations from two hundred and sixty of the world's masters. Mr. Waterman's verses in the magazines from week to week are among the most popular and valuable written by anyone of the thousand men and women who are selling verses to the magazines to-day, and his prose is as jingley as his verses. No one has a more racy style, a more catchy way of getting at the boys. In the book there are forty poems that any boy and every boy will read. A boy will be more manly, more successful, and more satisfied with life if he reads this book, and he will read it if he gets a chance.

THE BOOK OF FABLES AND FOLK STORIES. By H. E. Scudder. Illustrated edition, edited by Charles H. Morss, Medford. Boston, New York, and Chicago: Houghton, Mifflin & Co. Cloth. 180 pp. Price, 50 cents, postpaid.

The classic fables never age, never become prosy, but their skilful school use is wholly modern. Twenty-five years ago Horace E. Scudder was far ahead of his time. His sayings and doings regarding school reading were ahead of his time, but already such men as Superintendent Charles H. Morss of Medford, Mass., and his associates in educational thought are far and away ahead of the wisest leader of twenty-five years ago, so that this book has been improved beyond expression by slight touches of pedagogical art and artistic skill so that through regarding bits of simplification in language and the annexing of an explanatory index it can now be more wisely used in the second grade than in a third grade previously, and these fables and folk-lore stories belong in the second grade.

SKETCHES, SKITS, AND STUNTS. By John T. McIntyre. Philadelphia: Penn Publishing Company. Cloth, 50 cents; paper, 30 cents.

The beauty of the fun and frolic that the Penn Publishing Company puts out that it is always clean and never silly. Their editor has an eagle eye for lightness and brightness with an instinct for dodging all that is unattractive or undesirable. This book has more wholesome laughter in it without a tinge of blush to sensitive cheeks than any other compilation that we know—as in "Shoemaker's Best Selections" from I. to XXVII. everything is new and has a good ring to it.

ASSER'S LIFE OF KING ALFRED. Annotated by Professor Albert S. Cook of Yale University. Boston: Ginn & Co. 12mo. Cloth. 83 pp. List price, 50 cents.

Asser's work on the great and good Saxon king was

in Latin. This translation has been enriched by drawing copiously on the former translations of the same work by Stevenson and Giles. Judicious notes accompany this new English text, and two appendixes add to the delightful information about the king. It was not the easiest of tasks to translate Asser, but our author has mastered the task and given us a rich and pleasing text.

SHOEMAKER'S BEST SELECTIONS. For Reading and Recitation. Philadelphia: Penn Publishing Company. XXVII. Cloth, 50 cents; paper, 30 cents.

These "Shoemaker's Best Selections," which have grown to be twenty-seven in number, are the teacher's friend—we had almost said his best friend. Each volume brings about seventy-five selections for school use, every one new and desirable for recitation or select reading. In this number there are delightful verses from twenty-five present-day writers of verse. In the paper edition the cost is less than half a cent each for just the selections one wishes to have at home or school.

HOW TO SPEAK IN PUBLIC. By Grenville Kleiser, instructor in elocution in the Jewish Theological Seminary in America. New York: Funk & Wagnalls Company. Cloth. 543 pp. Price, \$1.25, net.

Any one interested in public address will find in this volume the suggestions of an expert. The author was for several years instructor in elocution in Yale Divinity school, and earned for himself a worthy reputation there. Here one may find valuable hints on vocal culture, modulations, gestures, preparation and delivery of an address, and—in short—on all those things so essential to effective public speech. Part IV. of the work contains a long list of selections for practice chosen from the most distinguished writers of prose and poetry.

BOOKBINDING FOR LIBRARIES. By Librarian John Cotton Dana of Newark, N. J. Chicago: Library Bureau. Cloth. 118 pp. Price, 75 cents.

A treatise on the binding and rebinding of books by one who has had long care of books in his office as librarian, and who believes that teachers should have some knowledge of the subject, that may prove to be of some practical value. The author certainly gives most interesting information of the covers for books and records. There is a constant surprise as one reads his suggestions in finding how large the subject is of which he treats, and how much is concerned in the proper care of books.

STAFFORD'S ANIMAL FABLES FROM THE DARK CONTINENT. By A. O. Stafford. New York, Cincinnati, and Chicago: American Book Company. Cloth. 128 pp., with illustrations. Price, 30 cents.

The Eclectic Reading Series was one of the first sallies into the field of supplementary readers, coming close upon the heels of the Swinton supplementary readers, which we still regard as one of the strokes of genius in progressive school bookmaking. These books of the Eclectic Series have all been of the highest order of merit, notably in the choice of subjects and in the classical way of presenting them for the children. The grading has always been skilfully done. This new book is intended for supplementary reading in the third year, and presents thirty-four animal fables selected and adapted from the folk lore of the negro race, both in Africa and in America. The original spirit of these fables has been well preserved, and they are told in a most attractive fashion, which will oftentimes remind the reader of the "Uncle Remus" stories or the "Jungle Books." No dialect is introduced, and the words and expressions used are adapted to the grade for which the volume is intended. There are numerous full-page pictures which are admirably adapted to illustrate the fables.

BOOKS RECEIVED.

"Our Children." By Paul Carus. Chicago: Open Court Publishing Company.

"The Friendly Town." Compiled by E. V. Lucas. Price, \$1.50. New York: Henry Holt & Co.

"Stories of Long Ago in the Philippines." By D. O. McGovney. New York: World Book Company.

"Masterpieces of Modern Oratory." By E. D. Shurter. Price, \$1.10.—"Town and City." By F. G. Jewett.—"With Pen and Pencil." By Sarah Louise Arnold. Price, 35 cents.—"Earth and Sky" (No. 2). By J. H. Stickney. Price, 30 cents. Boston: Ginn & Co.

"The Essentials of Elocution." By George L. Raymond. New York: G. P. Putnam's Sons.

"Outline Studies in the Shakespearean Drama." By Mary E. Ferris Gettemy. Price, 75 cents. Chicago: A. Flanagan Company.

"Ralph Waldo Emerson." By George Edward Woodberry. Price, 75 cents.—"Newer Ideals of Peace." By Jane Addams. Price, \$1.25. New York: The Macmillan Company.

"Defoe's Robinson Crusoe." Edited by Margaret Goodwin Meacham. Price, 25 cents. Chicago: Orville Brewer Publishing Company.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

February 26-27-28: Department of Superintendence, N. E. A., Chicago.

March 27-30: Music Supervisors' conference, Keokuk, Iowa, P. C. Hayden, secretary, Keokuk, Iowa.

April, 1907: Eastern Commercial Teachers' Association, Boston.

May 7 to 10: Joint convention of Eastern Art Association, Eastern Manual Training Association, Western Drawing and Manual Training Association, Cleveland, Ohio.

July 1-2-3-4: American Institute of Instruction, Montreal.

July 9-12: National Educational Association, Los Angeles, California.

NEW ENGLAND STATES.

MASSACHUSETTS.

BOSTON. Robert E. Burke, junior master of the normal school, has been elected assistant superintendent of schools. Mr. Burke was born in Boston and educated in the Eliot grammar and the English high schools. He was graduated from the Bridgewater normal school in 1896, and three years later finished a course at the Lawrence Scientific school. He was first assistant in the Bigelow evening school from 1896 to 1899 and principal of the Lincoln evening school for the next two years. From 1899 to 1904 he was junior master of the Mechanic Arts high school, and was appointed master at the Boston normal school more than two years ago.

Walter Sargent, the new director of drawing and manual training in the Boston public schools, was greeted by the teachers of those branches at a banquet in the Copley Square hotel recently. There were 100 present. Frank M. Leavitt, assistant director, presided. Superintendent Stratton D. Brooks made the point that our commerce, especially the export trade, depends upon the artistic fitness of goods to the public for which they are produced. He said it cost no more to make things pleasing to the eye than to make them otherwise, and that the increasing interest of the public in artistic things would make the people supreme, commercially, who produced the most artistic things. Therefore, he said, manual training and drawing were of great practical value.

Ellsworth Huntington, who has traveled extensively in Asia as a member of the Carnegie expedition, will speak before the Teachers' Geography Club at the Boston Society of Natural History February 13, at 7.45 p. m. Subject: "Influence of Climate on the Geography of Central Asia." The talk will be illustrated by lantern slides.

HAVERHILL. The Boston Globe of January 27 reports indictments against C. Willis Damon and others, Damon being held in \$1,000 bonds. There are six counts in the indictment, in which C. Willis Damon,

George M. Brock of Boston, and Fred H. Benjamin of Reading are accused of conspiracy, the indictment alleging that they conspired to cheat and defraud the city of Haverhill and the contractors of the Wilson-street and the R. L. Wood school-houses on the purchase of \$250 worth of hardware for those two buildings. Four of the counts are based upon the Wilson-street school contract, and the other two name the R. L. Wood school, it being alleged that the defendants conspired to cheat and defraud the city and the contractors out of \$35 on purchase of hardware for each schoolhouse.

HARVARD UNIVERSITY. Professor William James of Harvard University, the celebrated authority on psychology and philosophy, and brother of Henry James, the novelist, has delivered his last lecture at Harvard. He has decided to retire from all active work and will no longer conduct courses in the university. At the close of Mr. James' last lecture his class presented him with a loving cup. This unexpected action on the part of the students quite overcame Mr. James, and it was all he could do to stammer out his appreciation in a broken voice.

Professor James was born in New York on January 11, 1842, his father being the Rev. Henry James, a Swedenborgian minister and writer. The son, educated in private schools and by tutors, as well as at the Lawrence Scientific school, received the degree of M. D. from Harvard in 1870, and became professor of philosophy at Harvard in 1872. Besides devoting himself assiduously to class work, he has published numerous books and articles on psychological and philosophical subjects. His "Principles of Psychology" in two volumes is a standard work, and his "Varieties of Religious Experience" has probably excited more interest than any other modern book of its kind. Professor James has received degrees from a large number of institutions, including Harvard, Princeton, University of Edinburgh, University of Padua, University of Paris, and the Royal Prussian Academy of Sciences.

CONNECTICUT.

FAIRFIELD. January 19 in New Haven the Association of the Superintendents of the Public Schools of Connecticut was organized with Superintendent E. H. Forbes of Torrington as president, Superintendent W. D. Hood of Shelton as vice-president, and Superintendent W. P. Kelly of Meriden as secretary-treasurer. In the forenoon were addresses by United States Commissioner of Education Elmer E. Brown and President Hadley of Yale. In the afternoon Professor Charles H. Judd of Yale gave an address.

SOUTH NORWALK. The Schoolmasters' Round Table of western Connecticut will hold a meeting at the Lincoln school, South Norwalk, Saturday, February 9. The subject for the morning will be: "Desirable Modifications in the Elementary Curriculum." (a) As to courses given. (b) As to subject matter. Those for the afternoon: "Necessary Qualifications of Teachers in Secondary Schools," and "What Are the Aims of the Schoolmasters' Round Table?"

HARTFORD. Miss Sarah Louise Arnold, dean of Simmons College,

spoke before Motherhood Club recently. Her subject was "Education" and she pointed out the value of it in all phases of life. She said that all education could not be gained in the public schools. Experience, living, work, and self-sacrifice contribute to education, and some attain education through these when they have never enjoyed the advantages of schools.

CENTRAL STATES.

WISCONSIN.

The state superintendent is authorized to appoint a competent and suitable person as an inspector of rural schools. It is his duty to visit and inspect, as far as practicable, the rural schools of each county in the state and to procure information concerning the rural school districts. He shall assist the state superintendent in preparing such special reports to the governor and legislature bearing upon the conditions and needs of rural schools as may be advisable. It shall also be his duty to confer with each county or district superintendent concerning the condition of the schools in his county or district; to consult with school officers, patrons, and teachers in regard to school management, discipline, branches of study, school law, and school sanitation, and by public lectures, conferences, and meetings endeavor to arouse an intelligent interest in industrial and agricultural education, as well as in the usual routine work of the elementary rural school. The inspector works under the direction of the state superintendent, and reports to him as often as may be deemed necessary concerning the conditions found in the schools and districts inspected and of the work done in the discharge of his duties. When the rural schools are not in session he may be assigned to other duties by the state superintendent. He receives an annual salary of two thousand dollars, and is reimbursed for all actual and necessary traveling expenses when duly certified by the state superintendent.

MILWAUKEE. The Polish language will hereafter be taught in any school in which one hundred pupils of the fifth, sixth, seventh, and eighth grades desire to take elementary instruction in that language. S. Y. Gillan well says: "Within a generation it will practically cut out the Polish language from the speech of the second growth Poles. The opportunity to study their mother tongue is a potent attraction to the children of those who use any alien language, and it tends to allay the fears of their parents. When children are once brought into contact with the public school and what it stands for we may safely rely upon the English language and American ideals to do the rest. Those who look upon the teaching of Polish, German, and other foreign languages with misgivings lest those languages may thus be perpetuated in this country are looking through the wrong end of the telescope. Putting alien languages into the public schools is the surest and easiest way to eliminate them; and as soon as any segregated group of citizens becomes Americanized in its mode of life and Anglicised in its speech the need for teaching the foreign language ceases. St. Louis reached

that stage some years ago and discontinued the teaching of German; and among the leaders of the movement to throw out the German were the prominent German-Americans of that city who had been educated in the public schools. Other large cities show the inevitable trend in the same direction. Only this year Cleveland abandoned the teaching of German in the lower grades. Many Germans in Milwaukee hold that this city is now sufficiently Americanized so that the teaching of German in the public schools might safely be discontinued."

IOWA.

The executive committee for the conference, appointed by the official board of the N. E. A. department of music education, has arranged a Music Supervisors' Conference to be held in Keokuk, Ia., March 27-30. The attitude of the supervisors who have been heard from is one of interest and cordial sympathy. Every indication points to a large gathering of earnest supervisors and a series of meetings valuable to every one attending. It promises to be a conference that will have a far-reaching influence in all matters affecting national school music. The committee would urge those intending to be present to send in their names early. Philip C. Hayden, Keokuk, Ia., chairman; T. P. Giddings, Oak Park, Ill., Mrs. H. R. Reynolds, Des Moines, Ia., executive committee.

OHIO.

CINCINNATI. Dr. Dyer, superintendent of schools, has instituted a special school for all pupils who are two years behind where they belong. He is putting the schools of the city in every respect upon a modern basis.

At a recent meeting of the Cincinnati Principals' Association Professor R. L. Melendy of the University of Cincinnati addressed the members on "What Shall the Child Do with its Leisure Time?" and Sergeant Rikeman of the United States Marine corps spoke of the difficulty experienced by the United States recruiting officer in enlisting physically sound men. The association, realizing the force of their remarks and recalling many corroborative instances of lack of proper facilities for out-of-school recreation and development, voted to appeal to the proper municipal bodies and officials to include in the proposed park extension larger areas for recreation parks, with provisions therein for inside and outside gymnasium facilities as near to school lots as possible.

MICHIGAN.

DETROIT. The budget for schools is rapidly growing because the city is growing. The total is \$2,058,795. In addition to this the city has an extra income for schools this year of more than \$400,000. The tax money will be used as follows:—

For day teachers' salaries	\$1,187,700.00
For new buildings and sites	769,000.00
For fuel	45,000.00
For new boilers in old schools	10,350.00
For automobiles	10,000.00
For fire escapes	15,000.00
For new sidewalks	10,000.00

For telephones.....	2,529.00
For text-books.....	20,421.00
For manual training....	19,669.00
For night school teachers	19,550.00
For water supply for five years	19,859.50

NORTHWESTERN STATES.

WASHINGTON.

SPOKANE. More than 100 teachers of Spokane, headed by Superintendent J. A. Tormey, attended the twentieth annual meeting of the Washington State Teachers Association at Bellingham last month, when the organization went on record in favor of the merit system, favoring the changing of the time for taking school census from June to February, urging the establishment of parental schools for the care of truants, and recommending the passing of a law to secure state aid for school libraries. Three thousand five hundred teachers were in attendance, as against 2,740 in 1905. These leaders for the various sections were elected for 1907:—

Mathematical section—President, J. C. Keiths, Seattle; vice-president, J. G. Morgan, Ellensburg; secretary, M. E. Durham.

Graded school sections—President, Charles Metzler, Seattle; secretary, Mrs. Margaret Yost, Tacoma.

School board section—President, Charles Drury, Tacoma; secretary, Alfred Leicester, Tacoma.

Commercial school section—President, F. C. Beutel, Tacoma; Miss M. M. Slattery, Spokane.

High school section—President, J. E. McCoun, Seattle; secretary, Miss Harriet B. Freeman, Bellingham.

Science section—President, F. W. Eply, Bellingham normal; vice-president, F. W. Bonser; secretary, Charles Landes, Tacoma. Those who will represent the section in the educational council are J. F. Ellingsworth, Seattle; A. H. Benfield, Spokane; E. O. Kraeger, Olympia; Mr. Johnson, Colfax.

Reports of the growth and work of the state normal school at Cheney made to Governor Mead indicate that the new gymnasium and training school for which the trustees will ask the legislature to appropriate \$80,000, are needed. The trustees also want \$107,500 for additional equipment, \$69,954 of this being for maintenance and \$16,222 for operating expenses. The seventeenth academic year saw an enrollment of 145 in the training school, and 326 in the normal school, making a total of 471. The attendance in the normal school, exclusive of the summer school, which numbered fifty, has been 276. The trustees also request an appropriation for the establishment of a department of domestic science.

David L. Huntington, general manager of the Washington Water Power Company, has been appointed by Governor Mead a regent of the University of Washington to fill the un-

expired term of J. F. Saylor, formerly superintendent of the Spokane public schools. He is a graduate of the Sheffield school of Yale University, having been granted the degree of Ph. D. with the class of 1891.

Rev. J. Jespersen of Spokane, recently elected president of the Swedish Lutheran College to be erected in Coeur d'Alene, has arranged to open the commercial department early in February, when he will have a staff of instructors, headed by Rev. M. R. Liden.

H. T. Coleman, formerly principal of the Spokane high school, has been appointed to the chair of education at the University of Colorado, at Boulder. Mr. Coleman was for five years principal of the local high school besides being at the head of the Irving and the Franklin schools. During the year he took a post-graduate course in Columbia University. In his new position he will make periodic inspections of the Colorado state high school.

TACOMA. Mrs. Carrie Shaw Rice, principal of one of the leading schools of the city, away on a year's leave of absence, is spending her time in China and Japan, visiting most of the leading cities in both countries.

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EUROPEAN TOUR

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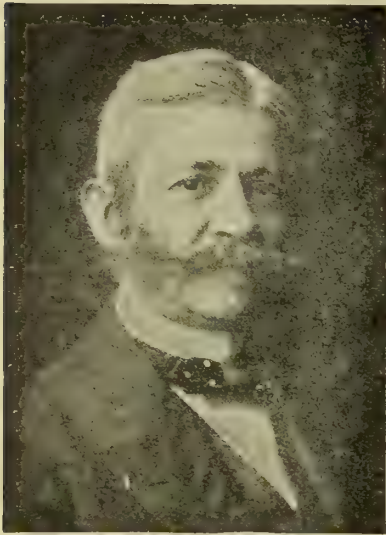
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THE WEEK IN REVIEW.

(Continued from page 157.)

THE NEW RUSSIAN DUMA.

Elections are in progress in Russia for a new Duma. They are held upon different dates in different parts of the empire, and it will be some time before the results can be completely known. But so many restrictions have been placed upon the voters that the elections can hardly be regarded as a free expression of the popular will. Meetings have been proscribed and have been broken up by the police, newspapers have been suspended, criticism of the government has been forbidden under penalty, and whole classes of voters have been disfranchised. The suffrage in rural constituencies has been restricted to householders; workingmen who are not tenants of separate rooms have been refused the right to vote; and railway employees have been disabled from joining any union or taking any part in politics. Altogether hundreds of thousands of voters have been thus debarred from the franchise.

N. E. A. Department of Superintendence.

President—W. W. Stetson, state superintendent of public schools, Augusta, Maine.

First vice-president—H. H. Seerley, president of State normal school, Cedar Falls, Iowa.

Second vice-president—R. J. Tighe, superintendent of schools, Asheville, N. C.

Secretary—J. H. Harris, supervisor of grammar and intermediate grades, city schools, Minneapolis, Minn.

Registration secretary—Irwin Shepard, general secretary, N. E. A., Winona, Minn.

PROGRAM.

Speakers—Hon. Edward F. Dunne, mayor of Chicago; E. G. Cooley, superintendent of city schools of Chi-

cago; Hon. N. C. Schaeffer, president of the National Educational Association; J. B. Aswell, state superintendent of public instruction, Baton Rouge, La.; Miss Ada Van Stone Harris, assistant superintendent of schools and supervisor of kindergartens, Rochester, N. Y.; James H. Eckels, president of the Commercial National bank, Chicago, Ill.; Lawton B. Evans, superintendent of schools, Augusta, Ga.; Payson Smith, superintendent of schools, Auburn, Me.; Samuel Hamilton, superintendent of Allegheny county schools, Brad-dock, Pa.; Rabbi Emil G. Hirsch, minister of Sinai Congregation, Chicago, Ill.; W. J. S. Bryan, principal of Central high school, St. Louis, Mo.; E. A. Jones, state commissioner of common schools, Columbus, Ohio; W. E. Chancellor, superintendent of schools, Washington, D. C.; Thomas C. Miller, state superintendent of free schools, Charleston, W. Va.; Miss Katherine L. Craig, state superintendent of public instruction, Denver, Colo.; J. W. Olsen, state superintendent of public instruction, St. Paul, Minn.; R. B. Cousins, state superintendent of public instruction, Austin, Texas; M. Bates Stephens, state superintendent of public education, Annapolis, Md.; Arthur H. Chamberlain, dean and professor of education, Throop Polytechnic Institute, Pasadena, Cal.; J. Y. Joyner, state superintendent of public instruction, Raleigh, N. C.; O. J. Kern, county superintendent of schools, Rockford, Ill.; E. E. Balcomb, department of agriculture and physiography, Southwestern State normal school, Weatherford, Okla.; Cap E. Miller, county superintendent of schools, Sigourney, Iowa; J. L. McBrien, state superintendent of public instruction, Lincoln, Neb.; C. P. Cary, state superintendent of public instruction, Madison, Wis.; Mason S. Stone, state superintendent of education, Montpelier, Vt.; George B. Cook, superintendent of schools, Hot Springs, Ark.; W. H. Elson, superintendent of schools, Cleveland, Ohio; John R. Kirk, president of State normal school, Kirksville, Mo.; P. P. Claxton, professor of the science and art of teaching, University of Tennessee, Knoxville, Tenn.; Elmer Ellsworth Brown, United States commissioner of education, Washington, D. C.; James H. Van Sickle, superintendent of instruction, city schools, Balti-

more, Md.; A. V. Storm, superintendent of schools, Iowa City, Iowa; Henry Suzzallo, assistant professor of education, Leland Stanford, Jr. University, Stanford University, Cal.; W. F. Gordy, superintendent of schools, Springfield, Mass.

SOCIETIES MEETING WITH THE DEPARTMENT OF SUPERINTENDENCE.

I. THE NATIONAL SOCIETY FOR THE SCIENTIFIC STUDY OF EDUCATION.

President, Reuben Post Halleck, Louisville, Ky.; secretary-treasurer, Manfred J. Holmes, Normal, Ill.

C. A. Herrick, director of school of commerce, Philadelphia, chairman.

ANNUAL BUSINESS MEETING.

All meetings will be held in the Auditorium hotel.

II. EDUCATIONAL PRESS ASSOCIATION OF AMERICA.

John MacDonald, president, Topeka, Kan.; C. F. Patterson, secretary, Indianapolis, Ind.

Speakers—John MacDonald, editor of Western School Journal, Topeka, Kan.; George L. Towne, editor of Nebraska Teacher, Lincoln, Neb.; H. M. Pattengill, editor of Michigan Moderator, Lansing, Mich.; C. W. Bardeen, editor of School Bulletin, Syracuse, N. Y.; Henry G. Williams, editor of Ohio Teacher, Athens, Ohio; H. A. Gass, editor of Missouri School Journal, Jefferson City, Mo.; C. M. Parker, editor of School News, Taylorville, Ill.; C. W. G. Hyde, editor of School Education, Minneapolis, Minn.

III. SOCIETY OF COLLEGE TEACHERS OF EDUCATION.

J. H. Russell, president, New York, N. Y.; Frederick E. Bolton, secretary, Iowa City, Ia.

Once, during the season of Lent, Greenbaum was going to have a sale. He had no bell to ring, so he tried to borrow the one in the church across the street.

"We can't let you have it," says the sexton. "I am very sorry. You see it's Lent."

"Oh," says Greenbaum, "excuse me. I didn't know somebody had got ahead of me."

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"The last one."

"A very pretty girl is greatly like a very fine plate mirror."

"How?"

"Why, she's a good lookin'-lass."

Nome and Dawson.

Professor Angelo Heilprin of the Sheffield Scientific School gave a most interesting lecture on Nome and Dawson in the public lecture course at New Haven, Conn., a few evenings ago. Professor Heilprin is widely known as one of the leading authorities in the world on physical geography, and is remembered as a member of one of Peary's trips to the far north. He has made several trips to Alaska and vividly described his arrival at Dawson on one journey.

Professor Heilprin attempted to correct the erroneous opinions regarding the climate of Alaska. He said that the temperature in summer frequently rises to ninety degrees in the shade, and cited the United States government report of a temperature of 112 degrees on the Yukon river. In the winter it descends to from fifty to seventy below zero. The gold product sent out of Dawson at the time of his visit was about twenty millions, but now it has been reduced to about twelve millions annually. Dawson now presents a permanent appearance.

At Nome he found the people washing out gold on the ocean shore. It is another city which has had a mushroom growth. Nome to-day has a resident population of about 13,000. There are more full-dress affairs taking place at Nome than in almost any city in the United States.

To the geographer, it is one of the most interesting situations because it sets at naught the idea that the habitations of all men are determined by geographical conditions. Here is an absolute reversal of these conditions—man has overcome the geographical conditions and become complete master.

Professor Heilprin's lecture was illustrated by over forty views, and was greatly enjoyed by a large audience.

"The automobile should be prohibited."

"How's that?"

"One of them ran over my mother-in-law."

"Kill her?"

"Didn't hurt her a bit."

"I thought," said Isaacs when he heard of Letgosky's death, "dot you told me der feaver had vent away?"
 "I subbose," replied Greenbaum, "dot I forgot to dell you dot he vent with it."

"An egg is a great deal like a colt."

"In what way?"

"You can't use it till it's broken."

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BOSTON THEATRES.

KEITH'S.

The week commencing Monday, February 11, will be notable in the history of Keith's theatre for the reason that it will mark the return of Houdini for a special engagement of twelve performances, the last he will give in Boston in a period of at least two years. The week might be called "Challenge week" for the reason that Houdini has accepted enough challenges to permit of his attempting one or more at every appearance. Several of the special stunts will be different from any he has ever tried before. Edwin Stevens is to show his versatility as a character actor in a new sketch in which he portrays several of the best known personages in the novels of Charles Dickens, making up in sight of the audience. There is no merrier farce in vaudeville than "What Will Happen Next?" written by Wilfred Clarke and played by him with the assistance of Miss Theo Carew, Miss Eleanor De Mott, and Archie Gillies. The Colonial Septette have the prettiest musical act ever produced in vaudeville, very dainty and full of fine vocal and instrumental music. "The Somewhat Different Comedian," George H. Wood, famous for his original stories; Holcombe, Curtis, and company in a bright musical comedietta called "The Alphabet Class"; the Onlaw Trio, marvelous equilibrists and wire workers; the Frazer Trio, in the characteristic dances of Ireland, England, and Scotland; Herbert, the frogman, a very supple contortionist; the Savadas, Japanese acrobats; Conlon and Hastings in a lively sketch; Tyson and Brown, in antics on roller skates, and the kinetograph, will complete the program.

THE GURGLING GIRL.

She—"That Mr. Planz, the architect, has a funny way of pronouncing things, hasn't he?"

He—"I haven't noticed it."

She—"Why, yes. Didn't you hear him allude to a sore throat?"

He—"A sore throat!"

She—"Yes. I heard him mention a gargoyle several times. We always call it gargle, you know."—Cleveland Plain Dealer.

Miss Amy A. Bernardy, the well-known writer, was recently having luncheon on the Romanic with Captain Anning and the ship's doctor, Prior, as the boat lay at anchor in the bay of Naples.

"It seems to me," said the captain, "the name of this boat should be changed to the 'Romantic,' from the amount of spooning that has been going on aboard of her this trip."

"Then another boat of the line," observed Miss Bernardy, "should be called the 'Platonic.'"

"I would merge your two boats into one large one," said the doctor, "and call it the 'Idiotic.'"

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WHAT THEY SAY.

U. S. SENATOR A. J. BEVERIDGE, *Indiana*: The child labor evil can be stopped only by a national remedy, and this is right because it is a national evil.

SUPERINTENDENT C. F. CARROLL, *Rochester, N. Y.*: In the approved modern school children are from the very beginning learning to read by reading the best literature.

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PRINCIPAL WILBUR S. JACKMAN, *School of Education, Chicago*: We are not gathering up the vast amount of wealth buried from view in the slums. We pay vast sums for old paintings, and fortunes to excavate ancient ruins. But we pay nothing for the living spirit now going to waste in the slums.

NELLIE RICHARDS, *Minneapolis*: Meal time may be the only time a wife can catch her husband for a curtain lecture; but if she has been a student of domestic science she will know that no meal at all is better than one eaten in anger. Teaching domestic science in the schools means that the homes of the future will be well ordered, happy, economical, and all this will be accomplished without drudgery.

DR. MARGARET E. SCHALLENBERGER, *Training School Principal, San Jose (Cal.) Normal School*: It is comparatively easy to write articles that will lighten, temporarily, a teacher's work; it is not so easy to write those that will strengthen it. The first form requires of the writer only a knowledge of catchy devices; the second requires learning and wisdom; the first demands nothing of the teacher; the second much; the first seeks merely to lessen the teacher's work; the second to give it meaning.

HOW TO MANAGE DIFFICULT BOYS.

BY J. MADISON TAYLOR, A. B., M. D.

A long and somewhat intimate acquaintance with boys and teachers of boys, many of whom are my close personal friends, has given me opportunity to formulate certain conclusions which may help others. I have always been fond the society of boys, being endowed with youthful tastes and aptitudes, and find it profitable to study boyhood hopes, pleasures, and ambitions. I have also taught boys and traveled with them in various capacities, and have a grown son whose friends I have tried, and with some success, to make my own.

My personal work has brought me in intimate contact with many phases of the human mind other than normal, and particularly with problems of psychologic imperfections. This attention to abnormalities of the mind and character has not had the effect of making me over-suspicious of finding defects of the mental processes, because it is obvious to the student that few brains are free from obliquities and regrettable limitations.

Physicians and teachers should clearly appreciate that the mind of man in his earlier years varies widely in degrees and qualities of development, even more than in differences of bodily growth. Again, varying conditions of home influence, early schooling, or accidental training may, and do often, bring forward rapidly one part of the mind while another remains distinctly infantile. Conditions of bodily health, not always obvious or even readily estimable, produce profound changes in cerebral energizing, so that one day certain beliefs, capacities, and limitations may exist and to-morrow the balance of power be far otherwise.

The subject is so wide and capable of being treated under such a variety of headings that my purpose here is only to offer from my experience remarks upon two of the chief influences which either make for corrective development, or emphasize the original bent and impair usefulness and citizenship. The one is home training and early environment, the other is the school and the teacher.

The child who has failed to enjoy the tender, all-enfolding care and love of a mother, acting up to her best endeavors, is bereft of the greatest gift obtainable. She may leave in her personality, in her conduct, much to be desired. She may be a mass of minor faults, not wise or strong of mind, yet if she be sincerely desirous of fulfilling her instinctive obligations, no other being can replace her.

The difficult boy stands clearly differentiated in my mind from the backward-minded or irresponsible boy, although there are grounds on which they may become merged. The difficult boy, as I conceive him, is one endowed with normal impulses, usually over-strong, which, because of defects of early guidance, have become diffusive, unsymmetrical,

lacking inhibition, one who is commingled of more bad than good, yet often capable of great things under favorable conditions. There are those in whom the ingredients vary in other directions, among the worst of which are apathy, laziness, secretiveness, moral shortcomings. These, however, will soon or late become classifiable differently.

The difficult boy may appear to be a liar, a bully, selfish, unwilling to exert himself in worthy directions, of even other and perhaps worse characteristics. All this may be due to pressure of circumstances obtunding a none too vigorous sense of right and wrong, distorting conceptions, inducing acts and speech which belie inherent normal instincts which are undeveloped or chronically impaired. In short, the seeds of wholesome manhood are present in fair measure, capable at times of splendid development, often to admirable citizenship, but not strong enough unaided to nullify the blanketing effects of circumstance. How are we to estimate what these counteracting forces are, or were, in the instance? How should we have conducted ourselves under the same baffling influences? What would have been the effect of the same plainly indicated disheartenments, evil influences, examples on one nature as compared with another?

Action is the keynote to habit and character. Good habits make for progress. Habits are definite actions resulting from sensations, motor modifications in nervous matter which have become stable through repetition of actions. They are thus more easily performed. At first there is friction between sensory and motor nerve cells, and this must be decreased by work. Memory is thus the same as habit; the nerve cells continuing to act in the way they have been induced to act before.

We remember most easily things or acts which have been most often performed; new paths are thus ploughed out in nervous matter. When ac-

tions have been repeated often enough there are then almost no new paths to be formed. Hence habits acquired become fundamental courses of action, they constitute organic memory, which may or may not be accompanied with consciousness. To form these there must be accurate repetitions of dynamic associations between nerve cells in early life, during the plastic period. After plasticity of these cells has passed away guiding habits can only be acquired imperfectly, and if at all at enormous expense of energy.

Many a man is a failure in some direction because he omitted to acquire the habit of courtesy, self-restraint, correct diction, punctuality, dexterity, accuracy in fundamental motions, even truth-telling. What evil may follow from the acquirement of vicious habits, however heroically resented, can readily be imagined.

In conclusion, let me urge all those who are charged with the care of a difficult boy to be open-minded at all times; to be prepared to modify the original concept, the earlier estimate; to read him in the lights revealed along the way. Above all things exercise toward him companionability, encourage confidences, especially as to hopes, ambitions, views on life. Be quick to see the good, the forceful qualities, and help the spontaneous exercise of these.

Above all, never be betrayed into forcing on such a boy plans of action contrary to his bent, his tendencies. Let him evolve a course of action, help him to perfect it, be it large or small. The small may become elaborated, the large may need modification. When the course is chosen, emphasize, praise, encourage spontaneity. Always leave the door open to a return to you for renewals of stimulus; encourage the appeal to you for judgment, for wisdom.—Popular Science Monthly.

LOOKING ABOUT.—(III.)

BY A. E. WINSHIP.

[Notes on an eight-weeks' trip in November and December, 1906.]

In Detroit it was my misfortune to have no time when the public schools were in session, but I have seen them often and know their work so well that the loss was not so serious to me, but I did enjoy my annual visit to the Thomas Normal Training School. It is a pet notion of mine that America needs nothing more than she needs institutions that can provide for those who need the freedom that cannot be offered by any of the elaborate schools which provide only for those who want just what they offer.

There are two points of view: First, "Here is what we offer, do you want it?" Second, "I want this training, can you give it to me?" State normal schools, universities, and all regulation institutions must, inevitably, play the first game. They must present the best scheme possible, and then take all who can use that special curriculum. This is as it should be. It is to their credit that they do not allow individuals to put in an appearance

and request something especially designed for them, but there is a demand, much smaller, but no less real or less important, for institutions for those who are not desirous of what the idealized institutions can offer, and among these I find the Thomas Normal Training School of especial interest.

Here is a man or woman, an excellent teacher with training and experience, who would like to specialize for teaching music, drawing, manual training, or domestic science. He does not care to know how to teach. He knows that and has demonstrated that he knows it. He would like to perfect his technical knowledge of the specialty he has chosen. He is mature, is dead in earnest, is ready for intense study. The Thomas school can give him much more in one year than any regulation school could give him in two.

Here is another, an expert musician, or an artist in drawing, skilful in mechanics or in domestic science, but does not know how to teach that specialty. He does not want miscellaneous psychology or pedagogy, but does need the science and art

of teaching within a certain range. He does not want the mechanics of his specialty, but he does want the art of teaching it. That which he needs could not be given in any regulation institution, but here he can get more than two years' work in one, for he is ready to do more than two years' work in one. There are several of these special institutions in the West, and they are of inestimable value.

Theoretically they may be abused, and occasionally in practice some one who could wisely complete a full course in a great institution may jump the track and take a short course here, but, up to date, no first-class normal school is suffering for lack of patronage, and there is no apparent fear that any will. The Thomas Normal Training School is always a tonic.

COMMISSIONER BROWN'S FIRST WORD.

[First official statement of United States Commissioner of Education Dr. Elmer Ellsworth Brown.]

Attention should be directed to this fact: That the educational interests of our country are not only growing with our national growth, but are growing past the rate of our national growth. In all modern civilizations the responsibilities devolving upon educational institutions are increasing beyond all precedent. What modern movement for the betterment of life in human societies does not involve some change or some extension of the system of public instruction? Especially is this the case in democratic societies, and I think most of all in our own democracy. It is not simply that the steady improvement of the ordinary processes of education must be kept up, in full force, but new educational forces and appliances must be knit together into new institutions for which no pattern can be found, and large resources must be made available for education, where until of late an educational need was hardly known to exist. The new economic aims of our people cannot otherwise be realized, nor can the new aims in public hygiene and sanitation, in the prevention of crime, in the social improvement of rural communities, and in all other large movements for the betterment of human life.

I think it is clear that to render its proper service in this new educational situation the Bureau of Education must be strengthened and expanded. I beg to present herewith the following bare enumeration of some of the most desirable lines of advance which should, I think, be followed in the near future:—

In addition to the ordinary publications of the Bureau, there should be frequent issues of a bulletin, as provided in the act of May 28, 1896, which should furnish to the press of the country and to educational leaders and educational institutions a considerable volume of timely information with reference to movements and improvements in education in this land and in foreign lands; and more circulars of information of a substantial and permanent character should be issued.

The collection of educational documents, treatises, and periodicals at the Bureau of Education should be enlarged and made more available for

the researches of advanced students and specialists. This Bureau should serve as a clearing house for the educational research carried on by universities, education offices, and special commissions throughout the country; and it should enter into co-operation with other government offices of research referred to in the act of Congress of March 3, 1901, to further scientific investigation in accordance with the intent of that act.

Particularly in its relations with the agricultural and mechanical colleges subsidized by the national government under the provisions of the act of Congress of August 30, 1890, this Bureau should render available to each of these institutions such information relating to the best methods of organization, experiment, and instruction as may be gathered from the experience of other institutions of similar character, either at home or abroad.

So much of educational administration as is assigned to this Bureau, the management of schools for natives in Alaska and the industrial training of those natives, should be brought under closer supervision on both the educational and the business side, and new forms of industrial training should be devised and put into operation.

Attention should be called to the growth of international educational relations. These appear in the form of international congresses, of visiting commissions, of definite projects for strengthening the intellectual and spiritual bonds which unite one people with another, of proposals relating to the recognition by one country of the professional diplomas and licenses of other countries, and in a variety of other manifestations. They are of so great significance and promise that they suggest the desirability of some systematic and continuous provision in the Bureau of Education for the discharge of such duties in connection therewith as may properly fall to this office.

That the Bureau of Education may do its part in these growing activities it will need in the near future enlarged quarters, increased appropriations for the various expense of publication, and the addition to its present force of a number of highly competent specialists.

BETTER PAY FOR TEACHERS.

The Review of Reviews for January, discussing our national prosperity, remarks that growth of this nature is bound to show itself in the advance of wages and the increase in the payment of those whose services are rendered for salaries at fixed sums, adding:—

"It is very desirable that this movement for better pay should everywhere be extended to teachers. Never have the schools of this country had so important a part to play in our civilization as at the present time, and nothing else is so important about the schools as the qualification and character of the teachers. Monthly or yearly rates of payment of teachers that seemed ample fifteen or twenty years ago are quite insufficient now. This is true with respect to the public schools, and it also applies to higher institutions, where the salaries of professors ought to be made sufficient to attract and hold a superior class of men.

"The problem is a very serious one; and it deserves careful consideration throughout the country. If there is one reason stronger than another why the taxing power should lay a firmer hand upon the growing wealth of great corporations and upon the income of vast private fortune, it is because the state must adequately perform its responsible task of education. If there is to be compulsory attendance of schools, there must be schools worth the attending, and ample provision for all the children. If there is to be extension of child-labor laws and better enforced exclusion of children from factories, mines, and various gainful employments, there must be developed such a system of education as to add immensely to the efficiency of the child when, at a later age, he joins the army of bread-winners. Let us repeat, then, that the central fact in the school system is the teacher, and that we cannot expect to have the right sort of teachers in the long run without paying them enough to justify them in regarding their profession as a permanent calling rather than a temporary makeshift."

WHAT KATE STEVENS SAYS OF AMERICA.

Kate Stevens, a prominent London principal, spent five months in the United States in the spring and summer, meeting many of the educators and visiting many schools. Since her return she has been lecturing on her experiences and observations.

The following report in the London Times of one of her lectures is interesting:—

"Some Phases of Education in America"—meaning thereby the United States—was the subject of a lecture to the Polyglot Club by Miss Kate Stevens. The club, which is barely twelve months old, meets in the Royal Adelaide Gallery, Strand, and was founded for the purpose of bringing together in a social way ladies and gentlemen of all nationalities interested in languages, travel, and foreign countries. Sir John Cockburn, who presided, in introducing the lecturer, remarked that our American cousins discovered the child before we did, and were admittedly great educationists. Some people thought the United States schools were not better than our own, but undoubtedly the American ideal was higher than ours. So far as he (the speaker) was concerned, he was free to admit that he derived most of his ideas on education from the circulars issued by the United States. He had much pleasure in being present because the Polyglot Club upheld the cosmopolitan idea in which he was a believer. Miss Stevens began by stating that there was no national system of education in the United States, each state being free to adopt its own system. The National Bureau in Washington confined itself to collecting statistics and similar functions of a useful character. In view of the educational controversy now raging in this country, it might be of interest to mention that in thirty-eight states Bible reading without comment was the rule. The leaving age varied, and in one or two states boys were kept at school if they were specially ignorant till they were sixteen, but as a

rule fourteen was the age at which they might leave school for work. There were many problems to be faced in the states with regard to education, the chief being that of race. Aboriginal Indians numbered 270,000, Chinese 81,000, and Negroes 9,000,000, the latter having doubled their numbers since they were made free in 1875. What might be termed race aversion had largely increased in recent years. Then there was the annual influx of immigrants of all nationalities, for whom special provision was made. In some schools there was what was called a steamer class, the children being taken straight from the ships. In one school visited by the lecturer twenty-three languages were spoken. The object sought to be attained was to weld these children into the national life, and so well was it accomplished that the children soon began to call themselves Americans, and joined heartily with the other children in saluting the national flag. Miss Stevens briefly referred to the different grades of schools, the recreation piers, and hospital ships that took sick children out to sea for a day, mainly at the expense of voluntary associations, in which women's clubs took a leading share. Democracy was the aim and education the means, according to the American ideal. No trouble or expense was spared to secure education of the best character as to buildings, equipment, and teaching staff.

AN ALLEGORY, A MEDLEY, AND A MORAL SEQUENCE.

Once upon a time a young woman of ordinary attainments and abnormal ambition left her happy home and wandered over the earth in search of a will-o'-the-wisp known as the ability to promote the educational interests of our glorious land of the Republic.

In her mind's eye shone a vision of herself charmingly attired in the up-to-date costume, sitting behind a desk of polished oak, and addressing a group of figuratively polished young men and misses in some such language as the following:—

"Pseudo-philological comments should fill about two-thirds of the space allotted to annotation. The student reading Macbeth and coming to the line, 'Avaunt, and quit my sight,' should imagine the effect of this explosive sentence uttered in the dead silence preceding the drinking of the toast, etc. J'ai, tu es, il est, Gavitter, Gavorter, Gaverter. Let $x =$ the greater and $y =$ the lesser, then $x + y = \text{---}$ " and all the minor rudiments of university lore.

A year passed away and the standards of the age began to change in an alarming fashion. Crass materialism and competitive industry forced their way into this quiet temple of learning. During the first week of the summer vacation the wireless telegraph waved this message into the ethereal space. All the vaulted arch of heaven re-echoed the words, "We are going to introduce cooking into the schools." The surplus of the first year's salary and the remaining summer months were spent in a school of domestic science.

It is fall again. Listen: "Pseudo-philological comments should fill two-thirds of the space al-

lotted to annotation. The student reading Macbeth and coming to the line, 'Avaunt,—cut out ecstatic praise about scenes—J'ai, tu es, Gavitter, Gavorter. Let x = the greater and y = the lesser—two cups of molasses and one cup of flour, three tablespoons of salad oil,—philological comments—cook the cheese slowly for rarebit, alcohol is cheaper for use in the chafing dish—Sam, face front! Time for recess!'"

P. M. Enter Mr. Superintendent, leading some interesting little urchins who know not how to manipulate the fingers in the use of hieroglyphic chirograph. In plainer speaking, he articulates: "Miss Blank, can you teach these children to write?"

"Oh, yes, indeed! Will you have them taught the slant system?"

"Slant system! Did you come from Way Back? No slant system for these youngsters."

"Er—how will the ——— vertical do?"

"——— vertical! Do we want these children taught that stiff-looking handwriting? What can you be thinking of?"

"Perhaps you prefer the vertical round hand?"

"Well, that is a trifle better looking, but the strokes are too angularicrookified."

"Let me see. I can teach the medial slant."

"Medial slant! That's neither one thing nor another—Here! take this pen manufactured from the lightning, dip it into the ink distilled from a bolt of thunder, and make these children write four thousand words a minute, being sure there are no blots on the paper."

With a smile on her lips and a sigh in her heart, Miss Blank—took another vacation.

The following year it was decided to introduce the telephone into the schools. Listen again to the dulcet tones of Miss Blank's voice: "Hello, hello, did you get them, did you get them— $2 + 1 = 3$, $1 + 2 = 3$, $3 - 2 = 1$, $3 - 1 = 2$ —Are you waiting, are you waiting, did you get them, did you get

them? Yes, yes,—mix the mustard, salt, and pepper in equal quantities. Gavitter, Gavorter. *Cl ick, st ick, s ick, n ick*, do me sol ti, do me sol, ti-do—drop the oil slowly for mayonnaise, add the juice of a lemon,—Hello!!!—didn't get them? Line's busy."

Five years later.

The polished oak desk is transformed into material for the sloyd class. She joins the annuity guild and retires on an income of sixty cents a week.

The next time we see her she stands before St. Peter. She is hemmed in by three circles. The first is formed of children—good children, bad children, indifferent children, sweet-tempered, sulky, and sad children, children she'd loved and petted and scolded—blessed incorrigible children. The second circle is made up of parents—good parents, bad parents, sweet parents, sour parents, irate parents, appreciative parents,—all sorts and conditions of parents. The third circle is a motley assemblage of teachers—sloyd teachers, raffia teachers, writing teachers, music teachers, cooking teachers, sewing teachers, model teachers, *critic* teachers, supervisors, superintendents, boards of education, and visitors—all sorts and conditions of visitors.

With a deprecatory glance at the throng in which comical despair and willing forgiveness are mingled, she sends an appealing look to the good, great saint. "St. Peter, I taught school for forty years and now I'm looking for heaven. I tried to find it myself, but alas! I got lost in the isms. They say you hold the keys. Pray tell me, good saint, where, oh, where is heaven?"

St. Peter regarded her curiously for a moment, then his grave face relaxed into a whimsical smile, as he answered: "Heaven? Heaven? You're looking for heaven? Well, we're going to introduce it into the schools."

One of the Victims.

WHO'S WHO IN EDUCATION.

ALEXANDER FORBES.

BY A. E. WINSHIP.

A week long to be remembered was spent with Alexander Forbes in institute work recently. Here is a man at whose feet it was a joy to sit day after day, a man whom the years have not wounded and retirement from an active life has not soured, a man who gives to teachers scholarly views of schoolroom topics with a sanity and good cheer that make his advice and counsel a delight.

I do not know his age and care not to know, for he will be a young man to the end of his pilgrimage. He was born in Scotland, a Highlander of the Highlanders, and at the early age of twelve left home, entered Aberdeen College, and upon graduation came to America, with the family, and settled in the Western Reserve in Ohio, going into the woods, cutting timber by the cord. So small was he, and so little used to any kind of manual labor, that he could earn but twenty-five cents a day that first winter.

His chief business was not with the axe but with ear, eye, and tongue, trying to eliminate the Scotch dialect and mastering the American English. A dictionary was always by his side in the evening, and as soon as he could make a respectable appearance he was employed* for a near-by school, which he "kept" with such success that he went to a better school, and then to a better, until in six years he was in the Cleveland system, then with fewer than one hundred teachers, and in 1868 was principal of the famous Kentucky Street school. Because of his size he was twice denied a principalship, but when, at last, he won it, it was to make a school so good that in two years he was elected to a supervising principalship, and in five years to the principalship of the city normal school, where he remained for six years, when he was tempted to leave the schoolroom for the commercial side of the profession, going to Chicago in charge of the school book interests of Sheldon & Co., with

*I never applied for any school.—A. F.

whom he stayed through varying shifts of name until 1902. But Mr. Forbes was never retired from the professional side of the work, as he lectured at institutes every year, always a favorite, and a series of readers, of which he is joint author with Mr. George I. Aldrich, has this year been introduced for exclusive use in two large American cities as in numerous other places.

In Cleveland to-day there are sixteen women principals of large schools who were in the normal school when he was principal. Is there any other man whose six years in a local normal school can say as much?

SECURE EDUCATION.

[A talk to boys by Colonel Henry C. Clark, General Superintendent of Jordan, Marsh Company, the leading retail store in Boston.]

I would advise all young men and women to avail themselves of the best opportunities within their reach to obtain a good education. All successful salespeople must have learned the art of throwing themselves into their work with enthusiasm; they are industrious because their work appeals to them and because they want to win. The reason a large number of salespeople fail to make a success is the lack of these very necessary qualities, namely, cheerfulness, enthusiasm, and patience with customers. Those who do not possess these qualities naturally must cultivate them, and, if they fail in so doing, may as well give up the business.

Always give prompt and immediate attention to customers if not engaged with another customer. No matter what else you may be doing, drop it at once, step forward promptly, and wait upon any one who approaches your counter. The conduct of salespeople in the presence of customers should always be exemplary, circumspect, and business-like. The most important thing in any business is the treatment that customers receive from the salespeople and all concerned. There is one type of young man that I would advise guarding against, that is the Micawber type, sitting down and waiting for something to turn up. Do you know what finally turned up with Micawber? It was his toes.

I would recommend that every young man in this school read "A Message to Garcia," by Elbert Hubbard of Roycroft fame, and if it does not inspire a spirit of ambition and courage then those elements are lacking. I will quote the last paragraph: "Civilization is one long search for just such individuals. He is wanted in every city, town, and village, in every office, shop, store, and factory."

To those intending to enter a clerical life a retentive memory is of the greatest advantage, and may be cultivated more or less by practice. Concentrate your mind until you can see every detail clearly in memory. When you have a lecture, give your undivided attention to the speaker, and when you return home endeavor to retrace all the ideas contained in the lecture; express them in your own words, but follow the same train of thought as presented by the speaker. If you are interested in

what you see or hear, you will naturally give the subject closer attention. You should learn to take an interest in every transaction; though there is much which may seem trivial, remember that every experience is a stepping-stone to better things. Practice retracing until you can change the habits of the mind so you can grasp a mass of details instantly and dispose of them with accuracy and promptness. It will strengthen the memory and enable you to overcome the habit of mind-wandering.

If you are reading a book, while at the same time entertaining disconnected thoughts which have no relation to the matter you are reading, you will not receive deep impressions and will soon forget the ideas presented. If some one is talking to you while you are thinking of something else, you will be but vaguely conscious of what is being said. If your mind is undisturbed, if you will give your undivided attention to what you are reading or to what is being said, you will receive vivid impressions and will retain them to be recalled at will.

WELFARE WORK.

Considerate and beneficent plans for the health, safety, and comfort of the vast body of working men and women in this country are not only in operation in many localities, but are steadily making their way into all important industrial centres. Those who indulge themselves in indiscriminate accusation of employers as stolidly indifferent to the welfare of their "hands" cannot surely have informed themselves of the welfare work that is being done the country over, to render industrial labor as healthful and bright as possible.

Even a slight acquaintance with the facts of the case, and especially with the efforts of the National Civic Federation for bettered conditions for labor, would be a sure cure for the most stubborn attack of pessimism. One of the noblest and most successful endeavors of the Federation is to secure improved surroundings for the army of toilers, and in response to its suggestions may be found railroad presidents, factory superintendents, heads of great mercantile houses, and other large employers of labor, who seem to accept favorably every practicable plan for improved conditions.

How much is being done, for instance, in the line of sanitation! Light, and plenty of it, is provided in factories and shops, especially in new ones, adding to the cheerfulness and health of the operatives, and greatly reducing the possibility of accidents. Ventilation is being more and more considered. In many instances a system is installed by which there is a complete change of air every fifteen or twenty minutes. Metal polishing is a notoriously dangerous labor. Fifty-six per cent. of the deaths in the Metal Polishers' Union is due to tuberculosis. Now in many establishments the dust from the emery wheel is exhausted, and the lungs of the workmen are saved from the perils of the red-hot dust. Coal dust in the mine breakers, and lint in textile factories are removed by exhaust systems. Cleanliness is also considered by providing individual wash-basins with hot and cold water, instead of the old-time common wash trough. Pure water

is an important consideration, especially for engineers and firemen, and tanks and fountains are placed at regular intervals to meet this great need.

Women's work is made less laborious and exhausting by providing seats wherever the work will allow it, and in many instances these seats have both back-rests and foot-rests. Elevators are provided to carry the operatives to their rooms, and one Massachusetts woolen manufacturer has built an escalator in his mill to transport his 2,000 operatives up five or six stories.

Some factories provide in their own kitchens an excellent noon-day meal at a remarkably low figure. In one mill village in New York state a regular course dinner is served in a dining-room to the employees for fifteen cents. And here is one of its menus:—

Veal pie.		French-fried potatoes.
Corn.	Apple pie.	Cheese.
Snow pudding.		Coffee, tea, or milk.

Great care is provided to relieve any operative who has met with an accident. Emergency rooms are provided in some of the largest factories for persons who are injured, and in some instances trained nurses are always available. Ex-Governor Douglas has such an emergency room in his shoe factory, with a doctor and a nurse to give immediate attention to any one of his 3,200 employees who may need it. A mining company in Colorado maintains a splendidly equipped hospital with operating rooms and dormitories.

The recreation of the operatives is also considered. Some employees have established recreation rooms to take the place of the saloon dance-hall, with an auditorium for concerts and plays, with bowling and pool rooms, reading and smoking rooms, gymnasiums, and swimming pools. Nor are the children of the workers overlooked, especially in some mill towns, for playgrounds are provided for them, and in some cases gardens for their cultivation. Kindergartens have been established where mothers are taught the happy art of making child-life happy.

In some places the factory-owners have considered the housing of their hands, and tenements are provided at moderate rates. A New York state mill has planned excellent accommodations for the unmarried young men, and provides for them a mending woman who cares for their clothes for a fee of ten cents a week, and a tailor who calls twice a week to press their garments.

These hints must suffice to show the extent to which this welfare work has already been carried, and the trend of modern employers to improve the industrial conditions of the working people. And every year reveals the steady enlargement of these salutary efforts for the physical well-being of the many toilers, and the increase and betterment of the output from their more comfortable surroundings.

It is incredible that a state like Colorado has no tenure of office bill. It is twenty years since Massachusetts led the country in this matter, and Colorado is not accustomed to being twenty years behind the times.

A LONGFELLOW FOLK-PARTY.

1. Song.—"The Arrow and the Song."
2. Recitation.—"Longfellow in Westminster."

"Child! when you pace with hushed delight
The cloistral aisles across the sea,
Whose ashes old of monk and knight
Renew the legends heavenly-bright
That charmed you from your mother's knee;

"And steal along the Abbey's nave,
With war's superbest trophies set,
To some lorn minstrel's narrow grave,
Who more unto his century gave
Than Tudor or Plantagenet;

"Scorn not the carven names august,
Where England strews memorial flowers,
But, circled by her precious dust,
Salute, a-thrill with pride and trust,
Your own dear poet, child of ours!

"He stands among her mightiest;
We craved it not, yet be it so.
If his sweet art were least, or best,
Is judged hereafter. For the rest
Speak fondly, that the world may know:—

"Not any with God's gift of song
Served men with purer ministries;
Not one of all this laureled throng
Held half the light he shed so long
From that high, sunny heart of his!"
—Wide Awake.

3. In that city of rare associations, beautiful and classic Cambridge, stands a house which has been a Mecca to travelers for more than a century. Through the gateway in the lilac hedge, up the walk to the knocked door, how many feet have passed, drawn only by an interest that is almost reverential, and a gratitude so deep that it claims not audaciously an impalpable share in all it looks upon.

"Once, ah once within these walls,
One whom memory oft recalls,
The Father of his country dwelt.
And yonder meadows broad and damp,
The fires of the encircling camp
Encircled with a burning belt.
Up and down these echoing stairs,
Heavy with the weight of cares,
Sounded his majestic tread."

But for many years even closer and sweeter associations have gathered around it. It is impregnated with memories, as it is filled with beautiful memorials, of the serene and scholarly and benign life, so large a part of which was spent within it. From out its walls were sent, in arrow flight, the songs every one of which was found again in the heart of a friend!

To Craigie House, in the late summer of the year 1837, came a young person with a fine, frank face, clear blue eyes, and a look of youth that closed for the moment the heart of the mistress of the house against him. She had resolved to take no more students to lodge. But a word or two of explanation, and the young Harvard "professor" is given a more friendly greeting. "Longfellow" was not a name unknown even then. "Outre-Mer" lay on the sideboard. But when the new guest had taken possession of his rooms overlooking the Charles,

it was found that not only a professor, a scholar, and a possible romancer had come, but, even more obviously, a poet was here, sitting by his little table between the eastern and southern windows, weaving into verse the river that flowed "so blue" through the meadows opposite, the freighted clouds, "the elm-trees' nodding crest," or the red planet of the night.

And a few years later the dwelling became the poet's own, and echoed with the voices and the laughter, the incoming and outgoing of his own household.

4. And here came, too,—for human, like the feathered, singers draw around them their own kin and kind,—an increasing and gracious company. Here flocked poets, authors, statesmen, artists, musicians; the shy Whittier, Hawthorne the recluse, Emerson the mystic, with Lowell times unnumbered; Holmes, and Mrs. Stowe, and Dickens, and Kingsley, and Froude, and Dean Stanley; Sumner, Felton, Agassiz, Ole Bull, Motley, and Bancroft. Their gentle ghosts still come in at the pilastered door, and wait in the wainscotted hall.

Here, too, came the host of the unbefriended, the needy, the despairing, the perplexed. It was said of him: "If there is any person in Cambridge or in Boston whom he knows to be in greater need than any other of social kindness; any one obscure, overlooked, unknown, and friendless,—that is the person you are sure to find invited to Mr. Longfellow's house."

5. Song.—"The Bridge."

6. But the house has still other tenants, that seem to the visitor to look out from all its pleasant nooks, to wait on the broad stairway, to sit in the stately drawing-room, and especially to people the poet's study. Their faces, voices, and even their mien is familiar. Their prototypes have long lingered in his own memory.

Here is Hiawatha, child of the forest, unfettered as its winds, aspiring as the mountains beyond it; with the might of nature, the yearning of humanity, the benison of love in its sweet, wild music.

Recitation.—"Introduction to 'Hiawatha.'"

7. "Hiawatha's Friends."

8. Here is the lovely Minnehaha, with the fragrance of the woodlands in her garments, the music of running brooks in her voice, and all womanly truth in her heart.

9. Recitation.—"Hiawatha's Wooing."

10. Here is Evangeline. Of her story we never grow weary, and the grace she typifies can never lose its aroma, for it is constancy.

"Ye who believe in affection that hopes, and endures,
and is patient,

Ye who believe in the beauty and strength of woman's
devotion,

List to the mournful tradition still sung by the pines of
the forest;

List to a tale of love in Acadie, home of the happy."

11. Recitations.—Part I., Cantos fourth and fifth. Part II., Canto fifth.

12. And who are these, with faces strangely familiar? Their dress is not quite unwonted, nor are their faces those of strangers. We are almost ready to say we have greeted them before.

13. That you certainly have, and so have we all. And yet, none has so shown us their hearts as this poet of ours. Priscilla herself might well forgive the reporting of her too-ready repartee, for the sake of the naive grace with which he makes her utter it. Nor, in any chronicle, have either Captain Standish or John Alden played a more human or a more manly part. It is Longfellow who discloses the very heart of the Plymouth Pilgrim, and makes us all his debtors.

14. Recitations.—Selections from "The Courtship of Miles Standish": (a) "Miles Standish," (b) "The Lover's Errand," (c) "The March of Miles Standish," (d) "The Wedding."

15. Song.

16. Here is another figure, not less brave and familiar, that of the gallant Paul Revere. Our pulses leap as did theirs who that night kept pace with his daring steed, or those who watched for his signal, and seeing betimes his lantern aglow, knew that his errand had been accomplished.

17. Recitation.—"Paul Revere's Ride."

18. Another figure follows his, and "Lady Wentworth" steps forth as from a frame deep with colonial carving, to tell us her pretty idyl of love and chivalry.

19. Recitation.—Brief selections from "Lady Wentworth."

20. Here is a face with a serener beauty. "Elizabeth" looks out of the beautiful idyl the poet has framed for her,—gentle and frank, serious, yet childlike.

Short selections from "Elizabeth."

21. Here,—familiar as the cherubs of Raphael,—look down the child-faces that all the world knows.

22. (a) "Children," (b) "The Children's Hour," (c) "Maidenhood."

23. While, at intervals, more serious faces appear, radiant with devout thoughts and noble purposes. We wait to hear these clear voices.

24. (a) "Santa Filomena," (b) "Gaspar Becerra," (c) "The Legend Beautiful."

25. But plainest of all, and with influence most gracious and persuasive, here is the poet's self. Here is the lad who dreamed, with his "long, long thoughts"; and the youth who aspired, with his familiar motto

(a) "My Lost Youth," (b) "Excelsior."

26. The young man shows us his own feeling and purpose, the motive that steadied his endeavors, the counsel he had taken to himself.

"Look not mournfully into the Past. It comes not back again. Wisely improve the Present. It is thine. Go forth to meet the shadowy Future without fear, and with a manly heart."

"The resolute, the indomitable will of man can achieve much . . . being persuaded that fame comes only when deserved, and then it is as inevitable as destiny, for it is destiny. Therefore should every man wait,—should bide his time. Not in listless idleness, not in useless pleasure, not in querulous dejection, but in constant, steady, cheerful endeavors, always willing and fulfilling, and accomplishing his task."

NATURE STUDIES.

SCHOOL GARDENS.

BY ALICE G. McCLOSKEY,
Cornell University.

In connection with various schools there is a movement which promises a future for the school garden. Every year this work is growing stronger, and throughout the country there is in many progressive schools a garden in which young persons may learn to love and make use of growing plants. There are, of course, many discouraging features



BIRD-HOUSE MADE BY A YOUNG NATURALIST.

in this work. There is the long vacation, in which the garden is more or less neglected, but educators are beginning to believe more and more in the mere planting of seeds as worth the while, and an attempt is made to get an early harvest. Flowers that blossom in autumn will survive a good deal of competition in the way of weeds and give the children something for study when they go back to school in the fall.

This is the month, February, in which the matter of school gardens should be discussed. Any teachers who are interested in this work will not have much difficulty in getting financial aid from the board of education or the city improvement society, an organization which now exists in most places. Doubtless in any body of teachers there is some one who has a deep faith in the intellectual and ethical training that comes from a garden, and if she is willing to undertake an enterprise of this kind she will be doing a great and lasting work.

Select the site in February, and, if the school children are old enough, permit them to make a plan of the garden, dividing it into individual plots, separated by paths and surrounded by borders. This may be made an exercise for the children in map drawing.

For the first year the crops should be very simple; a few things grown that will not require too great labor on the part of the young gardeners. If radishes, lettuce, and onion sets are planted, the first harvest will come before the close of school. Nasturtiums, marigolds, zinnias, and the like are attractive through the summer and autumn, and will grow without expert cultivation.

Now in the month of February seeds should be

selected so that they will reach the children in time for testing. This is one of the first things in gardening that children should learn. Seeds should be tested before planting.

There are a number of seed catalogs advertised in rural papers, and it might be well for the teacher to have several of these on the nature study table. A successful teacher that I know has done this each year, and she said the catalogs were frequently consulted by the young folks when their other lessons were completed. This gives the children an opportunity to learn a large variety of plants and teaches them to find out which will grow best in his garden.

Next month we shall suggest an exercise on the testing of seeds which may give a new interest in germination in the schoolroom.

BIRD-HOUSES

This is the month for making bird-houses. Many young persons in New York state have sent me some that they have made. On this page is illustrated a bird-house which in one particular is excellent. The children have tried to make it like the outdoor conditions of a bird home. Teachers should suggest to all young persons, however, that the doorway should be too small for a cat to reach in and get the young birds. So many small birds that nest in houses, wrens, chickadees, bluebirds, and the like, would not go into a house with a large entrance. For wrens and chickadees the doorway should be not more than an inch. For bluebirds, tree-swallows, or martins it should measure one and one-half inches.

Many classes in manual training make bird-houses and I think this should be encouraged. Their work proves interesting and useful, for the boy who makes a bird-house is very likely to want a family of birds to live in it.

Dear Miss McCloskey: We thought that Christmas was a good time to study the evergreen tree, so we are going to take the hemlock and pine Friday. And the spruce as we come to it. When I was in the fourth grade some of us boys took some cones and heated them and they opened. Then we put in some fine soil and grass seed when they were watered and hung in a warm place. The grass seed came up, and they were very pretty. I wish you a merry Christmas and a Happy New Year.

Yours truly,

Lester Pound.

The above letter I received from a little child, and think it might be a good suggestion for a nature study lesson. Children like to handle out-of-door things and to carry on novel experiments with them.

Many young persons do not know how the seeds of some of the evergreen look. These winged seeds are interesting, and some will be found in the cones now. Ask the children to bring cones of the hemlock, white pine, pitch pine, and other evergreen to school. See whether there are seeds in them now.

COLLEGE ENGLISH.

BY EDITH GILES.

CHARLES DUDLEY WARNER'S "IN THE WILDERNESS."—(IV.)

CAMPING OUT.

This essay is good as a study of satire in description. It does not require much attention otherwise. The purpose of the essay is to show the side of camping out that usually is not told,—the disagreeable things that are laughed about afterwards as an unavoidable part of the experience. It is a humorous essay, and the humor is brought out in little surprises, that please our sense of amusement, and are bright and entertaining. There is pleasure to one who has camped out in the remembrance it brings both of the pleasant and the unpleasant situations. In fact, it is a sketch for the initiated rather than for those who know not the experience of camping out. It is one of the legitimate departments of literature to appeal to the imagination of memory in this way, and it requires just as much selection and arrangement of detail as description for the purely creative imagination.

A WILDERNESS ROMANCE.

This sketch introduces into a region that is full of the romance of nature, the element of legend. This new element gives a decidedly human interest to the scene and to the locality. Mr. Warner has kept the legendary romance sufficiently mysterious, and sufficiently remote, to prevent it from taking anything from the local color. He does this by the humorous touch with which he delineates the story. If we were to be serious about it, it would at once become heavy and importantly historical, and it would be an effort to place and arrange the details to make our conception clear; it would take away from the native wildness and mystery which is the beauty of the mountain glade itself. But as Mr. Warner has told it, the romance hovers over the mountain, as light as mist, simply emphasizing the vagueness and wildness of the spot.

HOW SPRING COMES IN NEW ENGLAND.

This sketch is a kind of ironical rhapsody. Only a New Englander could genuinely appreciate it, it is so true to the actual state of things. The succession of signs of spring, and the importance attached to them, is vividly though humorously brought out. The sketch is one to read and mark passages that fill you with delight, rather than to say much about. Its joy is in the light touches of beauty or amusement; the bits of life, the willows, the coloring grass, the bird notes come very near to being poetical, when a sudden turn of humor makes them absurd and funny, yet does not destroy the first impression. The weather effects are delightful; all the possibilities, and all the impossibilities are brought out in them, with the native

feeling, as well as the feeling of the amused onlooker from a summer clime.

WHAT SOME PEOPLE CALL PLEASURE.

This sketch describes the search for Spaniard's cave, which has already given the subject to "A Wilderness Romance."

This sketch has singularly beautiful descriptive passages. In his descriptions of scenery the author is at his best, and writes most poetically. The sketch has to rely upon these passages for its interest, for it comes to no point at all; the cave is left hidden in the fog as mysterious and unapproachable as it was at first. The essay supplements the sketch of Old Mountain Phelps, and in that part is fully as interesting as before. The description is even firmer, and the pleasant humor over the difficulties of the situation is delightful.

HOW TO PROMOTE TEACHERS.

The New York City Teachers' Association recently appointed a special committee to suggest plans for promoting teachers. Following is the committee's report, which will be acted on by the association at its next meeting:—

That all cities should maintain a carefully devised promotional system for teachers.

That an examining body of one or more persons be held responsible for the efficient conduct of the system, and that the members of this body be educators selected from teachers of the widest experience, of the greatest breadth of judgment, and of the fullest respect in the community.

That entrance examination be made distinct from promotional examination, in extent, character, and application.

That ability to teach be made the determining factor in all promotional examinations.

That a teacher's excellence be determined largely by his record, which record should be complete enough to serve as a reliable basis for his promotion.

That a salary increment follow all promotional advances, and that salary increments be continued long enough to secure to the system the life service of its best teachers.

That promotional written examinations be limited to a maximum of twenty-five per cent. of the total means of determining the fitness of teachers for promotion, and that these written tests be given specifically to discover ability in the special requirements of the higher position.

That the grade of the class taught be not considered as an element of promotion unless the teaching of that grade comprehends new and different qualities and duties from those of other grades.

That full information of all promotion requirements and conditions of any system be made public.

That proper means of appeal from the finding of any promoting power be provided.

To hold the same views at forty as we held at twenty is to have been stupefied for a score of years.

— Joseph Hinwood.

TALKS ON SCULPTURE.—(III.)

BY LORADO TAFT.

It was in the very busy city of Athens and the clock of ages had just struck 450 B. C.—only nobody knew that it was "B. C.," nor heard the strokes—when the leading citizens got together and decided that it was high time something should be done about that long-promised temple to Athena

artistic people that the world had ever seen. The beautiful things which they created at this period are the treasures of civilization; the heritage of all who enjoy great literature and great art.

And now they are gathered together to plan their masterpiece. The "great walls" are finished; the defences of Athens are complete. Pericles, the clear-headed, far-seeing leader, feels that the time is ripe to make their dear city a worthy capital of the new state which he is developing. He is ready at last for the undertaking which they have so often discussed—the crowning of the sacred Acropolis with a temple and approaches befitting the dignity of their patron saint, the glorious, blue-eyed warrior-maid, whose protecting shield had guarded Athens so well.



PORTION OF THE WESTERN FRIEZE OF PARTHENON.

on the Acropolis. Thirty years had passed since the Persians, well whipped, had taken their broken-winged flight homeward, and for thirty years the blackened ruins of Athena's old temple had stood there upon the great rock far above the city, a monument to the horrors of those barbaric invasions; an appeal for new acts of patriotism. The well-beloved goddess had by no means been forgotten. Phidias, the sculptor, had already erected to her honor a mighty statue which towered above those ruins and could be seen by home-faring mariners far out on the blue Aegean, but her house was still lacking.

The heroes of the Marathon and Salamis were mostly gone, and a new generation of Athenians trod the winding streets of the re-built city. These men of Athens in their beautiful, picturesque garments were different from those of all other lands. They combined in their make-up the dignity of the Orientals with an animation like that of the modern Frenchmen, and they were the most brilliant and

Three years were to pass before the actual building should begin, but those were busy, happy years for "Ictinos & Kallicrates, architects," and for Phidias, who was to look after all the sculptural decorations of the edifice, besides creating another giant statue of Athena, to be placed within the temple. This figure was to be no less than thirty-eight feet high and of gold and ivory, as rich and magnificent as possible. That Phidias was the man to do it was certain, for he had already made a similar colossus for the temple at Olympia, a wonderful seated figure of Zeus that was famed throughout all the old world. Both of these splendid statues were broken up by robbers ages ago, so we will talk of them no more.

However, there are many fine fragments of the marble sculptures left, and our illustration shows one of these; a section of the famous frieze of the Parthenon. Of this we shall have more to say in our next.—By permission of the Chicago Record-Herald.

STORY-TELLING IN THE SCHOOLS.

BY ELLEN LE GARDE, PROVIDENCE.

Do you remember when you loved to have a story told you? Then you hugged the story teller and teased for more imaginative lore from her prolific brain. It was usually a "her," because father was too busy, too awful to appeal to for stories. Have you ever thought that story telling is in this day a lost art? That stories and the story teller have disappeared almost entirely?

That the story-telling art is almost forgotten in this strenuous, electrical age, is an acknowledged fact. Where is the chimney corner, with its open fireplace and fire on the hearth and the circle of listeners? The children's hour remains only in Longfellow's poem of that name, for mother is at her club or at her bridge whist, father is missing,

telling funny stories at his club, and Bridget, who might have supplied their places with folk-lore yarns of the Green Isle, prefers the kitchen range.

Yet there are still the longing eyes, the open ears and hearts, which demand stories. Almost any kind of a story will attract, as you may remember when you were told stories. It should begin with "Once upon a time," of course, and the modern child, though painfully modern, will run at once from the most wonderful electrical toy if he hears these conjuring words.

So then, the demand exists, but the story teller has gone. The child understands and enjoys and has a power cultivated in few other ways to concentrate his mental energy, flying at all tangents, so much does modern life distract, but where is the story teller? Alas! Alack-a-day!

(Continued on page 186.)

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ARRESTED DEVELOPMENT.—(VIII.)

What has been happening in the twentieth century? What has all this to do with the "topical" method?

Let me digress by way of illustration. Principal Swope and I were riding through a farm section of Pennsylvania with some friends one October afternoon, and he was telling, in response to questions, about his farm, especially of his raising of from seventy-five to ninety-five bushels of shelled corn to the acre, which is nearly three times the average in corn states. Our companies were incredulous. I remarked: "Of course, if you get that yield you never use fertilizers."

"Never; I am not a back number, I hope."

"Well, I fear I am," said one of the party, "unless you have a conspiracy." Then Mr. Swope and I fell to exchanging information gleaned from various sources as to the way in which the chemists have been driven to the wall with their pet theory of analysis of plants to determine what must be fed to the soil to produce various crops.

Nothing was ever more beautifully or more perfectly developed than the chemists' theory as to the fertilizing of soil for various crops. Every book published has delightful diagrams and tables showing just how to feed the soil for potatoes, corn, melons, and so through the whole crop itinerary.

When, lo, and behold! the United States government has been testing soils to discover that there is as much of all chemical elements in the soil at the end of ten years as at the beginning, even if you have taken a crop off it every year.

What soil needs, and all that it needs, is "life," soil life for plant life.

Principal Swope said, pointing to a worn-out

field which had not been worth planting or mowing for some years: "I'll take that abandoned field, and in three years I'll take seventy-five bushels of shelled corn from it and never put on to it an ounce of fertilizer. I'll simply give it life, and life abundant, by filling it with microbes which will fairly swarm through the mellow soil I'll give them to swarm in." Leguminous plants have these microbes clinging to their rootlets, and raising two crops a year for two years, and turning each crop in as soon as it is rank, he makes that dead field literally glow with life.

Now there are those who have been trying to fertilize dead schools by sprinkling upon them methods and devices, psychologies and pedagogies, schemes and plans which only made the death pallor look as though it had the blush of life but only left it the deader after every experiment. Just before the darkness sets in you can often see a dazzling sunset.

Now, we know what the twentieth century school needs. But that is another question.

JOGGING THE CONSERVATIVES.

Professor Holden of the Iowa State Agricultural College at Ames, the man to whom, more than to any other one man, the world is indebted for the new phases of planting corn, tells this good story on himself: His early life was spent on a Michigan farm on which the chief industry was raising potatoes. He went to the Michigan State Agricultural College for four years and took everything they had to offer on potato raising. He then taught in the same college for four years, mastering everything to be found on the subject.

By that time his brothers desired him to come home and show how much he knew that would be worth while in raising potatoes for profit on a farm. Everything went well and the yield was fabulous, so that men came from far and near to see the crop when he began to dig the potatoes.

One man drove up and stopped beside the field, but did not get out of his wagon. At length Professor Holden went out and asked him what he thought of that for a crop.

"If I knew as much about raising potatoes as you think you do," said he, "I'd not dig them as my grandfather did," and drove off.

Professor Holden did a deal of thinking that night. He realized that, like his grandfather, he had each man fill his own basket and, shouldering it, carry it to the barn. The next day he made a drag suitable for the purpose, and had a boy lead the horse while the men digging rows, on either side, filled the drag, and while the boy was gone to the barn filled baskets, and emptied them into the drag on his return.

By abandoning his grandfather's plan, he saved \$3,000 while he managed the farm. All he needed was the jogging. Educationally there is a vast amount of the grandfather's way of doing things, and a deal of jogging is necessary to get us out of their grooves.

SCHOOL WORK WITH PARENTS.

The next important educational movement would seem to be the development of the Parental Association. The public schools are the public's schools, they are not only to be paid for by the public but they are also to serve the public. The school with its five hours a day for five days in a week can never achieve its mission for the public, nor can it accomplish its work with the children alone. The home must be enlisted, directed, and utilized by the teacher. This can no longer be done by visitation. The results must be attained by association.

We are not informed as to the origin of this movement, which seems to have begun as a mothers' meeting, held primarily under the guidance of the kindergarten. This was an afternoon function, usually accompanied by tea and Nabiscos. Out of the mothers' meeting has come a vastly larger and more important activity in the form of a Parents' Association which meets in the evening at the school building. It is usually officered by the parents, and not infrequently is one of the most important social centres of the district. In some cities, notably in Newark, N. J., there is a Federation of Parents' Associations which meets once a year, in a mass meeting.

So important is this new movement that it can be given almost limitless value by putting it under expert direction. No money could be expended to better purpose than by the employment of a woman of appropriate talent to give her whole time to this work. This could well be done at public expense, but with all the philanthropic intensity of the day there is no reason why this should not be promoted by benevolent persons. It is eminently desirable that private fortunes should be directly attached to the public schools for the perfecting of their work, and here is one place for its application.

"COLONEL PARK."

Isn't this interesting?

"That ——— should place its normal school in the same class as Chicago and then close the class would be directly provocative of derision if it were done without explanation. The explanation is that ——— and Chicago divide between them practically the whole stock of traditions and principles handed down by the late Colonel Park of the Illinois state normal. Colonel Park was the foremost teacher of teachers in his day. When he died his staff, all but two, went over to the Chicago school of education. The two, ———, ———, came here. Another member of its staff who added to the school's reputation was ———. He was chosen recently by the National Educational Association to prepare its official text-book on nature study to be used throughout the country."

We omit the name of the far western state and of the individuals, for they can be in no wise responsible for the gigantic display of ignorance. This is a "special write-up" of education in a state that is really doing good things educationally. Its claim that its normal school is in the same class as Chicago would have been less a matter of derision, if there had been no explanation.

Presumably the writer had heard of Colonel Francis W. Parker, who deserves better at the hands of a eulogizer than to have the spelling of his name simplified like this.

Then again there is no "the Illinois state normal school," and Colonel Parker was never principal of any Illinois state normal school. There is no Chicago school of education, and the teachers, not captured by this ——— normal school, did not go to any one other school, but were divided among, at least, four other institutions.

Finally, no one has ever been chosen by the National Educational Association to write an "official text-book on nature study" or on any other subject. It is enough to make one's heart ache to consider the ignorance and stupidity of some writers on educational affairs, but this is the worst specimen we have ever seen.

FOR EDUCATION IN AMERICA.

United States Commissioner of Education Elmer Ellsworth Brown makes this interesting statement:—

"It is estimated that the total expenditures for all forms of education in this country, public and private, in the year 1905, reached the sum of \$376,996,473. This amount equals twenty-six per cent. of all expenditures for governmental purposes in this country—national, state, and local—while the expenditures in all of the states for publicly supported education constituted in the same year two per cent. of the total expenditures of all the states, counties, and lesser political units for all purposes whatsoever."

THE GRIEVANCE OF THE PRINCIPAL.

Chicago's public school principals have asked the school management committee of the school board to give them a voice in the "democratic government" proposed in the report of the committee providing for the organization of an advisory council of school teachers. The demand of the school principals is in the form of a petition in which the members of the Chicago Principals' Club ask that they "be consulted, through the executive committee of the club, in regard to contemplated changes in the educational system." The petition was signed by Edward C. Rossiter, president of the club; Mary E. Tobin, secretary; and John T. Ray, Dudley G. Hays, and Florence U. Colt for the executive committee.

This reveals an exceedingly interesting feature of the "democratic government" movement in Chicago. In the effort to give the grade teachers a square deal it seems to have been planned to make them the whole thing. The Journal of Education has always insisted that grade teachers are not sufficiently consulted in school affairs, but it has never occurred that they could be put in the saddle while the principals were made to walk. The whole order of life, social and civil, will have to be changed before officers can all be degraded and the rank and file can be put in control. Principals must always be given a deal of directive force, and must always be the chief advisers in ev-

ery movement. From autocracy to mob rule is a long leap.

"TOWN AND CITY."

Rarely does a school book come upon the market as opportunely as has "Town and City."* What Jacob Riis did for the entire country by his famous work of cleaning out the slums of New York city and then exploiting his exploits by press and platform, Mrs. Jewett is doing by placing in the school-room this graphic picture of civic disease and health, or civic hygiene. Cities need men and women with strong bodies and strong characters, and these are only to be obtained when civic hygiene is as well taught in the schools as personal hygiene has ever been taught.

*By Frances Gulick Jewett, Ginn & Co.

CARNEGIE'S TAXES.

Andrew Carnegie's personal tax is assessed in New York, and his total taxables are valued at \$5,000,000, and he gives away much more than that each year. This is a notorious scandal. Think of the millions that he robs the children of New York city of each year! This seriously discounts the glory of his gifts. If Mr. Carnegie had paid his honest taxes, or a tenth of his honest taxes, what luxury the school children might have enjoyed as their just dues.

RECOGNIZING THE SCHOOLMASTER.

Dr. Julius D. Dreher, long president of Roanoke College, Virginia, has been appointed by President Roosevelt as consul at Tahiti, one of the Society Islands. This is 3,658 miles from San Francisco, but is said to be a most attractive place. The appointment is a distinct recognition of the schoolmaster by our government, and as such deserves public approval. A broken-down politician has heretofore been looked after by the government, but the schoolmaster has rarely had recognition.

In the death of Walter Allen, chief editorial writer for the Boston Herald for several years, the cause of education loses the most intelligent, independent, and sympathetic daily paper editor that we have known. Mr. Allen was scholarly in his tastes, patient in research, patriotic by instinct and courageous to the limit. To him more than to any other one man, not connected with the public schools, was due the success of all progressive movements for the schools of Boston in recent times.

Chicago's first evening school was opened the first week in January, 1856. Now there are twenty-nine evening schools with ten thousand pupils, and the cost is \$135,000 a year, or fifteen cents an evening for each pupil.

The Mosely teachers who came to America paid their own fare back, twenty-five dollars for second-class passage. Really very little was done for them, as compared with the general impression.

There will be \$95,000,000 expended on our navy with no foe in sight, and not a dollar with which to fight the child labor evil, the worst foe the United States will have to fight for ten years.

A movement is on foot in Japan to substitute the Roman alphabet for the Chinese characters and the Japanese syrabarics.

Idaho now pays most of her rural school teachers \$60 a month, and as a rule they are paid for eight or nine months in the year.

North Carolina provides \$1,000 for the traveling expenses of the state superintendent. Is not this the maximum in the country?

California has provided for the best course of study for the rural counties of any state in the Union so far as we know.

The Boston Committee, Orlando W. Dimick, chairman, collected \$6,182.80 for San Francisco. Well done!

Never did so many teachers change their scene of labor in mid-winter as this year. "Higher salary" wins.

There are more than 6,000 girls under fifteen employed in tobacco factories. Where is the W. C. T. U.?

Chicago schools report 6,293 cases of diphtheria and scarlet fever among the pupils. The worst ever.

Colorado educators are to try for Retiring Fund legislation this session of the Legislature.

Outlines for study of "Lorna Doone" will be commenced in the issue of February 28.

Iowa educators will work for the consolidation of rural schools in the next legislature.

Write your congressman and ask his support for a National Child Labor Law.

Football is at the worst courageous, but hazing at its best is cowardly.

Any reform school that is not on the cottage plan is an abomination.

Worry is an affliction that affects the teacher and the school alike.

Educative material is merely a convenience, not the essential.

To scold about the public is almost as bad as to scold children.

King Edward works twelve hours a day at public business.

Even the high school teachers of Chicago are not happy.

Child labor legislation by Congress is urgently needed.

THE WEEK IN REVIEW.

A SUPERB GIFT FOR EDUCATION.

Mr. John D. Rockefeller, who had already given \$11,000,000 for the use of the General Education Board in the strengthening of higher institutions of learning, has added \$32,000,000 in a single gift for the same purposes. Under the conditions of the gift, one-third of this great sum is added at once to the general endowment fund of the board. From the remaining two-thirds gifts to particular institutions will be made from time to time to such institutions as Mr. Rockefeller or his son may designate. After the death of Mr. Rockefeller and his son, whatever portion of this two-thirds has not been designated is to be added to the general fund. The Education Board is composed of educators and financiers who have the highest confidence of the community, and with these splendid funds at its disposal it will be more than ever a power for the promotion of education.

THE YELLOW JOURNALS' WAR SCARE.

The wicked recklessness of a certain portion of the American press was never more strikingly shown than in the attempt to create a war scare out of the questions at issue between the United States and Japan. The most ordinary incidents—such as the proposed new battleships, the army appropriations, and the fortification of Hawaii—are twisted into preparations for war with Japan. Sensational rumors are printed to the effect that Japanese soldiers are swarming into Hawaii in the guise of coolies and are drilling in secret; and it is gravely affirmed that our government has made preparations, at the outbreak of war, to abandon the Philippines off-hand. All of this talk is mischievous enough, so far as American readers are concerned; but cabled over to Japan as the outgivings of the American press, it is capable of doing immeasurable harm. It cannot be expected that our yellow neighbors across the Pacific can understand the true inwardness of the American yellow journals.

THE REAL SITUATION.

The real situation is that neither country has the remotest idea of going to war and that neither sees in any issue which has arisen the slightest provocation for less friendly relations than those hitherto existing. The San Francisco school question is on the way to orderly settlement through the courts; and if it proves that there is no constitutional remedy for the discriminations against the Japanese children, we may trust to the good sense of the Japanese government to recognize the difficulties which arise from the complex relations of our state and national governments. Japan has no desire to encourage the emigration of her citizens, and it might easily be that she would agree to a new treaty under which American laborers should be excluded from Japan and Japanese laborers excluded from this country; but the insulting and bellicose talk of certain American newspapers makes such an arrangement more difficult than it need be. It is significant that this mischievous agitation over here has made such an

GENERAL EDUCATION BOARD.

Forty-three millions from John D. Rockefeller; \$11,000,000 on June 30, 1905; \$32,000,000 February 5, 1907. The general education board was chartered by congress in 1903.

The object of the organization is promoting education in the states of the Union by means of gifts and otherwise.

The organization was adapted to assist Mr. Rockefeller in the distribution of his gifts to education, but it was not intended to limit the work of the board to the administration of funds given by him.

It employs a force of experts in the continuous and systematic study of educational conditions in all parts of the United States.

In March, 1902, John D. Rockefeller pledged \$1,000,000 to the work of the board, confining its use particularly to the study and promotion of education in the southern states.

On June 30, 1905, through Mr. Gates, Mr. Rockefeller gave the board \$10,000,000 in securities, the principal to be held in perpetuity as a foundation for education; the income above expenses of administration to be distributed to or used for the benefit of such institutions of learning as the board might deem best adapted to promote a comprehensive system of higher education in the United States.

From the income of the original fund of \$11,000,000 conditional subscriptions have already been made to eighteen colleges in Virginia, North Carolina, South Carolina, Georgia, Louisiana, Missouri, Kansas, Colorado, Wisconsin, Indiana, Ohio, Pennsylvania, amounting to a total of \$1,077,500.

As a condition of receiving these gifts the colleges are raising the further total sum of \$3,262,500.

On February 7 the board made gifts to five colleges, amounting in all to \$400,000 as follows: Beloit College, Beloit, Wis.; Morningside College, Sioux City, Ia.; Lafayette College, Easton, Pa., \$50,000 each; Wabash College, Crawfordsville, Ind., and the University of Wooster, Wooster, Ohio, each \$125,000.

The members of this board are as follows: Frederick F. Gates, chairman, is the benevolent representative of Mr. Rockefeller; George Foster Peabody, treasurer, is a prominent banker, closely allied to Mr. Rockefeller; Wallace Buttrick, secretary. John D. Rockefeller, Jr., is not only the representative of his father but has really full power to speak for his father, and for the present his wish is practically law in the making of gifts, as indeed it should be. Albert Shaw is editor of Review of Reviews. Dr. Edward A. Alderman is president of the University of Virginia, Dr. E. Benjamin Andrews is chancellor of the University of Nebraska, Dr. Daniel C. Gilman, former president of Johns Hopkins University and former president of the Carnegie Institution, Washington, Robert C. Ogden, one of the leading educational philanthropists, who is personally engaged in administering educational funds in the South; Starr J. Murphy, closely allied with Mr. Rockefeller; Walter H. Page is editor of World's Work and member of firm of Doubleday, Page & Co.; Harry Pratt Judson is acting president of University of Chicago; Hollis R. Frissell, president of Hampton Institute, Va.; Hugh H. Hanna, prominent philanthropist; Morris K. Jesup, prominent patron of art and science.

The letter proposing gift of \$32,000,000 was as follows:—

New York, February 5, 1907.

General Education Board, 54 William street, New York city:—

Gentlemen: My father authorizes me to say that on or

STORY-TELLING IN THE SCHOOLS.

[Continued from page 181.]

Story telling should begin in the home, but as the average "haus mütter" is concerned more in arranging the matters of the universe in her mothers' club, the teacher becomes the mother and hence the story teller. The kindergarten makes much of the love for stories and holds interest in this way. This should not be lost as the child goes into the primary school, and recognizing the demand and the value of the story, all primary schools are making much of this for development of happiness, interest, joy, oral speech, and freedom of the body in playful action.

The practice of all early races in putting their literature before people by song, by dramatic action, is suggestive to any one familiar with children. This is only another indication of close relation of child life to race life. Story telling, which should begin under nine years of age, not only helps to teach concentration but gives a large culture of the sympathies, tending to hero worship and patriotism.

The primary school cultivates in early years all the tendencies toward imagination, the great heroes, Washington, Lincoln, and the like, and the love of country so dear to the little man's heart. It has begun to teach the stories that children love, that are full of action, that are told, not read, and told, too, in a direct and simple manner. The characters are introduced at once, there are no long explanations, everything happens right off, and everything is appropriate and comprehensive both in thought and words to the child.

Should you enter a primary schoolroom tomorrow in Providence, say on Summer street, where in one room there are often children from eleven different nationalities, you might see a young girl seated off in a corner. Around her are ten or twelve youngsters, none over ten. They sit or stand, or even kneel. One appears to be watching the men on the new technical high school. His eyes are there, but his thought is with the story teller.

She is deep in a fairy story. It is simply entrancing to the "group," for that is the new word to use, since children now are taught in "groups," small numbers, where each child is studied and cared for according to his particular needs. Watch the eyes, the whole expression as the story comes forth from as equally an interested individual, the school mother, who tells the story. This fairy tale interprets the child's own thoughts to himself. Though not a truth, the fairy tale is a good way to present truths, and the children love fairy tales. The Grimm fairy tales answer the requirements of a real child's story. They are childlike, of lasting value, and foster moral ideas. Each child before the teacher wants the story told again. They never tire and the story teller wears out before the child does.

The modern animal story, when good, is better than the traditional beast tale. Children having unconsciously asked for animal stories, along come the Kipling's, the Thompson-Seton's, Jack London's, William J. Long's, and a host of others to

satisfy the demand. In this prosaic age there is so little imagination that animals become friends.

During the play period of growth of the boy he is wrapped up in making a world of his own, in which he utilizes the fragments he wrested from the other world which surrounds him. He wants to be some hero, and each character is allied with some animal phase of animal life. This age of impersonation begins very early in life, keeping up even after he enters the grammar school. The school story, well chosen, keeps him normal, sane, and not given to too ridiculous impersonations, supplies Napoleons, Washingtons, or like heroes for more plebeian unworthy ones.

As in old times, when story telling was the chiefest of the arts of entertainment, it was followed by the story told in action, in the drama. To-day the most popular story goes to the stage—witness all the plays made from books. Busy, restless folk, of larger growth, see this form first and the rural story teller hies to the dramatic form for a larger audience.

To illustrate the story, the primary teacher lets the children play it out. In Providence a large majority of the primary children speak no English at home. Their school talk would be monosyllables were it not for the story. They play "The Pied Piper of Hamelin," or "Washington Crossing the Delaware," or "The Fox and the Grapes," and they talk as children should in correct English. To see little Rudolph, aged seven, only over from Russia one year, and hear him say in the story of Little Half Chick, "If I were in trouble, wouldn't you help me?" and note his depth of earnestness, his appeal, and his good English, is to appreciate fully another step in the development and value of the story.

Four years ago saw the first introduction of story telling in the Providence primary schools. Miss Ella Sweeney, superintendent of primary schools, ever abreast to note what the school child should have to develop him best, saw this want, and began quietly the work now acknowledged to have no equal in the country. Miss Sweeney was the pioneer in making the story telling rational, systematic, and of value in teaching correct oral expression in the mother tongue.

Miss Sara Cone Bryant in her book on the ancient art of story telling gives Miss Sweeney full measure of praise for her work, and the constant flow of visitors of late to the Providence primary schools, including the Mosely, English visitors, cannot say complimentary words enough for the value of the story as taught in the Providence schools.

So when you find some pessimist saying there are no real children nowadays, just drop in with him to any primary school near your home. Ask any little wee Italian, or Greek, or stolid, phlegmatic Portuguese there to tell you the story of "Little Red Riding Hood." Then, when the children ask you to see them give back the story, note how unselfish they are in choosing parts.

One little girl is selected to be Riding Hood. Someone is the wolf, and another is the mother, and others are the friendly woodchopper and the grandmother. The latter will take her handker-

chief and in a trice make an old woman's cap and put it on. The woodchopper hunts up something to act as axe—anything, even a big geography will do. Little Red Riding Hood chooses her home in one corner and grandmother gets a cottage half-way round the schoolroom. The wolf, looking very fierce, selects a spot to intercept Red Riding Hood and awaits her coming.

Then the game is played. The other children watch all the playing folks, and the teacher says not a word. In the next few days the parts are changed, and the timid, shy, stuttering child forgets his inherited nervousness and talks well and correctly. This, with the "Pied Piper," "The Fox and the Grapes," "Hiawatha's Hunting," and "The Old Woman in the Shoe" will all be shown you, and you will leave the schoolroom glad to know there are really real children who people this very scientific, matter-of-fact world, and who make life a happy, joyous thing.

"The doorway to the book," says Forbush, "is the story. It will lead the child to the largest avenues of life. The richest treasure is the richness of life which opens to the immortal."

SCHOOL PHYSICIANS.

[In response to numerous requests we reprint the Massachusetts provision for school physicians.]

The school committee of every city and town in the commonwealth shall appoint one or more school physicians, shall assign one to each public school within its city or town, and shall provide them with all proper facilities for the performance of their duties as prescribed by this act: Provided, however, that in cities wherein the board of health is already maintaining or shall hereafter maintain substantially such medical inspection as this act requires, the board of health shall appoint and assign the school physician.

Every school physician shall make a prompt examination and diagnosis of all children referred to him as hereinafter provided, and such further examination of teachers, janitors, and school buildings as in his opinion the protection of the health of the pupils may require.

The school committee shall cause to be referred to the school physician for examination and diagnosis every child returning to school without a certificate from the board of health after absence on account of illness or from unknown cause; and every child in the schools under its jurisdiction who shows signs of being in ill health or of suffering from infectious or contagious disease, unless he is at once excluded from school by the teacher; except that in case of schools in remote and isolated situations the school committee may make such other arrangements as may best carry out the purposes of this act.

The school committee shall cause notice of the disease or defects, if any, from which any child is found to be suffering to be sent to his parent or guardian. Whenever a child shows symptoms of smallpox, scarlet fever, measles, chicken pox, tuberculosis, diphtheria, or influenza, tonsillitis, whooping cough, mumps, scabies, or trachoma, he shall be sent home immediately, or as soon as safe and proper conveyance can be found, and the board of health shall at once be notified.

The school committee of every city and town shall cause every child in the public schools to be separately and carefully tested and examined at least once in every school year to ascertain whether he is suffering from defective sight or hearing or from any other disability or

defect tending to prevent his receiving the full benefit of his school work, or requiring a modification of the school work in order to prevent injury to the child or to secure the best educational results. The tests of sight and hearing shall be made by teachers. The committee shall cause notice of any defect or disability requiring treatment to be sent to the parent or guardian of the child, and shall require a physical record of each child to be kept in such form as the state board of education shall prescribe.

The state board of health shall prescribe the directions for tests of sight and hearing, and the state board of education shall, after consultation with the state board of health, prescribe and furnish to school committees suitable rules of instruction, test cards, blanks, record books, and other useful appliances for carrying out the purposes of this act, and shall provide for pupils in the normal schools instruction and practice in the best methods of testing the sight and hearing of children. The state board of education may expend during the year nineteen hundred and six a sum not greater than fifteen hundred dollars, and annually thereafter a sum not greater than five hundred dollars for the purpose of supplying the material required by this act.

The expense which a city or town may incur by virtue of the authority herein vested in the school committee or board of health, as the case may be, shall not exceed the amount appropriated for that purpose in cities by the city council, and in towns by a town meeting. The appropriation shall precede any expenditure or any indebtedness which may be incurred under this act, and the sum appropriated shall be deemed a sufficient appropriation in the municipality where it is made. Such appropriation need not specify to what section of the act it shall apply, and may be voted as a total appropriation to be applied in carrying out the purposes of this act.

ADVICE FOR PROFESSORS.

The Boston Transcript has this to say by way of advice for college professors:—

"We have recently been hearing much lamentation by and for the college professor. His lot is, indeed, a hard one. With prices ballooning skyward and salaries dragging anchor, he is certainly in sad plight. The constantly increasing strain on his inelastic income is well calculated to make him anathematize the New Prosperity and pray for a return of good old Hard Times.

"Meanwhile he is getting much varied advice from wise editors. The editor of Scribner's advises him to stop his peevish complaining and reflect upon the 'pleasant' nature of his occupation. The sage of the Saturday Evening Post recognizes, however, that this sort of advice butters no parsnips. He urges the long-suffering one to get busy and make a fuss. His advice is: 'The college professor should get after his president and see that the money is not squandered on new work; and he should force the trustees to put up the price of tuition. There is no reason why our young men should not pay more than half the cost of their education, especially when their teachers are being slowly pauperized. What the college professor needs is courage to fight for his rights and the rights of his wife and children.' But what chance has the professor of making a winning fight against the competitive scramble for students from which no single institution dares break away? There is no hope in that direction.

"The Settler advises the professors, instead of trying to get more pay, to give up their expensive habit of marrying and raising a family, form a monastic brotherhood, and take the iron-clad vows."

BOOK TABLE.

SCHOOL ADMINISTRATION. Including the organization and supervision of schools. By John T. Prince, Ph. D. Syracuse, N. Y.: C. W. Bardeen. Cloth. 423 pp. Price, \$1.25, net.

This book has been years in the making and that by a man admirably equipped, if any man could be, for the making of a hasty book. As a result the school people are here furnished with a book on school administration that has been excelled in no particular and equaled in few respects. The author was educated at the Bridgewater normal and Harvard University, and took his doctor's degree at the University of Leipzig. After experience as teacher and superintendent in Washington University and in Waltham and Watertown, Mass., he was appointed state agent of Massachusetts in 1883, and has since occupied that place. He is well known as an author through his "Courses of Study and Methods of Teaching" (1886), and "The Schools of Germany" (1891). He gives us a book not of theories but of facts, and principles founded on facts. The chapters deal with the nature and source of school organization and legal provision for it; with state, city, town, district, and county administration; with the superintendent as organizer, as supervisor, and in relations to community interests; with the principal as organizer and as supervisor; with the teacher as organizer; with schools for defectives and delinquents, with records and reports, with forms now in successful use. The appendixes deal with the evolution of supervision; the supervision and the consolidation of rural schools; school revenues and their distribution; special schools and classes; school hygiene; and plans of studies for elementary and for high schools. There is a considerable bibliography, and there are ten pages of lists of books. There is a full index. The author does not deal in generalities; he gives definite and specific advice, based on experience in actual school work, and fitted to save every school board, superintendent, and teacher the worry of useless experiment in matters that have long ago been determined by actual practice. There is in the subject matter and its arrangement, in the theories and spirit of the book a freshness that is tonic and a loyalty to worthy conventionalities that is refreshing. There is nothing either trite or tricky in any phase of the book. It would be of incalculable value to any city or town for the city to provide every member of the school board with a copy, and a superintendent who can get along without it would be a curiosity.

GULICK HYGIENE SERIES. Book Three, Town and City. By Frances Gulick Jewett. Boston, New York, and Chicago: Ginn & Co.. Cloth. Illustrated. 272 pp. Price, 50 cents.

It is, indeed, a surprise that no state law has required the teaching of sanitation in its various phases. It is observed that laws were universally passed for teaching physiology and personal hygiene without making reference to the health of town and city. All this but emphasizes the fact that the entire subject of public health is modern. Indeed, with the power of the microbe unsuspected until 1865, with tubercle bacilli and the laws which control them undiscovered until 1882, with universal ignorance of the cure of diphtheria until 1892, and of malaria and yellow fever until 1901, it is not surprising that scientific facts about these preventable diseases have not as yet, to any appreciable extent, been adapted to the understanding of young children. At last, however, between the progress of scientific research on the one hand and of unprecedented acquaintance with city conditions on the other, instruction in the importance of the laws of civic hygiene has become not only possible but imperative. Scientists have learned not merely the causes of a high death rate but the way to avoid them. Moreover, the modern methods of research are of such profound interest that they should be presented to school children, enlisting their enthusiastic co-operation in the work of raising the standards of city life. Children are influenced not so much by dogmatic assertion as by acquaintance with facts and courses of reasoning. Assure a child that unwashed people, crowded into unclean rooms, breathing impure air, and drinking impure water are more likely to be ill than clean people in clean rooms, breathing pure air, and drinking pure water, and he may or may not believe you; but explain to him the nature of those microbes which endanger life through water, air, and food; show by actual facts how the death rate has been raised and lowered; demonstrate by individual example the laws of contagion, and we shall convince the child by the same facts that have convinced his elders. Topics of the book give some hint of the value of the work. A few are here given: Growth of

Cities, Results of Overcrowding, Clean Streets in New York, Juvenile Street-cleaning Leagues, Garbage, Ashes, and Rubbish, Parks, Playgrounds, and Public Baths, Good Business and Alcohol, Water Supply for New York and Water Waste in Cities, Drinking Water, Getting Water to Town, Rivers, Drinking Water, and Sewage, Purification of Water and Sewage, Preventable Disease and the Japanese Army, Tobacco and National Vigor, Food Inspection, Epidemics and the Discovery of Disease Microbes, Some Safeguards against Epidemics, Vaccination, War against Tuberculosis, City Health and Alcohol, Why Mosquitoes Should Go, What New Orleans and Brookline Did, Hospital, Dispensary, and Ambulance.

ELEMENTARY ANALYTICAL CHEMISTRY. By Professor John H. Long, Sc. D., of Northwestern University. Philadelphia: P. Blakiston's Sons & Co. Cloth. Illustrated. 300 pp. Price, \$1.25, net.

A revision and enlargement of a previous work by the author, in which several important additions are made because of the loud call for them from instructors in chemistry. The subject-matter is divided into two parts: Part I. dealing with "qualitative analysis," and Part II. with "volumetric analysis." Besides the general treatment of the subject, there is a valuable appendix and several tables.

SOPHOCLES' ANTIGONE. By Robert Whitelaw, and annotated by Professor J. Churton Collins of University of Birmingham, Eng. New York and Oxford: The Clarendon Press. Cloth. 105 pp. Price, 30 cents.

One of the neatest translations of the great play of the old Attic dramatist that we have seen. The introduction and notes by Professor Collins give the reader a most complete knowledge of the Greek stage, the place of Sophocles among his fellow-writers, and an insight into the excellences of the "Antigone" that earns one's gratitude.

OLD-FASHIONED RHYMES AND POEMS. Selected by Mrs. Roadknight. New York: Longmans, Green & Co. Cloth. 96 pp. Price, 50 cents.

A neat selection of verses by an English lady, to meet the comprehension of the little people in the kindergarten, and some for those who are nearing their graduation from the same department. What a charm there is about these sweet old rhymes as one sees a group of them as here!

LITTLE TALKS ON SCHOOL MANAGEMENT. By Randall N. Saunders, Claverack, N. Y. New York: A. S. Barnes & Co. Cloth. 68 pp. Price, 50 cents.

A practical and inspirational little volume, full of hints that have come from a live experience of teaching, and that will help others to meet the thousand and one problems that invade the schoolroom and insist upon a solution. Among other things he discusses such themes as "opening exercises," "recesses," "home lessons," and many others concerning which a good suggestion is ever welcome.

MEMORY GEMS. By Emma Frances Puckett. Austin, Texas: Von Boeckmann-Jones Company. Cloth.

Here are more than 300 selections for memorizing carefully selected by the author from those she has used in her schools for several years. They have all been memorized by her pupils and have been appreciated by them. She plans to have them all memorized and repeated often enough to be made a part of their equipment for life.

ELEMENTARY STUDY OF CHEMISTRY. By William McPherson, professor of chemistry in Ohio State University, and William E. Henderson, associate professor of chemistry in Ohio State University. Boston: Ginn & Co. 12mo. Cloth. 434 pp. Illustrated. List price, \$1.25.

An excellent treatise, and the result of years of experience in instruction in this line of study. As far as possible the authors have striven for simplicity of statement. Radicalism as to any of the chemical problems is studiously avoided. Recent discoveries that have proved themselves valuable are made use of, and many of the most interesting manufacturing processes of the present are carefully described. So both past and present are judiciously blended in the text.

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EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

February 15: School Garden Conference, by school superintendents of Massachusetts, Tremont Temple, Boston.

February 26-27-28: Department of Superintendence, N. E. A., Chicago.

March 27-30: Music Supervisors' conference, Keokuk, Iowa, P. C. Hayden, secretary, Keokuk, Iowa.

April, 1907: Eastern Commercial Teachers' Association, Boston.

May 7 to 10: Joint convention of Eastern Art Association, Eastern Manual Training Association, Western Drawing and Manual Training Association, Cleveland, Ohio.

July 1-2-3-4: American Institute of Instruction, Montreal.

July 9-12: National Educational Association, Los Angeles, California.

NEW ENGLAND STATES.

MASSACHUSETTS.

BOSTON. Boston University is to move to the Harvard Medical College buildings adjoining the Boston public library.

A conference under the auspices of the Massachusetts school superintendents will be held in Tremont Temple, February 15, to consider the subject of school gardens in Massachusetts. Many superintendents of the state have expressed their belief in the school garden movement and their desire for suggestions as to how to conduct such school gardens. This meeting has been planned with the idea of bringing together those who have had experience, and those who have had none, for full and free discussion. One full hour will be devoted to the discussion of each of the following subjects. Forty minutes of each hour will be given to the experiences of those who know from experience, and the remainder of the hour will be taken with questions and answers. There will be no formal papers, and theory unsupported by experience will be out of place. The subjects are:—

"The School Garden in the Village," Frank F. Murdock, chairman.

"The School Garden in the City," Phillip Emerson, chairman.

"The School Garden in the Country," Henry Saxon Adams, chairman.

"Children's Home Gardens," Arthur C. Boyden, chairman.

Sub-topics for discussion under each of the general topics:—

- A. How to secure land.
- B. How to meet expenses.
- C. How to care for gardens during the summer vacations.
- D. Shall garden work be compulsory?
- E. Shall garden work be done during school hours?
- F. What kinds of work are appropriate to the different grades?
- G. What disposition shall be made of the products?
- H. Kinds of gardens as to products:—

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Correspondence Solicited.

PARKER P. SIMMONS, 3 E. 14th St., New York.

- a. Flower gardens.
- b. Vegetable gardens.
- c. Wild flower gardens.
- I. Kinds of gardens as to purpose:—
 - a. To please the public (ornamental beds, parks, etc.).
 - b. To serve commercial ends.
 - c. To aid in educating the child.
- J. The preparation of teachers for school garden work.
- K. Books and circulars which will aid in securing seeds and tools and in caring for the gardens.

The officers of the School Garden Association are: President, Clarence L. Brockway; vice-president, Charles E. Stevens; secretary and treasurer, Albert L. Barbour.

The Massachusetts Schoolmasters' Club will meet at the Hotel Brunswick February 16. Dinner will be served promptly at 1 p. m. Business will be taken up at 2.15 p. m. The after-dinner topic will be: "University Ideals in Germany and the United States." Guests of the club will be Professor Francis G. Peabody, Harvard University; Professor Paul H. Hanus, Harvard University. Music by members of English High School orchestra under the direction of James A. Beatley.

WALPOLE. This town had an unusual celebration on February 9, this being the eightieth birthday of Albert G. Boyden, sixty years a teacher, forty-six years principal of the Bridgewater normal school, in which position he was succeeded by his son, Arthur C., in September last, remaining principal emeritus. He graduated from Bridgewater normal in 1849, teaching a grammar school in Hingham during the following winter. In July, 1850, he was appointed assistant teacher in the Bridgewater state normal school, which position he held for three years under the wise counsel and sympathetic help of the distinguished founder of the school, Nicholas Tillinghast. For three years he served as principal of the English High School for Boys in Salem; was sub-master of the Chapman grammar school, Boston, one year. He then returned to the Bridgewater normal school as first assistant, holding this position for three years; then was appointed principal in August, 1860. This same year he received the honorary degree of A. M. from Amherst College. The celebration was inspired by George A. Plympton, of the firm of Ginn & Co., a classmate at Amherst of Arthur C. Boyden. Although his business life is in New York, Mr. Plympton has a farm of 600 acres in Walpole—one of the largest in eastern Massachusetts—which is devoted to the raising of blooded stock. He is vice-president of one of the prominent wool growers' associations of the country. His farm home is a building of surpassing interest with the largest and most valuable collections of domestic an-

tiques in New England. To this home the entire Boyden family, children and grandchildren, with other long-time intimate friends of the family, were invited for dinner prior to the celebration in the town hall, and after the public exercises the family, friends, and townspeople were invited to supper at the home of Charles S. Bird, chairman of the committee of arrangements. The principal speakers were Hon. George H. Martin, Frederick W. Atkinson of the Brooklyn Polytechnic Institute, and Mr. Boyden. A letter from President Roosevelt was read.

VERMONT.

BURLINGTON. The second in the series of educational conferences of the schools of Vermont with the university will be held in Burlington, March 7-8, in connection with the first meeting of the Vermont section of the New England Classical Association and the spring meeting of the Vermont Schoolmasters' Club. The subject chosen for discussion at the conference is the study of the classics. Problems which arise in the teaching of Latin and Greek will be presented and discussed by prominent schoolmasters of Vermont and by members of the faculty of the university. During the conference addresses will be delivered by Professor J. R. Wheeler of Columbia University, Professor K. F. Smith of Johns Hopkins University, Professor W. S. Burrage of Middlebury College, and Professor C. U. Clark of Yale University. The committee which is co-operating with the faculty of the university in arranging the conference consists of State Superintendent of Education M. S. Stone of Montpelier, Principal W. A. Beebe of Morrisville, Superintendent F. J. Brownscombe of Montpelier, Principal J. E. Colburn of Manchester, Principal E. D. Collins of the Johnson normal school, Principal C. P. Howland of St. Johnsbury, Principal Isaac Thomas of Burlington, and Principal A. E. Tuttle of Bellows Falls.

MIDDLE ATLANTIC STATES.

NEW YORK.

NEW YORK CITY. Dr. Frank Rollins, formerly assistant principal

EUROPEAN TOUR

Arrangements have been made for a small party to travel through Europe during the next summer. Particulars can be obtained of

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of the New Britain, Conn., high school, is now principal of the Stuyvesant manual training high school of Manhattan Borough, N. Y. It is the youngest of New York's high schools. It is a school for boys only.

TROY. This city takes new interest in the educational world since Mrs. Russell Sage has given a million dollars to the Emma Willard Seminary and another million to the Rensselaer Polytechnic Institute.

General Education Board.

(Continued from page 185.)

before April 1, 1907, he will give to the general education board income-bearing securities, the present market value of which is about \$32,000,000, one-third to be added to the permanent endowment of the board; two-thirds to be applied to such specific objects within the corporate purposes of the board as either he or I may from time to time direct; any remainder not so designated at the death of the survivor to be added also to the permanent endowment of the board.

Very truly,

John D. Rockefeller, Jr.

The letter in reply, sent to John D. Rockefeller, Sr., is as follows:—

The general education board acknowledges the receipt of the communication of February 5, 1907, from John D. Rockefeller, Jr., a member of this body, announcing your decision to give to the board for the purpose of its organization, securities of the current value of \$32,000,000. The general education board accepts this gift with a deep sense of gratitude to you, and of responsibility to society. This sum, added to the \$11,000,000 which you have formerly given to this board, makes the general education board the guardian and administrator of a total trust fund of \$43,000,000.

This is the largest sum ever given by a man in the history of the race for any social or philanthropic purposes. The board congratulates you upon the high and wise impulse which has moved you to this deed, and desires to thank you in behalf of all educational interests whose developments it will advance, in behalf of our country, whose civilization for all time it should be made to strengthen and elevate in behalf of mankind everywhere, in whose interests it has been given and for whose use it is dedicated.

The administration of this fund entails upon the general education board the most far-reaching responsibilities ever placed upon any educational organization in the world. As members of the board we accept this responsibility, conscious alike of its difficulties and its opportunities. We will use our best wisdom to transmute your gift into intellectual and moral power, counting it a supreme privilege to dedicate whatever strength we have to its just use in the service of men.

"I've heard that a great deal of salt pork is consumed upon the ships in our navy."

"Indeed."

"Yes; and I've also found out when that sort of meat was first introduced on board ship."

"When?"

"When Noah brought Ham into the ark."

Schoolroom Floors Without Dust

Such a menace to the health of scholars is the dust which arises from schoolroom floors that the abatement of the dust evil in schoolrooms is just as essential as proper ventilation. The activity of scholars keeps the dust in constant motion. To overcome this contamination of the atmosphere the floor should be treated with

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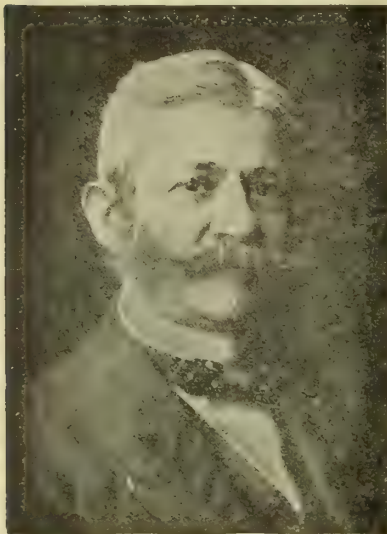
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THE WEEK IN REVIEW.

(Continued from page 185.)

impression in Japan as to call forth official disavowals of any unfriendly feeling from the Japanese government.

ABANDONED BILLS.

One by one, important measures which have been framed for the consideration of Congress or have passed their earlier stages are being abandoned. The proposed copyright bill, which has been the subject of so many hearings, conferences, and reports, is one of these. But it would be no great matter if it were permanently interred, for it is loosely drawn and would raise a host of new questions for judicial interpretation. The postal commission did not endorse the demand of the third assistant postmaster-general for a quadrupling of rates on second-class mail, but it made some important and rather revolutionary recommendations, which have been passed over and are not likely to be heard of again. The immigration bill, the Philippine tariff bill, the Porto Rican citizenship bill, and the ship subsidy proposal are to be added to the list of defunct measures.

SERVICE PENSIONS AT LAST.

At last Congress has passed a bill enacting the principle of the service pension, under which all veterans of the Civil war of the age of sixty-two will be entitled to a pension of \$12 a month; at seventy years to a pension of \$16 a month, and at seventy-five years to a pension of \$20 a month. The additional cost to the treasury from this measure is variously estimated at from \$6,000,000 to \$15,000,000. These pensions are not based on injuries received in the war nor upon existing physical incapacity. They are service pensions pure and simple. It is significant that, while similar proposals in previous congresses have been hotly assailed, this bill passed with little debate and called out very little criticism from the press, either during or after its passage. We are now nearly forty-two years from the close of the war; the ranks of the veterans are thinning fast; and the obvious physical necessities of some of the survivors make a deeper impression upon the

public mind than the possibility that some recipients of these pensions may be unworthy of them.

A POSSIBLE MODUS VIVENDI IN FRANCE.

It may yet prove that the ancient principle that it is darkest just before dawn may be newly illustrated in France. Just as the situation seemed most hopeless and the proposal of the bishops regarding the lease of the churches had been declared by Premier Clemenceau to be impossible of acceptance the influence of M. Briand in favor of a more conciliatory policy triumphed, and the acceptance of the proposals with some modifications was voted by the French cabinet. M. Briand issued a circular thereupon to the mayors throughout France, authorizing them to sign the proposed leases. The French chamber of deputies also by the overwhelming vote of 550 to 5 passed a bill so mending existing law that religious services can be carried on in the churches without the necessity of making applications. But the bishops will have to modify their demand that the leasing arrangement shall cover all religious edifices or none.

THE PEACE CONFERENCE.

The visits which Professor De Martens is making to European capitals, as the special envoy of the Czar, to discuss the scope and date of the approaching peace conference at The Hague, make it increasingly unlikely that the desire of Great Britain and the United States that the question of a limitation of armaments be taken up and the wish of the United States that the Drago doctrine be considered will be gratified. Russia is averse to including anything beyond the program mapped out by the Czar in his letter of last March, which included rules for peaceful international arbitration, the development of the Geneva Cross international hospital and sanitary services, and the regulation of methods of warfare upon land and sea. It would be within the powers of the conference itself to enlarge this program, and an effort may be made to do so; but any attempt to work out the details of any scheme for the limitation of armaments instantly discloses its difficulty.

THE GERMAN ELECTIONS.

The reballotings in Germany in the districts which did not succeed in electing members of the Reichstag at the first trial confirm the victory of the government as regards its colonial policy, and complete the discomfiture of the Socialists. The Socialist strength in the next Reichstag will be only about half what it was in the last. On the other hand, the Centre or Clerical party, which joined the Socialists in defeating the government on the budget question which occasioned the appeal to the people, increased its strength by four or five members. It is not yet clear how the government is to get a majority which can be held together in support of its policy without reckoning with the Centre. But there has been great rejoicing in Berlin over the result of the elections, which seems to be regarded not only as a victory for the government but a personal triumph for the Kaiser; and the Kaiser's own enthusiasm has carried him to the unusual length of addressing jubilantly an election-night crowd, precisely as a successful candidate in the United States might do.

TELL ME NOT IN MOURNFUL NUMBERS.

An actor in a London lodging house, who had discovered his landlady's propensity for "swiping," numbered and listed his things. One night he roused the household by shouting down from his attic a demand for "No. 8."

"No. 8?" shouted the landlady back. "What No. 8?"

"I want cube No. 8 of my lump sugar," he replied.

Thenceforth the provisions in his cupboard were unmolested.—Argonaut.

In a Massachusetts town an Italian recently applied for naturalization papers. He was asked if he belonged to any society or organization inimical to the government of the United States. This was a poser, and had to be explained to him. A gleam of intelligence overspread his face, and he replied: "Yes, I am a Democrat." The judge laughed at the joke on his party, and granted the Italian his papers.—Youth's Companion.

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And come to-morrow to your shop;
The papers of this morning state
Thermometers by then will drop."

—Washington Herald.

A Longfellow Folk-Party.

[Continued from page 178.]

"What matters it to the world whether I, or you, or another man did such a deed, or wrote such a book, so be it the deed and book were well done?"

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28. Recitation.—Longfellow's last poem, "The Bells of San Blas."

29. Song—"The Day is Done."

Note.—A large picture of Longfellow's house should share with the portrait of the poet the place of honor. The picture of Evangeline should be placed on an easel when that poem is referred to. A copy of one of the familiar paintings of Priscilla should also be in readiness, with pictures of Miles Standish, John Alden, and of early Plymouth, if possible. A portrait of Paul Revere should be shown. Any others which would add vividness or interest to the recitations should be seen. Some representation of Hiawatha is especially desirable.

Instead of a recital of the familiar facts of the poet's life, have them placed in outline upon the blackboard, with the dates, like this:—

Henry Wadsworth Longfellow.

Born February 27, 1807.

Graduated from Bowdoin 1825.

Appointed to professorship at Bowdoin 1825.

Appointed to professorship at Harvard 1834.

Published "Outre-Mer" 1834.

Published "Voices of the Night" 1839, "Evangeline" 1847, "Hiawatha" 1855, "Miles Standish" 1858.

Wrote "Morituri Salutamus" 1875.

Died at Cambridge March 24, 1882.

Books for reference: "Life of Longfellow," by his brother; "Poems," also sketch in "Famous American Authors," by Mrs. Sarah K. Bolton; chapter on Longfellow in "Poets of America," by Edmund Clarence Stedman.

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Jack, he bought a valentine
As fine as it could be;
That was for his teacher dear,
As any one might see.

Next, he bought a dainty one
All made of paper lace;
That was for the little girl
Who had the sweetest face.

Then, he bought a comic one
As funny as you'd find;
When he bought this, you could see,
He had his chum in mind.

The teacher and the little maid
Were happy, but alack!
The "chum," not knowing whence it came,
Mailed his, right off, to—Jack!
—Blanche Elizabeth Wade, in February St. Nicholas.

Maud (earnestly)—"I want to ask you a question, George."
George (also earnestly)—"What is it, dearest?"

Maud (still earnestly)—"If you had never met me, would you have loved me just the same?"—Sacred Heart Review.

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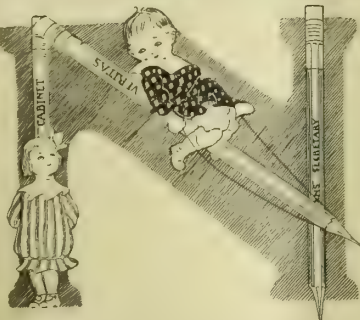
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CHARLES DUNCAN McIVER: The teacher is the seed-corn of civilization, and none but the best is good enough to use.

MRS. HORTENSE ORCUTT, *President New York Kindergarten Association*: The criticism that the kindergarten child is more troublesome than other children usually means that he is better developed and more individual.

SUPERINTENDENT R. B. DUDGEON, *Madison, Wis.*: Works of art not only add charm and interest to the schoolroom but have great influence in the moral and spiritual development of the children. Their influence reaches beyond the school into homes and into society at large and creates an appreciation of the good and the beautiful.

SUPERINTENDENT A. B. BLODGETT, *Syracuse, N. Y.*: I have yet to find the educator who has the boldness to say that he can outline a course of study that will fully meet all the requirements of a cosmopolitan city system of schools. The needs of the different classes of people are so diversified that it were folly to claim it can be done.

SUPERINTENDENT A. J. JACOBY, *Milton, Mass.*: Pupils need the sympathetic understanding and help of the teacher at all times, but especially during the first weeks of a new school year. The teacher who acts on the belief that pupils ought to do as much work and do it as well as later in the year will have many discouraged pupils by the time they otherwise would do their best work.

SUPERINTENDENT JAMES M. GREENWOLD, *Kansas City*: If I have gleaned a single bit of sound educational information from an investigation of the lives of men, whether living or dead, it is that concentration of thought, intensity of investigation, thinking carefully and patiently over what one reads as he reads it, or stopping to master it and making it his own, is the only kind of reading that is of any permanent value. Some minds take in and assimilate knowledge much more rapidly than others, and can cover more books and do it well. It is not so much reading, but well chosen, solid, substantial reading, that builds up the character into manhood and womanhood. Fifty or a hundred good books, well chosen, if read and mastered and assimilated, will give one far greater power and versatility than thousands of surface, scrappy, mediocre books.

THE WORTH OF A BOY.

BY DR. N. C. SCHAEFFER,

State Superintendent of Pennsylvania, President of the N. E. A.

"What is a boy worth? What is an education worth? An Indiana jury awarded \$599.99 for the killing of a boy. A friend of mine, who is a superintendent in West Virginia, called that award an outrage. I asked him why. He answered: 'To say nothing of the value of the boy's personality and all that a boy is to his father and mother and home, the commercial value of a boy's time at school is more than the award of that Indiana jury.' I asked him how he made the calculation. He said: 'You find the value of a boy's time at school by subtracting the earnings of a life of uneducated labor from the earnings of a life of educated labor.' Then he gave me a calculation that I have used this year before every institute, for I am anxious to get it into the daily papers, to have it carried to every schoolroom and put upon every blackboard, so that the pupils may carry it home and discuss it with their parents.

"He said: 'If an uneducated man earns \$1.50 a day for 300 days in a year, he does very well; and if he keeps it up for forty years, he will earn $\$1.50 \times 300 \times 40$, or \$18,000. An educated man is not generally paid by the day, but by the month and by the year. If you will strike an average of the earnings of educated men, beginning with the President of the United States, who earns \$50,000 a year, the presidents of the insurance companies and of large railroad companies, and run down the scale until you come to the lower walks in point of earnings among educated men, you will admit that \$1,000 a year is a low average for the earnings of educated labor. For forty years you have \$40,000 as the earnings of an educated man. Subtract \$18,000 from \$40,000, and the difference, or \$22,000, must represent the value of a boy's time spent at school getting an education.'

"You will all admit that a man who works with his hands at unskilled labor puts forth as much muscular effort as a man who earns a livelihood by his wits and education. Now, if \$22,000 represents the value of time a boy spends at school getting an education, what is the value of a day spent at school?

"The average school life of every boy and girl in Massachusetts is seven years of 200 days each; let us say that it takes four years more to get a good education. Reckoning eleven years of 200 days each, you will find that the 2,200 days at school are equal to \$22,000, and a simple division on the blackboard will bring it home to the comprehension of every boy that each day at school, properly spent, must be worth \$10.

"One director asks whether it is a violation of the compulsory law if a farmer keeps at home his eleven-year-old boy to plow, because it costs \$1 a day to get some man to do it. While he is putting \$1 into his own pocket, he is robbing the boy of \$10 in the shape of future earning capacity. Is not that high-handed robbery by the father of his own child?"—Pennsylvania Report.

MORAL TRAINING AND THE SCHOOLS.

BY AGNES ANDREWS.

The American free-educational system is the just pride and boast of our country, but there is a grave question as to whether it has yet accomplished morally all that might fairly have been expected of it.

Purity, courage (public and private), honesty, truthfulness, obedience to law and order, and regard for the rights of property, person, and life are duties not alone to God, but to man and society at large. As such they may and should justly form a more regular part of the daily educational program, and be taught more directly and systematically in the schools.

No hard and fast rules can be laid down for such teaching. There is room for ample discussion, and much need for the opinions of our foremost educators, furthered by experiments in the classroom itself. Presumably among the smallest children, until they are seven or eight years of age, this direct teaching should take the form of talks with their regular teacher, illustrated by appropriate stories, anecdotes, etc. There are many little schoolroom difficulties, often settled arbitrarily by the teacher, which should be discussed with the children and explained to them; there are many others which they cannot comprehend, but in these cases they must understand, as well as accept, the great primal fact of law and obedience. They are not too young to be taught that everybody must obey something, that even teachers, and fathers, and mothers have this duty. The extreme specialization and individualism of these recent years along all lines have their dangerous side, for even the babies are likely to regard their small moral virtues and duties as their special property. It is a wise teacher who can admit to them that everybody finds it hard sometimes to tell the truth and to be unselfish, that it is no easy task to be good, that she, too, must "try" as well as they, and yet who can still come out firmly on the "But we must be good. It makes no matter if it is hard, that is the reason we must try all the more." Even primary babies can understand such teaching, and at that age they love the hard things better than the easy ones, bless their dear, brave, little hearts! With all this must go the constant, though unobservable, supervision of work and play, and the ready word or guidance at the critical moment, in order that the talks and lessons may be practically carried out,

and right habits formed. For, after all, much of goodness is but habit, and the sooner righteousness becomes automatic, the better. This sort of moral training for the young children differs very little from the informal instruction now in vogue; it is a little more direct and systematic, a little more bold and watchful of its opportunity, that is all. It practically, as well as theoretically, places moral ahead of mental proficiency, and small minds are growing used to the conscious acknowledgment of the desirability of right and goodness, as well as forming automatic good habits; they are beginning to understand the reasonableness of certain virtues in which their parents do or do not believe, and they are unconsciously adapting themselves to the responsibilities of later years.

For the older children moral training is more of a problem. If they have in previous grades been given a good foundation along this line, and if wise teachers have had them in charge, they are neither priggish nor pious, but wholesome, hearty, fun-loving boys and girls who have not lost their natural goodness and purity, and who want to "play fair," be the game basket ball or life. Children of this age (ten or a dozen years) should no longer be exclusively under the charge of women teachers, as is at present usually the case. The girls will profit by some contact with a mature masculine mind, but for the boys it is absolutely imperative, and a large proportion of their lessons in moral training should be given into a man's vigorous charge. The gentleness, courtesy, and chivalry which are trained under a woman's influence must be supplemented by a certain strength and virility which only a man can develop to advantage; and perhaps the fact that there is so little of this masculine influence among growing school boys may be another reason for the lack of moral robustness that often appears in later years.

Among these older boys and girls, however, the lessons must be made stronger, even more practical, and more attractive than before. One school has given its moral instruction in the form of a miniature "city government," which has been a delight to the children and has taught them many of their future duties to the community, as well as the necessity of law and obedience, and of cleanliness and honor. Another school has a small township within its walls, and the "Junior Republic," though not originally a school institution in the usual sense, might easily be adapted as such. All self-governing attempts, if wisely directed, and carried on under an unobtrusive but strict supervision which makes itself felt at a crucial moment of weakness or degeneracy, are helpful as well as enjoyable to the children. But in many schools it is impracticable to completely adopt this plan, and the method employed may be a simple adaptation, with the earlier talks and lessons carried on more extensively as an addition. In these talks the children should be encouraged to speak freely and sin-

cerely. They may be allowed to discuss political affairs, or a recent business failure, or a successful enterprise, or a game, or a happy home, or almost anything in which they are interested; and the reasons for the success of this, or the moral failure of that, may be pointed out. Let the unhappiness and evil that always eventually result from dishonesty, intemperance, disobedience, impurity, and selfishness be more strongly emphasized and proved to the children. Make them realize, for instance, that a boy who appropriates the pencils and marbles of others is starting on a road which leads not only to embezzlement or burglary, but to misfortune and unhappiness as well. For, after all, every crime and every wrong is committed in the belief that it means some satisfaction or well-being to its perpetrator, or to those for whom he cares. He believes at the time that he is getting the best thing possible for himself, or for them, and if he believed otherwise the wrong would never be carried out. The need, then, of making the children realize more keenly which way lie happiness and good is apparent, for once thoroughly understanding and believing, they will generally be ready enough to adopt it. The great difficulty is in making them "believe," and in preventing the discussions from becoming so much useless talk without any result. It is quite possible, however, to conduct lessons along these lines and to accomplish this realization without allowing the children to become bored, over-critical, or boastfully and obnoxiously self-righteous, and it is possible to make the time thus spent of lasting and practical value; much depends on the teacher.

There is another form of moral training which has recently been under experiment in Boston, and which promises, perhaps, more success than any previously attempted, the giving of lectures, under the direction of the Moral Education Board, to grammar school children.

This is a very direct form of ethical training, as well as one that bids fair for success, and who knows what might be accomplished for morality with teaching as bold, vigorous, and inspiring as this continued throughout the school life?

But whatever the method, lectures, self-government, or some system yet to be developed, the wise ones are awake, public opinion is gradually

forming, and the schools themselves are beginning to realize that a moral training, more effective than hitherto, must be adopted, both for the general improvement of society, and in order to counter-balance the growing power of evil "suggestion," inseparable from yellow journalism, lurid dramas, and a thousand other incidents of modern American life. Moreover, it is made additionally necessary that we may give to the children of immigrants from many nations a foundation of common moral ideals in unison with our Western civilization, and to those of native, well-to-do parents the training which is to-day often so sadly neglected at home. So alike in every school, be it for the rich or for the poor, or for both, the call to duty has sounded, and the summons cannot go unheeded. It must be answered now, not next year, nor next month, but now, to-day!

Then let us not give up the pleasant method of ethical training heretofore in vogue, with its beautiful stories of noble deeds and great men, and all that they may hold of influence and inspiration. But, realizing that the many who have not acquired strength to imitate that nobility which they once admired, and those sadder ones who have chosen the broad road to what they call pleasant and good, all prove to us that such indirect instruction is not sufficient to ensure noble men and women, let us try the experiment of adding something to this form of teaching. By giving to our children a continued, definite, and more systematically pervasive course in moral training, let us help them to be more upright and fair, self-controlled and good; let us teach them that equal opportunity is nothing unless used to good advantage, and that there is no real freedom in any land save the freedom which reaches up and away from the bondage of not knowing and not doing the right.

Upon the schools rest the foundations of our American citizenship, and to them we must look, with hopeful confidence and patience, for decrease in crime, for the honor of our business enterprise, the uprightness of our public men, and the purity and stability of our homes. Then shall our country shake off the evil and cling only to its vast and noble good, then shall the faith of our fathers be fully justified, and our freedom have lasting endurance.

Dear after year, the birds will fly
Along this same gray mortal sky,
Praise God I see them and can say:
Another year, another day.

—Philip Henry Savage.

THE FIRST TEACHERS' AGENCY.

BY WILL S. MONROE.

Sixty years ago (November 4, 1846) there was launched in the city of Boston the first teachers' agency in America, probably the first in the world. This institution, the progenitor of scores of similar agencies, was organized and conducted by one Samuel Whitcomb, Jr., at No. 1 Montgomery place, near the Tremont house. Its object, as set forth in the preliminary announcement, was "for the purpose of supplying teachers, of either sex, and of any required qualifications, to schools, seminaries, or families, in any part of the United States."

The preliminary announcement further stated that "a register will be kept of the names, residences, and testimonials of ladies and gentlemen who may be candidates for employment in any department of instruction; and another register of those who are in want of teachers." It was further announced that "applicants will be registered at one dollar, payable in advance, and, on the amount of the first year's salary, resulting from an engagement secured through such application, the employer and the teacher will each be charged a small commission, proportioned to the services rendered and the responsibilities assumed."

Among the leading men of the day who approved the project were Horace Mann, Samuel G. Howe, Lowell Mason, Elizabeth P. Peabody, Edward Everett, Daniel Webster, Jared Sparks, Charles Brooks, Barnas Sears, and J. G. Palfrey. Mr. Mann said of the project: "I think that a well-conducted office, of the kind described above, by furnishing far greater facilities than any which now exist, for teachers and persons wishing to employ teachers, to become acquainted with each other, would render an important and much-needed service to the cause of education." And Edward Everett, concurring with the opinion of Mr. Mann, added: "And from my knowledge of Mr. Whitcomb, I should have great confidence that the enterprise would prosper at his hands." Lowell Mason said he often had applications for music teachers which he could not supply, hence the plan of an intelligence office for teachers struck him most favorably.

Concerning one of his candidates, Mr. Whitcomb wrote Henry Barnard (then state superintendent of Rhode Island), under date of December 29, 1846: "Mr. Charles G. Howard, of this city, has applied at this office for a common school—and is willing to go to your state, if he can obtain an adequate remuneration. He has brought a letter from Thomas S. Harlow, Esq., an attorney-at-law here, giving him an excellent character, and speaking well of his qualifications for such a school. From my personal interviews with him, I am led to believe that his attainments are higher than those of many who are employed in such schools. And as he is desirous of becoming permanently employed

in that as a profession—and is very prepossessing—I have mentioned what you said to me about vacancies in your state. Sixteen dollars a month and board seems a small remuneration to a gentleman who has a family, and has been accustomed to a larger income—but Mr. H. is evidently desirous of extending his attainments, and of becoming useful in this profession."

Mr. Whitcomb's duties in connection with his teachers' agency apparently occasioned a good deal of travel, for his letters in my possession are often dated from towns in Vermont, New Hampshire, and other states. In a letter dated November 4, 1847, he mentions that he is compelled "to visit many gentlemen whose residences are in the country," and that he has decided to get himself a horse.

In a letter written from Springfield, Windsor county, Vt., October 7, 1848, he says: "My teachers' agency requires me to travel south and west, and its interests are homogenous." In another letter he writes: "I have applications from young men in the colleges and ladies of the highest education. All my applications for teachers come from those sections (south and west). Those whom I have sent appear to be well pleased with their situations, and to give satisfaction to their employers. Some—most of them, perhaps—pay me my commissions; those who do not I pass over without trouble. The best men and women in the country write me approving me of the idea [of the teachers' agency], and wishing me success."

THE TEACHERS' RETIREMENT FUND.

Public sentiment is tender of the old teacher. Other public servants may come and go, school directors may pass into oblivion, mayors may be impeached, other public officials disappear at the caprice of fickle political fortune, but a tender public conscience protects the old teachers.

This is a just sentiment, but it would be wiser to assure their future maintenance and retire them.

With the establishment of the new Retirement Fund, Philadelphia makes practical recognition of the worthy service of teachers and at the same time promotes the efficiency of its public school system. Honorable retirement is opening to several hundred teachers whose strength is spent and whose usefulness is gone.

New York, Boston, Detroit, San Francisco, all have retirement funds; but in few places is public sentiment so far advanced as to sanction the diversion of public school funds to retirement purposes.

In New York the Retirement Fund is supported from the fees for liquor licenses, in Boston and Chicago it is supported wholly by the teachers themselves, in Detroit and San Francisco it is partly supported by the municipalities; but in Philadelphia the board of public education has been more than generous.

In recognition of the economy involved in retiring the inefficient teacher and supplanting her

with one younger and more active it assumes one-half of the burden of retirement, and by its recent horizontal increase of salaries it virtually advances the other half. No teacher in Philadelphia will consciously assume an added burden in contributing to the fund. The highest assessment possible is but fifty dollars, which is covered by the voluntary increase; and the new teacher, the one to whom the possibility of retirement is most remote, is given fifty dollars to reconcile her to the temporary withholding of five.

Chicago teachers have wrung reluctant concessions by labor union methods not quite compatible with the dignity of their high calling; New Jersey supports her annuitants by taxing their annuities; New York teachers get a bonus with every drink, but in Philadelphia alone, of all the large cities, is the Retirement Fund recognized as a legitimate claim upon the public school funds.

The dignity of the teacher's position is assured,

moreover, for participation is voluntary. We are relieved from the odium which attaches to a civil pension scheme, since the members furnish part of the money from their own pockets, and thus secure representation on the retirement board.

It is a co-operative enterprise, established on a firm business basis, instead of a tardy and reluctant charity.

The future success of the plan is assured. Two thousand acceptances at first guarantee its successful inauguration, while the provision that new teachers must subscribe to the plan as a condition of appointment insures its permanence.

The Retirement Fund finds its sanction in the assurance that when the evil day draws near some measure of security and comfort is promised. The knowledge that protection exists invites repose of spirit; and the relief from apprehension for the future adds to teaching efficiency during the years of active service.—The Philadelphia Teacher.

LOOKING ABOUT.—(IV.)

BY A. E. WINSHIP.

[Notes on an eight-weeks' trip in November and December, 1906.]

At Ishpeming, in the Northern Peninsula, I always find many highly satisfactory phases of school work. If Ishpeming was on a main line of travel where the schools could be visited readily, they would have a national reputation with the best in the land. There would be one drawback to that proposition, since neither the superintendent nor the high school principal could be retained, and there are many special and grade teachers who would be picked off if their work could be seen. Not long since I spoke of special features of this city, and having idealized it by frequent commendations, it was with a suspicion that it would be disappointing from a possible overestimate that I returned to it in November, but the truth is that it was decidedly better than I had thought it to be. There is no better high school achievement, domestic science results, manual work, primary plans, or high school music than is in evidence here, and grade work, which can never be rapturously attractive, is full of spirit and good sense.

There is a something in the atmosphere of that high school that is almost unprecedented. You feel it in every room, in the crowded hall, and in the rollicking glee club. The principal, Miss May McKetrick, is a graduate of the University of Wisconsin, and has done work for a year or more each in the University of Chicago, in the University of Michigan, and in summer schools at Harvard and Columbia. In the nature of the case, such a leader is a scholastic inspiration to all the teachers and to the aspiring students. She has built up a high school of 350 in a population of less than 15,000. The students can enter the Universities of Wisconsin, Michigan, and Chicago on certificate, and what was most interesting to me is that they can

enter these universities from the manual training or the commercial course because of the scholarly standards in these courses. Mr. Scribner and Miss McKetrick are agreed that neither of these courses shall be a "short cut" out of school, as is so often the case.

And everything about the school work of the city is so unpretentious. There is none of that offensive air sometimes experienced: "There, now, did you ever hear the like of that? That is my notion." Quite the reverse. From superintendent and high school principal to the lowest primary teacher in the school of the Finns, everybody is giving praise to somebody else, not in a Uriah Heepish way, but with a discrimination that leads one to feel that it is true.

There is a temptation to moralize just a bit, and it may not be amiss. If teachers could only see and fully realize that they would get more praise and that it would count for infinitely more if they would give more and claim less, they would fare infinitely better. If there is one person who above all others is despicable in a school corps, it is the miserable creature who is envious and jealous from over-sensitiveness, who is everlastingly crying for more appreciation, for more praise, but who never has a good, strong word of praise for anybody.

More than once I have been asked to "write up" a man or woman—by the man or woman himself—for a specific sum of money, which offer was, of course, refreshingly declined, but it has always come from some small soul who never praises anybody.

There is a man, a normal school man, not principal, a man of large professions of personal virtue, who once presented me the alternative, "Say as good things of me as you say of ———, and recommend me for institute work as you recommend

———, and I will say all sorts of good things of you, and will recommend you, but—if you don't do it, I'll do the reverse," and he was allowed to do the reverse, and somehow I have been fairly busy. The fact is that he would be one of whose work it would be a pleasure to speak were it not for that one miserable characteristic.

If there were more corps like that at Ishpeming, it would be a more delightful profession, even, than it is.

WHICH PAYS?

BY WILLIAM F. CHANCELLOR.

We spend, as a people, annually \$2,000,000,000 for advertising; \$1,475,000,000 for alcoholic liquors (at retail, of course); \$750,000,000 for tobacco; \$495,000,000 for life insurance; \$510,000,000 for railroad transportation; \$140,000,000 for pensions to old soldiers; \$175,000,000 for army and navy; \$50,000,000 for pianos; and \$275,000,000 for all forms of education, public and private, from the kindergarten through the university. The daily bank clearings (domestic city business only) are \$310,000,000; and the other business is at least as much more. Does \$275,000,000 a year seem a large amount for all kinds of education? It is \$14 per pupil. Did you ever notice whether or not banks are more costly to equip than school-houses? Why not? Is not money more precious than mind?

Of the 18,000,000 pupils in American schools and colleges, nearly 17,000,000 are under sixteen years of age; and 15,000,000 are under fourteen years. The average American boy and girl has six years' schooling from which he or she is graduated at twelve years of age; in short, has attended school 780 days, or two years. The soul of man does not awaken into complete living until the dawn of adolescence, which may be fixed at fourteen years of age. Consequently the time to be in school is at fourteen years of age. Given two years' schooling, take the ages of thirteen and fourteen. Given six years' schooling, take twelve, thirteen, fourteen, fifteen, sixteen, and seventeen. Given twelve years, take the ages from nine to twenty-one. Is there any well-educated father who will be content to see any son of his finish his formal education long before reaching his legal majority?

The child is to be prepared for complete living in all the social institutions. He is to be prepared not for the state only, citizenship is but a partial ideal; not for the church only, even piety is but partial; not for business only, even money-making is not really all of life; not for culture only, even art is narrow; not for home, family, marriage only, even in the case of women, parentage is not a final goal; and not for war at all. I know, then, that the average child, leaving school at twelve years of age, and never having had as a teacher either a man, or a mother, or a college graduate, or even a normal school graduate, and being far too young and immature to understand any important truth about government, or religion, or culture, or business, or parentage is not educated.—*Journal of Pedagogy.*

WHO'S WHO IN EDUCATION.

SUPERINTENDENT J. A. SHAWAN, COLUMBUS, O.

With the completion of the term for which he is elected, Dr. Shawan will have been superintendent of schools in Columbus nineteen years. He has seen Cleveland, Cincinnati, Dayton, Toledo, Hamilton, Lima, Steubenville, Chillicothe, Youngstown, Canton, Ashtabula, Sandusky, and nearly every other city in the state change superintendents over and over again. It is a great tribute to the man that he has been able to stay with an increasing salary for so many years.

He was a farmer's boy, and his lot was rather more trying than usual, for his father died when he was but a boy, and he himself was farmed out among relatives for several years, working on the farm in summer and snatching up a common school education between chores during the winter. His school life was spent in Champaign county, and by the time he was nineteen he had completed the course in the country school, had attended the Urbana high school one year, and had obtained a teacher's certificate. For four years he taught, and then attended Oberlin Academy during the spring and fall terms, teaching school during the winter term. He graduated from Oberlin College in 1880, and three years later had the degree of A. M. conferred upon him. A few years ago Muskingum College honored him with the degree of Ph.D.

After completing his course in college, he continued the work of teaching, serving as superintendent at St. Mary's three years, and at Mt. Vernon six years. From Mt. Vernon he went to Columbus. The schools of Columbus have made a remarkable growth during these years, and now there are forty buildings, about 575 teachers, whose salaries amount to about \$450,000, and about 22,000 pupils.

The Ohio Educational Monthly says: "Superintendent Shawan is never so busy and never so tired that he refuses an audience to the most humble child in the city, and this child has as ready access to him as the potentate. He has a kindly way of dealing with all people that must challenge the admiration of all who have observed this characteristic of the man. His is the office of the superintendent of the public schools, and not of any class or caste. In his dealings with teachers he is always kind and considerate, and never assumes to know more about the subject than the teacher himself. He is ever looking for that which is praiseworthy, and not for flaws and faults. Such a career as Superintendent Shawan's must, in the very nature of things, be a source of encouragement and inspiration to the young teacher in the district school as he sees the possibilities that stretch out and up from the place he now holds."

ART TEACHING IN THE PRIMARY SCHOOL.—(V.)

BY GEORGE T. SPERRY,
Westfield [Mass.] Normal School.

Picture Study.

"There are two kinds of people," said a wise man once, "artists and other folks." I believe it, and it seems to me that this thought is the first thing for us to remember in talking of picture study as a school problem. Each artist has his own view as to what pictures really are good, which ones everybody should know about, and why these should or should not be studied in school. He usually sees from no ordinary standpoint, is strongly prejudiced by individual taste, and believes that people in general are not qualified to know

things are not fixed, some general suggestions may be helpful both in choice and method of teaching under whatever circumstances we happen to be working.

The choice of pictures is more important than the method of teaching them. There may be some value in good teaching of ill-chosen material, but not much. Let us decide what we want and why we want it; then look to the how to use it.

We should first of all awaken in the child's mind a love for beauty, a love that is made up of admira-

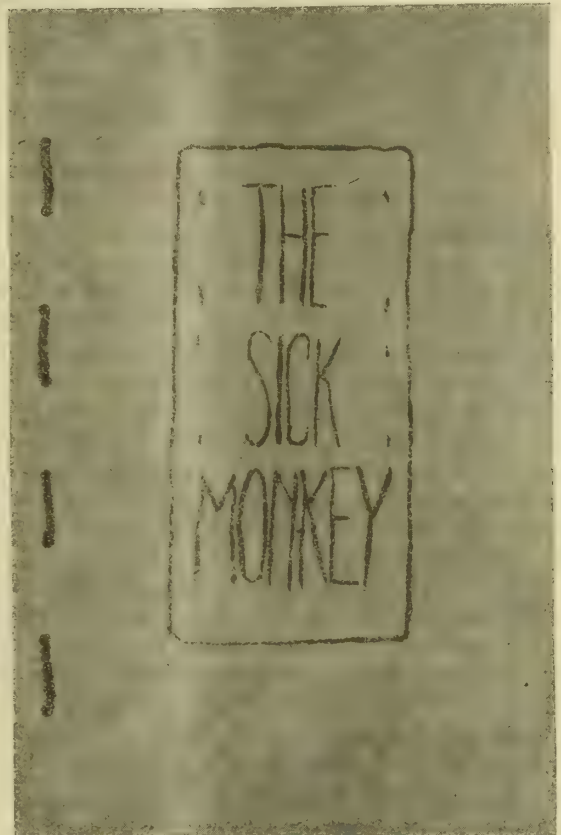


THE SICK MONKEY.

From Painting by Landseer.

about or meddle with such sacred things. He is a decided specialist, and sees from a wholly personal standpoint. We shall treat this subject from the viewpoint of one of the "other folks," and as if about all our pupils were going to be of the "other folks" when they grow up.

We believe first that pictures are the clear, vivid, and beautiful expression of great thoughts by men strong in that particular way of story-telling. These stories are of different types, in conception, arrangement, and execution, just as books and music are of varied styles. There are pictures that tell of every object and emotion known to human intelligence. There are those for the child, the youth, and the adult. There are those that are calculated to excite the emotions most active under any circumstances, religious, political, social. The age, surroundings, development, tastes, and situation we work with determine the kind of pictures for a grade, a locality, a time of year. While these



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tion, sympathy, and reverence. We should so choose our material that this love shall grow to include beauty wherever found, whether in pictures, word stories, nature, or common materials.

There is beauty of thought in pictures and beauty of expression, that is in the way the artist has expressed his thought in a particular instance. These two views of beauty should be kept clearly apart and our pictures chosen with a knowledge of what view we want most to emphasize. Take "The Sick Monkey." A glance suffices to tell us that in it are lessons of kindness, affection, sympathy, and tenderness which a little child, with poor teaching even, sees, feels, and loves at sight. If to the same child is presented Rubens' "Descent from the Cross," a story which stirs the soul of the adult with its sublime pathos, a far different effect is produced. The emotions awakened are fear and dis-

gust. This picture is beautiful in thought, and beautiful, very beautiful, in the way its story is told, but it is not for children. Bring to them pictures that at once, through the child's natural interest in things, awaken the emotions that every primary teacher wants most to see grow—love, affection, sympathy, tolerance, co-operation, personal responsibility, etc.

The selection of pictures is like the selection of other material in teaching. They must come within the scope of the child's interest and intelligence. They should make, with young children, a direct appeal to the heart or the finer emotions. Pictures of the Madonna, in which the mother is most beautifully shown; pictures of children illustrating desired lessons of life; animal families as pets; and nature's most interesting phenomena, all make this direct appeal. There are the Madonna Gran Ducca, Madonna of the Rabbit, The Holy Night, St. John and the Lamb, The Children of the Shell, The Sick Monkey, Can't You Talk, and scores of others that seem to fulfill these requirements perfectly. The class teacher is the best judge as to just which one of these should be selected for a first, second, or third grade class.

The method of presenting a picture is somewhat modified by the temper of the class, the amount of this kind of work they have had, what is to be done after the teaching, and how many pictures they will probably study. Two or three pictures carefully selected and studied make a good year's work. Do not make a constant diet of picture study any more than of arithmetic problems dealing with horses, or language lessons on the bee. When the class needs a lesson about a picture, it is time to teach it. The grade teacher knows that time. A supervisor often does not know it.

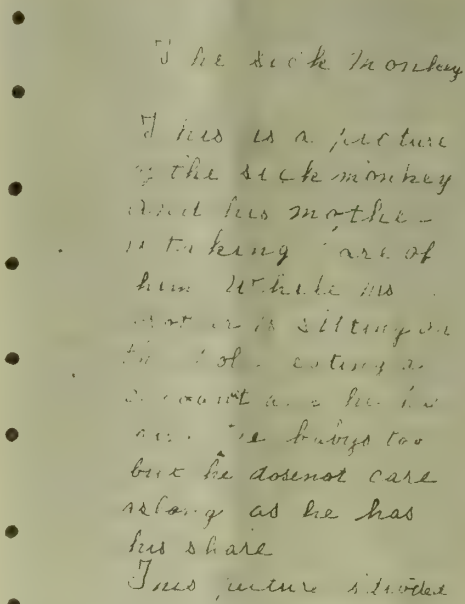
"What do I mean by, 'what is to be done after the teaching'?" I will tell you. Some teachers use a picture to bring home to a class a certain lesson of great importance to the common good. Sometimes the picture is presented with a view to utilizing its thoughts in oral and written language work. Once in a while a picture will serve to teach some fact in arrangement of material, in written work, or in drawing. Then the teacher has this thought most in mind. Clearly there are three objects we may have, and perhaps should have always in mind in this teaching. The first is to lead the class to see in the picture a story—a something told with brush in a more striking way than words could tell it. Then they must see that it is not wholly because the picture has certain men, animals, or objects in it that it is so beautiful to look at. It is because the men and objects are placed in such subtle relations to one another and to the canvas spots or paper. This is the element of composition in embryo. Lastly the story is not only beautiful to look at, but it is beautiful to think of.

The simple things first observed to tell the story are fraught with wonderfully strong lessons for us in our contact with life problems. This is by far the most important aspect, to the primary teacher. Do not point morals, however, and continually tell the child, "This is what you should or should not always do." Bring out with all your strength the

lesson that the picture really teaches, and stop there. Rest assured the average child knows what he ought and ought not to do as well as you know. He does not need to be told how to make the personal application.

Do not spend too much time on the child's first interpretation of the story, nor too much on the elements of composition you desire to have noticed. The composition facts are incidental, and serve only to make a stronger story. When they do this, they ought to be seen because of this and because of their direct bearing on correct relationships in all our school work.

A hint has been given of the value of picture study in language work. Let us develop this idea a little with a concrete instance. Suppose we study



The Sick Monkey

This is a picture of the sick monkey and his mother is taking care of him while his brother is sitting on the pole eating a cocoanut and he has also the baby's too but he doesn't care as long as he has his share. This picture is divided

FACSIMILE OF PAGE OF CHILD'S COMPOSITION.

the picture "The Sick Monkey" with a third grade.

Composition on the Sick Monkey.

This is a picture of the sick monkey and his mother is taking care of him. While his brother is sitting on a pole eating a cocoanut and he has also the baby's too, but he does not care as long as he has his share. This picture is divided into two unequal parts and the brother is in the smaller part of the cage. The mother is in the other part of it with her baby. I think it is early in the morning or late in the afternoon because the light is shining in. I see the mother's cocoanut lying in the hay and she does not eat it because she cannot leave her baby long enough to eat it. I think the mother loves her child because she doesn't eat her cocoanut, and she doesn't notice the big brother. If I were sick my mother would spend all her time caring for me.

Each pupil has a small print, properly mounted, if possible. The teacher has a larger picture and works at the blackboard. "What is this a picture of, what was the first thing you saw, the next, the

next?" and so on. "Who is the big monkey, what is she doing, the others?" etc. "What else do you see in the picture?" and so on. Keep first to what can actually be seen. Let it be an exercise in directed observation with well formulated oral answers.

Ask questions then about the placing of the monkeys and other material, and their relationship in spacing, balance, or movement, that you think will aid you in getting the final story.

The next step is the development of the personal element, requiring the play of the imagination. Let the questions be original with you. Lead the class to see the mother's instinctive love in its unselfish beauty, the lack of sympathy and affection of the older brother, the patient, unquestioning attitude of the sick baby, and any other elements of like interest that the varied imaginations of the class seem to make potent. Do not overdo it, but just make it

live and breathe. The class will catch the spirit, and make the personal applications.

We said the teacher worked at the board. She keeps simple records in headings of the points made as she teaches, that there may be order to the final story. Another day she asks questions from this record; gets several well-told stories from different pupils, and finally gets, on still another day, the written story of each pupil, following the general order of topics recorded by her at the first lesson.

A picture cannot be well taught in one day. Its possibilities cannot be exhausted in several days. Take time enough, in dealing with the world's great masterpieces, to see not only what is there, and to make a language lesson of it, but to invest it with all the living attributes that justly belong to it, and actually to inspire the class with a reverence and love, not only for this particular picture, but for all art in any of its varied forms of expression.

TALKS ON SCULPTURE.—(IV.)

BY LOKADO TAFT.

The Greek temple was very simple in design, just a big stone box—called the *cella*—with a porch running entirely around it. The extended roof was supported by great columns, forming majestic colonnades. The two "gable-ends" of the building were filled with sculptures illustrating, in

"Outside, of course, where it can be seen. My Athena will furnish and decorate the interior."

"But can it be seen up there, nearly forty feet from the ground?"

"Trust my boys," says Phidias, "to carve and color that frieze so that it may be seen. Think

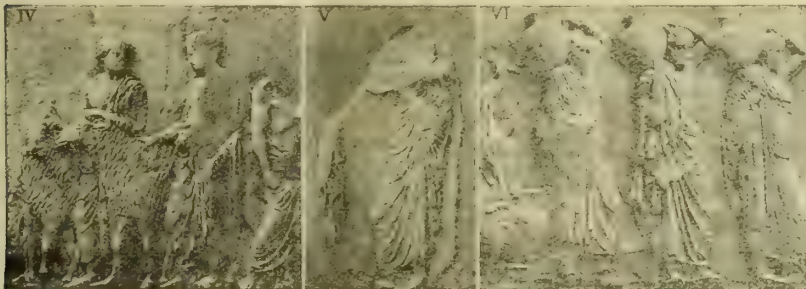
of it when the level rays of the morning and evening sunlight cut across its length; it will fairly sing. And at noon the light will be reflected up from the pavement and bathe it in richness and wonderful unexpected effects.

Ictinos had been figuring a little. "Five hundred and twenty feet. I make it. That is a pretty big undertaking along with the rest. It would need to be at least four feet high."

"And what subject could you pull out to that length?" interrupts Pericles, much interested but rather skeptical. "You are going to use up the Centaur story on the metopes, and the Amazons and the Giants."

"I have something better than all these," is the reply of the great sculptor. "Let me make a procession—the Panathenaic procession—and show our people gathering here to celebrate Our Lady. I'll show our noble old men with their snowy beards, our beautiful maidens in stately array, the sacrificial animals and those bearing offerings. Then the greater part of the space I would fill with the cavalcade of young men hurrying to the festival. I see them now, cantering along in perfect rhythm, a dream of beautiful lines."

It was done as the great artist desired. Either he or his trusted assistants traced the wonderful poem in marble which was to encircle the Parthenon and of which our illustration gives us a brief stanza.—Used by permission of the Chicago Record-Herald.



PORTION OF THE NORTHERN FRIEZE OF PARTHENON.

the case of Parthenon, two great events in the life of Athena. Then there was usually a frieze made up of a great many panels filled with struggling figures. These were next to the cornice, right under the eaves of the building.

One can almost hear Phidias describing the beauties of all these things as he sees them in imagination.

"Why," says he, "the temple at Olympia will not be mentioned in the same breath with ours. I know that we can improve on its sculptures as much as they surpass those weakened things at Aegina."

"Good," answers Pericles, "I have all confidence in you and your skill. The eastern pediment then shall show 'The Birth of Athena' and the western 'Athena's Contest with Poseidon,' and there are ninety-two of the metopes which you will apportion to the best artists available. That provides for the sculpture——"

"But I am not through yet," cries Phidias. "I want a second frieze all around the *cella* wall."

"Outside, or in?"

USE OF KNOWLEDGE.

[A talk to boys by Colonel Henry C. Clark, general superintendent of Jordan, Marsh Company, the leading retail store in Boston.]

In every page of the noble history of man from the beginning of the human race, this training or some kindred method of true advancement has been the foundation of all that has ever been beautiful, pure, and great. It has been the strongest stimulus to mental and physical superiority. Intelligence consists in what a man knows and the use he makes of his knowledge. The saving power of intelligence is the ability it gives one to avoid all unnecessary errors. The most valuable secrets that should serve to guide you in better directions will be of little benefit if you fail to take advantage of them when the opportunity offers.

Those who make unnecessary mistakes and make the same ones many times again are like the pilot who ran the vessel aground to see if the rocks were in the same place. If one could prevent all mistakes, it would be possible to rise steadily to the grandest heights. Mental grasp and foresight will give you power to avoid them and their consequent disasters. The mind should be so trained that it can act quickly upon any subject or problem presented, and see in and through it at one swift glance. A keen and quick perception is a necessity in lives that are busy and that deal with large interests.

The human mind is naturally lazy, and suffers resentment when it is being forced into new channels of thinking. This laziness may be overcome by taking an active interest in methods of development that will open into action the mind's inner depths. You may develop faculties that will enable you to grasp the possibilities of mistakes or danger, and walk from them into paths of safety.

The practice of retracing is beneficial to the brain, as it compels the mind to act quickly and with accuracy, to grasp instantly at a group of facts and review them as though they were mental pictures. The system is called retracing because it goes over facts in the order that they come into the brain. For practical purposes, search your mind and find what it is you desire most, for desire force is the flame of attraction that draws itself.

SHE LEARNED HOW TO DO IT.

She is the daughter of a grammar school principal in Colorado Springs. Her first day in school she whispered and was kept after school. The same on the second day. The third the same. The fourth day she came home on time. No after school that day. She was beaming with delight.

"Oh, mamma, I've learned how to do it. All I have to do is to whisper when the teacher's back is turned."

WHAT CONSTITUTES GOOD MATHEMATICAL TEACHING?

BY ROBERT J. ALEY, INDIANA UNIVERSITY.

The answer to this question implies the answer to the larger one, What constitutes good teaching? The question is a difficult one, as are all questions dealing with art and mind. It is, perhaps, no more difficult than what constitutes good preaching, what constitutes good art, what constitutes good music, or what constitutes good literature. No very definite answers have been given to any of these questions. Perhaps we ought not to expect definite answers. Possibly the treatment of things so fundamental and so vital cannot be reduced to definite analysis.

We might try to answer our question by a study of the teacher's preparation and a critical survey of his teaching acts, or we might approach it from the other way and determine the quality of good teaching by an analysis of the results found in the pupils. The latter plan is an attractive one, and is regarded by many as the only sure way of answering the question. Before selecting it, however, it is well to note the result of a similar plan in other fields. The churchmen tell us that the great crowds swayed and thrilled by the pulpit orator is not convicting evidence of really good preaching. The artist says that the cartoon which drives its truth into the hearts of thousands is poor art. The musician smiles in contempt because we enjoy rag-time and are thrilled by Sousa's band. The professor of English regards us with pity because we belong to the throng of simple readers that make possible the six best sellers each month. With these views before us, we must find our answer mainly in the teacher and his acts, and only indirectly in the effect produced upon the student.

The teacher must know much mathematics, far more than he teaches. This is old, but so true and necessary that we must not lose sight of it. The teacher's knowing of mathematics must be different from the knowing of the mere mathematician. The teacher ought to know mathematics in a historical, a literary, a philosophical, and a practical way. The mathematician may centre his efforts upon the third, or the third and fourth of these.

Mathematics has a long and interesting history. Its beginning is shrouded in the mystery of the origin of the race. It has grown with the race, many times leading it and making possible some of its greatest achievements. The science of mathematics has claimed many of the greatest minds the world has produced. In its development there has been both tragedy and romance. If the teacher knows the story of mathematics, he will not repeat the mistakes of the past; he will know where the race had its troubles, and will have patience to proceed with caution and care when the individual is experiencing similar difficulties; he will be able to arouse a lagging interest by occasionally telling bits of interesting history connected with the men and matter of mathematics.

Every subject has its literary style, its peculiar vocabulary, and its standard methods of expression. The nature of mathematics is such as to make it capable of the clearest literary form.

When a statement in mathematics is vague or of doubtful meaning, the trouble is not with the mathematics, but with the literary expression. The French, more than others, have given close attention to the clearness of their mathematical writings. The result is that their text-books are models for clearness, conciseness, and interest. In good mathematical teaching the literary form is never forgotten. The teacher is not only careful to express himself well, but he also sees that every pupil is familiar with the vocabulary and idioms of the subject. In the best of teaching the pupil will have difficulties to overcome, but they should be in the subject and not in the language by which the subject is expressed.

The philosophical side of the subject has to do with its very nature, involving the logic and dependence and inter-dependence of all its parts. Mathematics is a science, the purest the world knows. Its many subjects are not little sciences in themselves, but they are parts of the larger science. The completion of any subject in mathematics involves the completion of the whole science. The elementary subjects, arithmetic, algebra, and geometry, are at the bottom of mathematics, but they are also at the top. In fact, all parts of mathematics interlace and depend upon each other. The boundary between any two subjects is not a line, but a broad neutral strip where sometimes the one, sometimes the other predominates.

This unity and continuity of all the parts of the subject must be matters of conscious knowledge with the efficient teacher. The relation of elementary algebra to advanced subjects is not a matter of class instruction with the high school freshman, but the teacher should know it so he may have a proper perspective and the added power that comes from seeing higher relations. In a very large sense the teacher is a guide, but the guide who knows only his little mountain paths would be dull and uninteresting and might not even be safe.

The story is told of a noted German mathematician who one day, when he had presented to his class a clear and brilliant demonstration of a new mathematical truth, closed the recitation with these words: "Thank God, this has no present application, and I hope it may never have!" Of course, mathematics as a pure science could exist if there were no mathematical problems to be solved. It is probable, however, that its existence in this form would give rise to as much endless discussion as now centres about the various systems of philosophy. It is the application of mathematical theory to the work of the world that fixes it and makes idle theorizing about it impossible. Many students are not interested in mathematics until they begin to see its practical application. Others by the same means are spurred to the mas-

[Continued on page 213.]

PUBLIC SCHOOL MUSIC.

BY CARRIE L. DICKEN,
Ann Arbor, Michigan.

RELATION BETWEEN THE PRINCIPAL AND SUPERVISOR OF MUSIC.

During the past three months it has been my privilege to talk with several supervisors of music, and to each I put the following questions: "Do you remember any principals who have been of special assistance to you as a supervisor of music? If so, in what way did they help you?" "Do you happen to remember any who have really hindered you in your work? If so, how?"

Visit any graded school on the morning of the session when the supervisor of music is expected in that building, and listen to the side remarks of the teachers with reference to his coming. Continue these visits from week to week, and you will soon learn just how this supervisor is regarded by these teachers. To some he is simply a severe critic, coming into the room with an eye and an ear keen to detect any error in the preparatory work of either teacher or pupils. To others he is the stern task-master, planning work beyond the power of any teacher to accomplish, and doing little of this work himself; while to still others he is the careful adviser, the one source of information in musical lines. His coming is dreaded by some, endured by others, and welcomed by others.

Now if the principal be in sympathy with her teachers, she will, to a certain extent, catch the

spirit of each, and, as a result, she meets her musical supervisor with what we might term a composite attitude. Under these conditions the relations between the supervisor and principal are constrained and unsympathetic, and not conducive to successful work on the part of either.

I shall tell you at least one method for destroying this variable, composite attitude, and substituting a spirit worthy of a true supervisor's principal.

To do this we must study the underlying thought of every principal's work during the opening weeks of the school year. And what is this thought? Simply the perfecting of a system whereby the whole school shall stand as a model community, solving the great social problem of the individual and his relation to others; and each room shall be a home, filled with active life in the service of the true and beautiful. Anything and everything which will contribute toward the accomplishing of this end is eagerly welcomed by the principal; anything which hinders its accomplishment is, to say the least, undesired.

The supervisor of music is, of necessity, an important factor in the life of this community, and the wise principal will not only recognize this fact, but will learn to use it in the working out of her great plan. She must strive to enlist the sympathies of the supervisor, to arouse an interest not

[Continued on page 214.]

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"THE MAKING OF AN AMERICAN SCHOOL TEACHER."*

This title gives no hint at the interest of the book, which is in reality the life story of Superintendent Edwin G. Cooley of Chicago, written for the Saturday Evening Post. It is as fascinating as a novel. The Journal of Education gave the substance of the same story, but it has been elaborated and idealized attractively. Unfortunately, as it seems to us, the last chapter is devoted to the struggle with the Chicago Teachers' Federation, which makes it appear that this is the real motive for the writing. It is too early for any one to write the story of this struggle. In the nature of the case those interested in Chicago, and, in a way, those interested in the larger cause of education must line up for or against Mr. Cooley, but, in doing so, no one can know, with the confidence of binding it into a book, that Mr. Cooley is wholly right in all of his contentions. It is sincerely to be regretted that the other three chapters had not been left by themselves, then the book would have been put into thousands of schools, and would have been an inspiration to compare with that of "The Hoosier Schoolmaster," or "Roderick Hume." Mr. Cooley's career is without a rival in interest and importance. No novelist has conceived anything more startling. Even "The Making of an American School Teacher" does little more than hint at the marvelous development of this man. It is not the fact that he jumped in a surprisingly short time from a non-ambitious, unschooled, married man, who was a grade teacher in a little Iowa town, because it paid better than day labor while he taught, into a \$10,000 superin-

tendency in one of the most important cities in America, with surprisingly few steps in the jumping, that causes the wonder, but that he has shown ability that has led large business interests to offer much more alluring salary than even that which Chicago pays him. He is a man whose character, purpose, and capability are so amply demonstrated that he would be a prize in any great business enterprise, and yet he sacrifices personal advantage to make a fight that any other man would escape from if possible. One does not have to believe in all the professional positions he has taken to admire him to the limit, and it is a misfortune that this book seems to make his attitude in this contest the evidence of his greatness.

WASHINGTON SITUATION AGAIN.

The following with more of the same tenor was in a recent edition of a Washington evening paper that is devoted largely to dethroning Superintendent Chancellor:—

ACCUSED OF MEDDLING.

CHARGE AGAINST CONGRESS BY JOURNAL OF EDUCATION.

Comment on Local Public School Affairs
by a Friend of Superintendent
Chancellor.

"Meddling" with District affairs is the accusation against Congress in the latest editorial comment on local public school conditions by friends of William E. Chancellor. As another side issue, the writer of the comment in question remarks on the difference between municipal affairs here and in other cities of the land, and says 'the conditions of difference are wholly against the probability of good government.'

"The opinions are expressed in the Journal of Education, Boston, New York, and Chicago, of February 7, 1907, of which A. E. Winship is the editor. Mr. Winship was here during the past fall and delivered the first of a series of educational lectures to teachers, as provided by Congress. He came, it is understood, by invitation of his friend, the superintendent. Whether Superintendent Chancellor 'furnished information' for the article could not be learned to-day. The criticisms, however, are regarded as in line with many of those already expressed by the superintendent."

This makes it fitting and proper to say that the "friendship" is no stronger than that between the editor and hundreds of other superintendents; that the editor did not go to Washington to lecture but to study at first hand the situation, as he has studied it in every city in a stress and strain experience for twenty years; that the lecture was incidental; that neither this article nor any other editorial on a "situation" was inspired directly or indirectly by any party in interest, and if there is a similarity to any other article, it but emphasizes the evident appropriateness of the statements; the visit to Washington has no significance, since it has happened several times before, and has happened in cities in more than half of the states of

*"The Making of an American School Teacher," by Forrest Crissey, C. M. Barnes Company, Chicago.

the Union every year for twenty years; and the lecturing was not out of the usual, for it occurs in more than a hundred cities every year.

But the excuse for this extended comment is the following exemplification of our contention that the condition in Washington is entirely exceptional. Last week a recently elected member of one of the Houses of Congress, who has been in Washington but a few weeks, introduced a measure, which was passed unanimously, lengthening the session of the high schools of Washington two hours, and of the elementary schools one hour, and this without consultation with the superintendent, his assistants, or the teachers. No newcomer to any other city on earth could in five minutes pass a measure that would overturn the internal school affairs so completely.

We will let our Washington critic plead the case himself. In the same issue in which the paper accused us of charging Congress with "meddling," it thus chastises Congress for "meddling":—

"Without discussion or division, the — yesterday adopted, on motion of Mr. —, an amendment to the District appropriation bill fixing the range of public school hours in this city from 9 o'clock a. m. to 4 o'clock p. m., an extension of one hour for the graded schools and two hours for the high schools. It is assuredly to be hoped that this amendment will be stricken out when the conferees adjust the bill, for it is distinctly opposed to the wishes of the parents of Washington and it involves certain possible changes in domestic arrangements of serious household import

"The modern tendency on the part of far-seeing educators is toward shorter hours and the encouragement of wholesome physical exercise. They have learned that the child has a body as well as a mind, and that it is a bad investment to weaken the body while packing the mind. The — amendment runs counter to the prevailing disposition in the most progressive and constructive pedagogy, and should be dropped by the conferees as an unwise and unnecessary innovation."

If we had stacked the cards the Washington editor could not have played into our hands more delightfully. All we ever argued was that these details should be left to "the modern tendency on the part of far-seeing educators," and that Congress is liable to "run counter to the prevailing disposition in the most progressive and constructive pedagogy."

Here is vindication with a vengeance, and with the same ink that makes the frantic charge against us for suggesting that such "meddling" was possible.

ROCKEFELLER'S \$43,000,000.

One can get no idea of what \$43,000,000 means, but this is the amount set apart by John D. Rockefeller for the benefit of higher institutions of learning in the United States. Presumably each donation will mean the giving of more than as much more by other men and women of large

wealth, so that \$100,000,000 will go to these institutions. It is said that the \$43,000,000 are so invested as to give an annual income of about \$6,000,000. This would mean the giving of \$100,000 a year to sixty different colleges. What a thought!

ARRESTED DEVELOPMENT.—(IX.)

Our talks about arrested development have brought us to life, personality, initiative, and all the glories of the new rainbow of promise.

I shall not now enter upon the new life, new personality and initiative, though I hope in the not distant future to take up a series of editorials along this line.

In closing this series I would remark that the chief opposition will come from those who, young or old, have been touched more or less seriously with arrested development.

I know personally many cities and counties whose superintendents have this life, who develop this personality, who lead both teachers and pupils out in activities that are initiative.

On the other hand I know some whose arrested development is carried about with them like a Grand Army button or a fraternity pin.

I once wrote some lengthy editorials about a great work that a remarkable man has achieved by way of giving life to the work of teachers and pupils. As a result of those articles a superintendent went several hundred miles to see the schools, and when I next saw him he said: "How could you endorse his methods in arithmetic?" Why, bless the dear man's heart, I don't know what his methods in arithmetic were and I don't care, there was life in everything.

A remarkable county superintendent who has developed life in a wonderful degree in every school district in the county has had an heroic campaign this year because it was the bugbear "third term," and in a small county there was an adverse political majority of a thousand to overcome. One educator of prominence felt justified in giving encouragement to the enemy because this superintendent had no satisfactory theory as to the teaching of primary reading. May the Lord have mercy on his soul, shrunken by arrested development. Fortunately this is the twentieth century, and there is life responding to life, and the mechanisms of the nineteenth century, which have tumbled like discarded farm machinery over into the live century, cannot long cumber the ground.

THE BOY OF TO-DAY.

Editor Harvey of the North American Review thinks "the quality of the boy now growing up in this country is peculiarly fine." In the course of a eulogy of the boy he declares: "He is not only less obstreperous and egotistical, but clearer and cleaner minded than the lad of twenty years ago. His advance physically will be manifest to anyone who will compare the figures in a class photograph of to-day and those of yesterday. He is taller, straighter, better featured, finer haired, handsomer, and more like a thoroughbred in every way. The exercise, to which much of this improvement is attributable, may be no more zealous, but it seems

to be less spasmodic, more consistent, and better adapted to its true purpose. As an inevitable sequence his habits have become more regular, improving in turn his manners. Altogether he has become attractive."

This is refreshing.

"NATHANIEL T. ALLEN."*

From early manhood Nat Allen was one of my educational heroes. When I first knew him he was forty years of age, and to my thinking an ideal educational leader. I knew him from that time for forty years. My first important position as a teacher was due to his friendship, and the volume that tells the story of his life is, indeed, most welcome. The "Allen English and Classical School" of West Newton was one of the best I have known in its all-round influence upon boys. It was my custom to advise parents to send their sons to Mr. Allen's school, and to-day there are several successful men in this country who were sent there because their parents had lost control of them. Mr. Allen lived in the home of Horace Mann, and some of the best views I ever had of that prince of American school men was from Mr. Allen, who never ceased to enjoy telling of Mr. Mann's personality.

*"Nathaniel T. Allen, Teacher, Reformer, Philanthropist," by Mary A. Greene, LL. B.

WASHINGTON IN FEBRUARY, 1908.

Superintendent Chancellor is to invite the Department of Superintendence to Washington for its meeting in 1908. The board of education, the district commissioners, the board of trade, and other organizations have endorsed this invitation, and unless all signs fail the superintendents will meet in Washington under the most agreeable conditions. The great welcome given the National Educational Association a few years ago under Superintendent Stuart's leadership will be repeated under Dr. Chancellor's.

TOO GOOD TO KEEP.

The Newark, N. J., News has this paragraph:—

"The members of the board of examiners were rather amused at an answer made by one of the candidates for a position to teach in the elementary schools held recently at the normal and training school. The test was in the history of education, and the question was: 'What was the purpose of Sir Alfred Mosely of London in bringing 500 teachers from Great Britain to this country?' The young woman's answer was: 'To study the gradation and promotion system of Superintendent William J. Shearer of Elizabeth.'

"The members of the board are puzzled to know whether the aspirant meant it for a joke or whether she was in earnest."

HOME OF "AMERICA."

"Wanted—From everybody, everywhere, a twenty-five cent contribution in stamps, in aid of the fund to purchase, repair, and forever maintain

the home of Rev. Dr. S. F. Smith, author of our grand, inspiring, national hymn, 'America,' at Newton Centre, Mass., as a memorial of him and as an object lesson in patriotism and love of country. Send contributions to D. C. Heath, secretary Smith memorial committee, 120 Boylston street, Boston, Mass."

The above advertisement speaks for itself. It will be an easy thing to make the home in which Dr. Smith lived for half a century a patriotic shrine. Help the cause along.

MISS HALEY.

Because of the enthusiasm of the Journal of Education over Margaret A. Haley for four years, from the meeting of the National Educational Association in Detroit in 1901 to the meeting in Asbury Park in 1905, and its silence since then many inquiries have come to the office and to the editor personally. No explanation has been given publicly or privately, but it does seem to be due the Journal of Education and its editor to say that it has no regrets for anything said in those four years in print, on the platform, and in conversation regarding Miss Haley's devotion and masterful ability in the famous tax fight, and she will have a place in educational history for that wonderful display of purpose and power.

At the Asbury Park meeting her attitude was a grievous disappointment, and wholly inexplicable, and since then her position on affairs in Chicago has often been equally inexplicable. No word of criticism will come from us of a woman whose work for so long we ardently admired, until the effect of her contentions in the Chicago situation has had an opportunity to prove whether they are wise or otherwise.

Syracuse University promises to rival Teachers' College, the School of Pedagogy, and the School of Education in its advantages to student teachers. A faculty of twenty-three masters and experts is promised in the immediate future.

It looks as though Princeton was to have a fabulous gift, one that will enable her to do everything that the heart of President Woodrow Wilson can desire. So may it be.

It is several weeks since William Jennings Bryan has said or written anything in which the public is interested, but he will be in the game again in due season.

The teacher who is not earnestly studying and reading the best things may as well prepare to live on his pension, income, or relatives in the near future.

Senator A. J. Beveridge has the most important topic on his heart of any American statesman. Child labor reform is of prime importance.

Superintendent Dyer of Cincinnati has had his salary raised to \$6,000 and his tenure extended to five years.

Cincinnati teachers are to have a salary increase.

THE WEEK IN REVIEW.

A TERRIBLE DISASTER.

The foundering of the Joy liner Larchmont off Watch Hill on Monday night, February 11, was one of the worst marine disasters for years. The night was bitterly cold and the sea was high, but it was starlight, and the crew of the coal-laden schooner Knowlton, which rammed the Larchmont and sent her to her doom, had seen the lights of the steamer for a half-hour or more, and the schooner had been seen similarly from on board the Larchmont. Grave responsibility rests somewhere for a collision under such circumstances. The Knowlton was herself seriously injured and her crew seem to have had all they could do to keep her afloat. As for the Larchmont, she sank ten minutes after the collision, and of the 200 passengers and crew on board, all but twenty went down with her or were drowned or frozen to death in the boats in which they tried to get to shore. It was an awful tragedy.

AN INVESTIGATION NEEDED.

A searching investigation is needed, not only to fix the responsibility for the collision but to determine the truth of the reports which reflect upon the discipline of the boat and the conduct of the captain and crew. The little handful of passengers who escaped agree in their stories of neglect and brutality on the part of the crew. If what they say is true, it would appear that it was a case of "every man for himself" with a manifest advantage on the part of the captain and crew. It is declared that life preservers were refused, and that women and children were literally beaten back from the boats. There is no question of the fact that the boat containing the captain and six of the crew was the first to be cut loose from the ship and the only one to reach the shore with a living freight. It is a gruesome story, which demands the fullest inquiry.

AN INCOME TAX FOR FRANCE.

The radical tendencies of the Clemenceau ministry are shown in the progressive income tax scheme which it has formulated and presented to the chamber of deputies. If this scheme is adopted the quaint old taxes on doors and windows and other forms of direct tax will disappear, and in their place will be an income tax, bearing lightly upon people with incomes of \$1,000 or less but rising from that point until it touches a rate of 4 per cent. It is estimated that nine and a half million families will pay the low rate of one-fifth of one per cent. and that a half million families will be subject to the progressive tax. This radical change, naturally, is regarded with different emotions according as the individual concerned belongs to the half million or the nine and a half million. The scheme, in general, shifts the burdens of the government rather abruptly from the shoulders of the poorer to those of the richer. Incidentally, the tax which it imposes on foreign bonds will bear rather hardly on the next Russian loan.

[Continued on page 220.]

WHAT CONSTITUTES GOOD MATHEMATICAL TEACHING?

[Continued from page 209.]

tery of theory. The teacher should be so familiar with the practical field of mathematics that he can readily show the beginner in any subject a good reason for studying it. Many more students would have courage to attack the brier-patches of mathematics if they were shown that the clearing away of the briers would make a roadway into a field of valuable grain. A glimpse into the field of practical application not only furnishes an incentive to master the difficulties of the science, but introduces one into a region of necessary experience. Much of the material comfort and prosperity we now enjoy is due to applied mathematics. In good teaching the student will be given such frequent opportunity to use the tools he is mastering that there will be no chance for rust to gather on them.

The teacher who knows mathematics from the four points of view already discussed will stand before his class with a well-defined purpose and with a good plan thought out for the accomplishment of his purpose. His wide knowledge will give him a wealth of illustrative material and a fine sense of proportion. He will place great emphasis on the really important topics of the subject, the mountain peaks that every one should know. He will spend time enough on the minor topics, the valleys of the subject, to make a good line through them connecting the peaks. He will never suffer himself to be led off into side canons on pleasant but usually profitless excursions. He will expect his pupils to make these side trips by themselves, knowing that they cannot fail to get safely back, for from all these canons some of the great and well-known mountain peaks are visible.

Good teaching certainly implies the ability to discover quickly a student's difficulty and to start him at once in the way to master it. A few direct, incisive questions usually lay bare the difficulty. Another question or a suggestion ought to start the pupil to victory. The Socratic method ought to be so used as to place the burden of thought and work on the student. Nothing has a greater tendency to put the student on his mettle and keep him closely attending than the knowledge that at any moment he may be called on to defend himself or to show that he is following a productive line of thought.

The usable and valuable things of mathematics are written in books. Every student should leave school with the ability to get mathematical thought from books. This ability is the result of practice and teaching. The good teacher must remember that it is his business to become useless to his pupil. He must, therefore, make large use of the text-book and see that his pupils can interpret its message.

A final element in good teaching is enthusiasm. It should be of that quiet kind that implies power and faith in the efficacy of the thing done. Such enthusiasm is contagious, and a whole class is soon infected by it. It is not a satisfying enthusiasm, but one that produces an insatiable desire to know and fills its victims with a holy discontent.

PUBLIC SCHOOL MUSIC.

[Continued from page 209.]

only in the school as a whole, but in each individual teacher, and in each individual pupil.

In many a school the principal pays no more attention to the regular visits of the supervisor than she might to a carpenter going from room to room with his box of tools. The beats of the hammer reveal his location in the building, and if she pauses in her work to give him a passing thought, it probably resolves itself into either the comforting assurance, "A master hand is guiding those beats," or the disturbing wish, "If he only leaves no scars in that room." Confess, ye principals; how much time have you given since September first to cultivating the acquaintance of your supervisor of music? Acknowledge, ye supervisors, how many have been the consultations between you and your principals, unless they were occasioned by these selfsame scars? The mutual advantages to be gained by each understanding to a certain extent the ideals governing the work of the other are many. Each may help the other to know the teachers of the various rooms.

The supervisor sees a schoolroom without the restraining influence of a principal's presence. He is able in a short time to recognize the spirit which distinguishes one room from another. In matters of discipline, of teaching, and of school etiquette he sees things both to admire and to denounce. If these observations were given in confidence to the principal, and to none other, much good might result. On the other hand, how often have a few well-chosen words on the part of the principal entirely changed the attitude of the supervisor toward a certain teacher! Instead of visiting her room for the sole purpose of teaching music, he finds himself studying how he may speak a helpful word, he is careful to so look and act that the pupils shall feel that his confidence in this teacher's ability is unbounded, and he seeks in every way to promote a healthy, happy school spirit.

Then, too, there is in every schoolroom at least one pupil who is of special interest to both teacher and principal. He is to them a living problem, whose solving demands constant patience and tact. Unfortunately he is also the pupil who is sure to attract the attention of the supervisor of music, and if the supervisor be allowed to visit this room, week after week, with no knowledge of the thought of the teacher for this individual pupil, much harm may be done.

I have in mind several instances where this has been the case. One teacher had a pupil who was of an obstinate, rebellious disposition. She reported to her principal that she dreaded the visits of the special teacher, because it took hours to overcome the antagonistic spirit roused by the few words which the special teacher directed to this disagreeable pupil. The principal interested herself

to the extent of inquiring of the regular teacher after each visit of the supervisor, "Well, how did you get along to-day?" Thus, unconsciously, she encouraged the teacher to watch for faults in that supervisor, and, still worse, to find a certain satisfaction in speaking of these faults. This continued for several weeks before the principal had a revelation of a better way. Then she at once made an opportunity for a quiet talk with her supervisor, and during the conversation managed to reveal something of the efforts which were being made to help that boy. Imagine her thoughts when she heard him say: "I am so glad that you have told me this. I certainly shall take a great interest in that fellow in the future." The teacher knew nothing of this quiet talk, but she was quick to notice a happy change in the attitude of the supervisor and to express her appreciation of the same.

Another teacher had a pupil who was painfully self-conscious. She led him on, carefully, tactfully, step by step, each day reporting progress. One day he had made a connected recitation, another he had even ventured an opinion on a certain question, on a third he had so far forgotten himself as to let his voice out in song. To be sure, that same voice made a discord, but the teacher was happy, nevertheless, for she saw progress. Then came the supervisor of music. He knew nothing of this long struggle, but he was quick to recognize the discord, and in less than a minute of time he had succeeded in placing the pupil miles away from the peaceful realm of self-forgetfulness.

Too much cannot be said of the importance of the principal's power in furthering cordial, sympathetic relations between the supervisor and the teachers. As far as possible, every suggestion of the supervisor should receive a hearty support from her.

When new methods of presenting the work are advised by the supervisor, the principal should observe carefully the manner and the spirit in which these methods are worked out by the grade teacher, and be ready to offer such suggestions as may seem within her province.

Faults peculiar to certain rooms,—beating time audibly, flattening, singing in chest tones, etc.,—will the sooner disappear if the teachers are made to feel that the principal's ear is keenly alive to such things, and if the helpful word be spoken.

The principal should never encourage the thought that the responsibility of the grade teacher ceases with the arrival of the supervisor. Rather let her feel that at such a time her responsibility is increased, since the lesson given by the supervisor is supposed to be a model for the regular teacher to follow. It is her opportunity for learning by comparison of the methods and results just where her weaknesses are and how they may be overcome.

Principals, let us determine to know thoroughly our supervisor of music. Let us meet him on a broad-minded plane, give him our intelligent, sym-

pathetic support, and make him feel in every way that he is a vital part in the life of our school.

Supervisors, cultivate a keen appreciation of the principal's burden. Know something of her ideals, and realize just how important may be your part in the working out of these ideals.

"Society

Is a grand scheme of service and return.
We give and take; and he who gives the most,
In ways directest, wins the best reward."

OTHER SOLUTIONS.

In your Journal of Education for November 22, 1906, some one calls for the solution of the old $\begin{cases} x^2 + y = 7 \\ x + y^2 = 11 \end{cases}$ problem. I offer you three sophistic solutions which we may call gems of gymnastic algebra.

J. H. McCARVILLE,
North English, Iowa.

FIRST SOLUTION.

$$\begin{cases} x^2 + y = 11 \\ x + y^2 = 7 \end{cases} \text{ Prove values of } x \text{ and } y.$$

$$\begin{cases} \text{Let } x + y = a \\ x - y = b \end{cases} \text{ Then } x^2 - y^2 = ab.$$

$$x^2 + y = 11$$

$$-x + y^2 = -7 \text{ Subtract.}$$

$$\text{No. 1. } x^2 - y^2 - (x - y) = 4 \text{ Substitute.}$$

$$\text{No. 2. } ab - b = 4 \text{ Transpose.}$$

$$ab = 4 + b \text{ Multiply by 10 and subtract it from its square root.}$$

$$a^2 b^2 = 16 + 8b + b^2$$

$$-10ab = -40 \pm 10b$$

$$\begin{array}{rcl} a^2 b^2 - 10ab & = & -24 - 2b + b^2 \text{ Add 25 to each side.} \\ + 25 & = & + 25 \text{ and extract square root.} \end{array}$$

$$\text{No. 3. } ab - 5 = 1 - b$$

$$\text{No. 4. } ab + b = 6 \text{ Add No. 2.}$$

$$ab - b = 4$$

$$2ab = 10$$

$$ab = 5 \text{ Substitute value of } ab \text{ in No. 2 or No. 4.}$$

$$ab - b = 4$$

$$5 - b = 4$$

$$1 = b$$

$$1 = x - y$$

$$5 = x^2 - y^2$$

$$5 = a$$

$$x + y = 5$$

$$x - y = 1$$

$$2x = 6$$

$$x = 3$$

Other values easily found.

SECOND SOLUTION.

$$x^2 + y = 11$$

$$x + y^2 = 7$$

$$x^2 + x + y^2 + y = 18 \text{ Add } \frac{1}{4} \text{ to each side.}$$

$$x^2 + x + \frac{1}{4} + y^2 + y + \frac{1}{4} = \frac{75}{4}$$

Now two perfect squares on one side must equal two perfect squares on the other, and as the 74 represents four times the combined squares we see that the original numbers must be very small, and as you use a trial divisor we find the two numbers to be:

$$x^2 + x + \frac{1}{4} = \frac{49}{4}$$

$$x + \frac{1}{2} = \frac{7}{2}$$

$$x = \frac{6}{2} = 3.$$

$$y^2 + y + \frac{1}{4} = \frac{25}{4}$$

$$y + \frac{1}{2} = \frac{5}{2}$$

$$y = \frac{4}{2} = 2.$$

THIRD SOLUTION.

$$1. x^2 + y = 11.$$

$$2. x + y^2 = 7.$$

$$3. x = 7 - y^2.$$

$$4. 49 - 14y^2 + y^4 = 11.$$

$$5. y^4 - 14y^2 + y + 49 - 11 = 0.$$

$$6. y^4 - 14y^2 + y + 38 = 0.$$

$$7. (y - 2)(y^3 + 2y^2 - 10y - 19) = 0.$$

Now when two factors multiplied together equal nothing, then one of the factors must equal nothing, and factoring in algebra is nothing more than trial divisors in arithmetic.

$$8. y - 2 = 0.$$

$$9. y = 2.$$

$$10. x^2 + 2 = 11.$$

$$11. x^2 = 9.$$

$$12. x = 3.$$

PERCENTAGE OF HIGH SCHOOL BOYS.

My dear Mr. Winship: I was considerably interested in reading the article captioned "Fine Record" in your Journal of Education for January 10, 1907, in which the record of enrollment of boys in high school published by Professor David E. Cloyd is paralleled by that of the high school at Benton Harbor, Michigan, as published by Superintendent Wright of that city, to the discomfiture of the Spokane principal's record, 40.4 per cent. against 37.6 per cent.

This led me to do a little "figuring" as to the condition in the Everett high school with the following results: Total enrollment to date, 292; boys, 114; per cent. of enrollment boys, 39+. Again, average daily attendance for December, 251.6; boys, 99.27; per cent. of boys, 39.4. Per cent. of boys in attendance for month of November, 39.3; for October, 39.5; for September, 39.3.

It is my opinion that many high schools in the country have records that will beat any you have yet published. The above record is made in a city where there is a job awaiting every boy who will accept it instead of going to the high school.

Yours very truly,

D. A. Thornburg,
Superintendent.

Everett, Wash.

LIMA, OHIO.

The record of the percentage of enrollment of the boys in the Spokane high school and that of Benton Harbor, Mich., as given in the Journal of Education of January 10, is very good. I believe, however, that a few high schools in this state have a little better record. The enrollment of the Lima, Ohio, high school is 452, 192 boys and 260 girls; the boys, therefore, constitute a little more than 42.4 per cent. of the total enrollment. This is a business town and boys can very easily secure employment.

S. Steffens,
Principal Lima high school.

WAKEFIELD, MASS.

Here is the record of Wakefield in September, 1906: Boys, 138; girls, 176; total, 314. Percentage of boys, 43.9 per cent.

C. H. Howe.

WHY RIGHT HAND?

Why do we always shake hands with the right hand? Because in the days when people were not as peaceable as they now are, every man carried a sword or dagger to defend himself. This sword was worn on his left side, where the right hand could quickly grasp it for use in time of peril. When a man wished to show that he was friendly, he extended his right hand, which would be clasped by the other's right hand, if he, too, meant peace. Thus each would be sure that the other would not draw his sword.

BOOK TABLE.

GESCHICHTE DER DEUTSCHEN LITERATUR, VON DEN ANFANGEN BIS IN DIE GEGENWART. By Eduard Engel. Leipzig: G. Freytag. 2 vols. 1200 pp. Illustrated. Price, \$3.00 (12 marks).

Eduard Engel's History of German Literature differs in all essential points quite completely from the former works in this field. It combines the qualities of a practical and dependable reference work with those of a charming and stimulating book for the general public. The reader receives not only a clear insight into the connected development of German literature, but also well rounded life pictures of all the important poets and prose writers. In its more than two hundred chapters the book presents a comprehensive view that is hardly to be found elsewhere. In addition, through numerous examples of both poetry and prose the volumes present the cream of the best and most important achievements in German literature. Engel supports his views continually by illustrative passages from the works of the authors under consideration, and in addition supplies the most important judgments of leading contemporaries. The reader, therefore, is not fed on dogmatic assertions, but literature itself relates to him its own history out of the mouths of the most celebrated authors and critics. Of particular value is the treatment of the literature of the present. No other book hitherto has gone into the period of German literature since 1870 so thoroughly and completely. This part alone would make an ordinary octavo volume of 400 pages. The drama since 1885 is treated in twelve chapters. The work comes down to the spring of 1906, which certainly brings the history of literature down to date. Perhaps the most important task which the author has set himself is that of answering for each individual reader the ever recurring question, "What is truly worthy of being read?" To quite an exceptional degree he has succeeded in making his book a trustworthy guide for each cultivated person's private reading. The work is notable for the pure German in which it is written, the author having with careful intent avoided all foreign words that have intruded themselves into German usage.

SPINOZA AND RELIGION. By Elmer Ellsworth Powell, Ph. D., Miami University. Chicago: The Open Court Publishing Company.

This is a faithful and valuable study of Spinoza's metaphysics and of his particular utterances in regard to religion, with a view to determining the significance of his thought for religion, and incidentally, his personal attitude toward it. It is an exceedingly attractive presentation of the life and times of Spinoza and of his attitude toward scholarship and truth. I read it on the steamer upon the Ohio river in early September and enjoyed it most royally. Dr. Powell knows Spinoza and knows how to make him interesting to any one who enjoys philosophy.

ROBINSON CRUSOE. By Daniel DeFoe, by Margaret Goodwin Meacham, Ph. D. Chicago: Brewer Publishing Company. Cloth. 62 pp. Price, 25 cents.

This edition is in a class by itself in several respects. In the first place the page is six by nine inches; then it is remarkably well eliminated by Dr. Meacham, who has made a brief story without losing the flavor given it by the great master. This was done by treating each chapter as a unit and letting DeFoe, in his own language, tell the story of the chapter. She eliminates without mutilating. The language of DeFoe is remarkably plain, simple, and chaste, and of a style suited to second or third grade children. In the whole realm of the world's literature there is nothing else which can take the place of the story of Robinson Crusoe as a teachable and teaching piece of literature for lower grade pupils in the public schools. It deals with those primitive conditions of life which somehow take unusual hold of the interests of children. Besides the story value of this piece of literature the peculiar conditions of life which it describes enables the teacher to make it a basis for a course of the most valuable sort of constructive work in school.

COMPOSITION IN THE ELEMENTARY SCHOOL. By Joseph S. Taylor, Ph. D., district superintendent of schools, New York city. New York: A. S. Barnes & Co. Cloth. 207 pp. Price, 60 cents.

One of the teacher's most difficult tasks is to get the pupils to compose something for themselves rather than to do the easier thing of memorizing something composed by others. In this little volume are most valuable hints on the best ways of teaching the children the art of composition. Some of what the author himself styles

"devices" in interesting the children in expressing themselves are as ingenious as they are sane. Many a teacher will thank the author for his suggestions when once they have been seen.

MARY KINGWOOD'S SCHOOL. By Corinne Johnson of the Brookville Schools. New York: A. S. Barnes & Co. Cloth. 119 pp. Price, 50 cents.

The dedication of this little book is to the "thousands of primary teachers" by one of themselves. In a story form Miss Johnson tells of her own experiences, and in a way that must strike a responsive chord in the hearts of her fellow-teachers. The story originally appeared in the Teachers' Magazine, and is here put into book form. It is a delightful bit of reading, for the author's diction as well as her ideals is worthy of highest praise.

LORNA DOONE. By R. D. Blackmore. Edited by Professor W. P. Trent and Professor W. T. Brewster. Boston: Ginn & Co. List price, 65 cents.

The editors, in preparing this novel for the use of students, have not been unmindful of the demands of the general public for what they call a sensible edition of a work that is a recognized English classic. The original text is here given without abridgment, and by the help of foot-notes many obscure passages are made plain, while a glossary is placed at the end of the column to aid in translating the dialect and in explaining many local words. The introduction contains a short life of the author and an account of the chief characteristics of the novel.

GOOD HEALTH. The Gulick Hygiene Series, by Dr. L. H. Gulick. Boston: Ginn & Co. List price, 40 cents.

This little volume is nothing if not practical. The author, realizing the needs of boys and girls of ten to twelve years of age, has set forth in a very plain, concise way some of the necessities for good health. In it there is nothing the child cannot understand and about everything he should know of the personal care of the body. Among the subjects treated are pure air, cleanliness, care of the eyes, ears, fingers, teeth, hair, etc.; the importance of bathing, exercising, etc. It is a book of facts, not theories.

HUMOROUS MONOLOGUES AND TABLEAUX AND SCENIC READINGS. Chicago: T. S. Denison. Paper. 110 pp. each. Price, 25 cents each.

Two publications for reciters, and those who appear in tableaux. The selections seem to be happily made, and are fortunately free from coarseness while their humor is irresistible. The first is peculiarly adapted for ladies' gatherings, and the second for all ages as well as both sexes.

SIMPLE EXPERIMENTS IN PHYSICS. By Professor John F. Woodhull, Ph. D., of the Teachers' College of Columbia University, and M. B. Van Arsdale of the Horace Mann School, New York. New York: A. S. Barnes & Co. Cloth. 120 pp. Price, 75 cents.

In a very simple and yet effective way the authors deal with physics. Here one may find much humorous information about "Sound," "Light," "Magnetism," and "Electricity." It is a capital piece of work. There are sixty-one experiments in all. It is a good idea to leave each alternate page blank that the pupil may take notes

BOOKS RECEIVED.

"The Home Economics Movement" (Part I.). By Isabel Bevier and Susannah Usher. Boston: Whitcomb & Barrows.
 "On the Mexican Highlands." By William Seymour Edwards. Price, \$1.50. Cincinnati: Jennings & Graham.
 "Principles of Secondary Education." By Charles DeGarmo. Price, \$1.25.—"The Steps of Life." By Carl Hiety. Price, \$1.25. New York: The Macmillan Company.
 "Under the Ban." By J. E. Chase. Price, 25 cents. Canal Dover, O.: Chase & Fronk.
 "Practical Lessons in Botany." By C. Milliman. Price, 50 cents. Rochester, New York: Ball Publishing Company.
 "The Heart of Hamlet's Mystery." By Karl Werder. Price, \$1.50. New York: G. P. Putnam's Sons.
 "The Slovaks of Hungary." By Thomas Capek. New York: The Kriegerbocker Press.
 "Sex and Society." By William I. Thomas. Price, \$1.50. Chicago: The University of Chicago.
 "A Brief Outline of My Geography Lessons." Price, 25 cents. New York: Hinds, Noble & Eldredge.
 "Stories to Tell." By Julia Darrow Cowles. Price, 35 cents. Chicago: A. Flanagan Company.
 "The Mythology of Greece and Rome." By Arthur Fairbanks. Price, \$1.50. New York: D. Appleton & Co.
 "School Hygiene." By Charles Porter.—"The Teaching of Mathematics." By J. W. A. Young. New York: Longmans, Green & Co.

BOOKS FOR TEACHERS

BAGLEY'S The Educative Process. By William Chandler Bagley, Vice President and Director of Training, Montana State Normal School. Cloth. 12mo. xix+358 pages. \$1.25 net.

BUTLER'S The Meaning of Education, and other Essays and Addresses. By Nicholas Murray Butler, President of Columbia University. Cloth. 12mo. xix+230 pages. \$1.00 net.

CHUBB'S The Teaching of English. By Percival Chubb, Principal of High School Department, Ethical Culture School, New York. Cloth. 12mo. xvii+411 pages. \$1.00 net.

CRONSON'S Methods in Elementary School Studies. A Brief Outline. By Bernard Cronson, Principal of Public School No. 3, Borough of Manhattan, New York City. Cloth. 12mo. 167 pages. \$1.25 net.

DE GARMO'S Interest and Education. The Doctrine of Interest and its Concrete Application. By Charles De Garmo, Professor of the Science and Art of Education, Cornell University. Cloth. 12mo. xiii+230 pages. \$1.00 net.

DEXTER'S A History of Education in the United States. By Edwin Grant Dexter, Professor of Education in the University of Illinois. Cloth. 8vo. xxi+636 pages. \$2.00 net.

HALLECK'S Education of the Central Nervous System. A Study of Foundations, especially of Sensory and Motor Training. By Reuben Post Halleck. Cloth. 12mo. xii+258 pages. \$1.00 net.

HANUS' A Modern School. By Paul H. Hanus, Professor of the History and Art of Teaching, Harvard University. 12mo. Cloth. x+306 pages. \$1.25 net.

HANUS' Educational Aims and Values. By Paul Hanus. Cloth. 12mo. vii+210 pages. \$1.00.

HORNE'S The Philosophy of Education. By Herman Harrell Horne, Assistant Professor of Philosophy and Pedagogy in Dartmouth College. Cloth. 8vo. xvii+295 pages. \$1.50 net.

HORNE'S The Psychological Principles of Education. A Study in the Science of Education. By Herman Harrell Horne. Cloth. 12mo. xiii+435 pages. \$1.75 net.

KIRKPATRICK'S Fundamentals of Child Study. By Edwin A. Kirkpatrick, Principal of State Normal School, Fitchburg, Mass. Cloth. 12mo. xxi+384 pages. \$1.25 net.

MONROE'S A Text-book in the History of Education. By Paul Monroe, Ph. D., Professor in the History of Education, Teachers College, Columbia University. Cloth. 8vo. xxiii+772 pages. \$1.90 net.

O'SHEA'S Dynamic Factors in Education. By M. V. O'Shea, Professor of the Science and Art of Education, University of Wisconsin. Cloth. 12mo. xiii+320 pages. \$1.25 net.

REDWAY'S The New Basis of Geography. A Manual for the Preparation of the Teacher. By Jacques W. Redway. Cloth. 12mo. xiv+229 pages. \$1.00 net.

ROWE'S The Physical Nature of the Child and How to Study It. By Stewart H. Rowe, Ph.D., Head of the Department of Psychology and Principles of Education, Brooklyn Training School for Teachers, New York. Cloth. 12mo. xvi+211 pages. 90 cents net.

ROYCE'S Outlines of Psychology. By Josiah Royce, Professor of the History of Philosophy, Harvard University. Cloth. 12mo. xxiv+392 pages. \$1.00 net.

SHAW'S School Hygiene. By the late Edward R. Shaw. Cloth. 12mo. vii+255 pages. \$1.00 net.

SMITH'S The Teaching of Elementary Mathematics. By David Eugene Smith, Professor of Mathematics, Teachers College, Columbia University. Cloth. 12mo. xv+312 pages. \$1.00 net.

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EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

February 26-27-28: Department of Superintendence, N. E. A., Chicago.

March 27-30: Music Supervisors' conference, Keokuk, Iowa, P. C. Hayden, secretary, Keokuk, Iowa.

April, 1907: Eastern Commercial Teachers' Association, Boston.

May 1, 2, 3: International Kindergarten Union Convention, New York.

May 7 to 10: Joint convention of Eastern Art Association, Eastern Manual Training Association, Western Drawing and Manual Training Association, Cleveland, Ohio.

July 1-2-3-4: American Institute of Instruction, Montreal.

July 9-12: National Educational Association, Los Angeles, California.

December 31-January 1, 2, 3, '08: Colorado State Teachers' Association.

NEW ENGLAND STATES.

VERMONT.

ST. JOHNSBURY. The following appears in the Vermont papers:—

The first news has just been received at St. Johnsbury from David Y. Comstock concerning his marvelous escape from death in the Kingston earthquake. The injured man was one of the best known educators in New England, having taught at Phillips Andover, the Hotchkiss school in Connecticut, and been principal of St. Johnsbury Academy from 1896 to the end of the academy year in June, 1906. His brother, Daniel Comstock, writes:—

"On the morning of the 14th my brother, accompanied by a friend, came to Kingston from Chester Vale, arriving here about 1 o'clock. At 3.30, without any premonition came the catastrophe. My brother was at the time on one of the main thoroughfares of the city engaged in conversation with an acquaintance. He had just uttered the words 'good by' when the shock came. His acquaintance was killed instantly, while he himself was buried beneath a mass of brick and timbers. He remained in this condition and unconscious upwards of an hour before rescued. The spot was soon swept by flames. Blood poisoning developed, but owing to skilful surgical care and excellent nursing danger from this source has passed and he is making very satisfactory progress.

Mason S. Stone, state superintendent of education, will recommend in a forthcoming educational circular that Brattleboro incorporated district, Brattleboro town district, Vernon, and Guilford combine to form a district for the employment of a superintendent of schools under the new law. The towns mentioned have forty-four schools. The present bill, which makes it possible for towns to unite in forming a district for the employment of a superintendent at a minimum salary of \$1,250, was introduced by Representative E. W. Gibson, of Brattleboro.

BURLINGTON. The semi-annual meeting and banquet of the Vermont Schoolmasters' Club will be held in Burlington March 8. Topics of educational interest in Vermont will be discussed. The officers of the club are: President, Principal G. S. Wright, Bethel; secretary, Principal H. H. Kibby, Swanton.

A meeting of the county examiners of teachers will be held in Burlington on the afternoons of March 7 and 8 at 2 o'clock for the purpose of considering the various changes made in the school law at the last session of the legislature.

MASSACHUSETTS.

BOSTON. Former head master of the Brimmer school, Quincy A. Dickerman, has been honored by the alumni, who have placed a large oil painting of himself in the school. The presentation was made at a banquet at the American house. Three headmasters of the school have been Dartmouth College men, and the alumni are to maintain a newboys' scholarship at Dartmouth.

The Teachers' Geography Club will meet at the Horace Mann schoolhouse February 27 at 7.45 p. m. Miss Agnes E. Barry of the Oliver Hazard Perry school will speak on "The Nile." Maps and illustrations.

The North Bennet Street Industrial School is organizing a class on history of industries, products, and progress under the supervision of Morton Southard. Class will meet every Wednesday evening.

NORTHFIELD. The seventieth anniversary of the birth of Dwight L. Moody, founder of Northfield seminary and Mount Hermon, was observed February 5 as "Founder's day" at both schools. As it is a regular school holiday, all recitations were omitted. Dr. Wilfred Grenfell, the apostle of Labrador, gave the Founder's day address in Memorial chapel. Besides the trustees of the school, there were present President Hopkins of Williams College, Rev. Mr. Briggs of Jersey city, and friends from Brattleboro and Northfield. The service was conducted by W. R. Moody. Brief addresses and reminiscences in the life of D. L. Moody were given by H. H. Proctor, vice-president of the trustees; Colonel C. A. Hopkins, president of the seminary trustees, and President Hopkins of Williams College. Dr. Grenfell paid an excellent tribute to the founder when he said that whatever he had been able to accomplish he owed to the life of D. L. Moody. He was converted under Mr. Moody's preaching during the evangelistic campaign of 1883 in London.

AMHERST. Professor Charles Edward Garman of the department of mental and moral philosophy at Amherst College died at his home February 9 after an illness of two and one-half weeks. Death was caused by septemia of the throat. Professor Garman was taken ill January 23 with what seemed to be a severe case of the grip, but infectious symptoms developed. Professor Charles Edward Garman was born at Limington, Me., December 18, 1850, and was the son of Rev. John H. and Mrs. Elizabeth Garman. He prepared for college at the Athol high school and entered Amherst in 1869 to graduate in three years with the class of 1872. He became principal

of the Ware high school upon graduation, a position which he held until 1875. From 1876 to 1879 he took up the study of theology at Yale University and was awarded the Hooker fellowship upon graduation, which gave him another year of study in New Haven. In 1880 he became first associated with the Amherst faculty, being appointed Walker instructor in mathematics. The next year he was appointed instructor in philosophy. From 1882 to 1889 he served as associate professor of mental and moral philosophy, in 1889 was appointed professor of mental philosophy, and since 1894 had been professor of mental and moral philosophy.

Scarlet fever has closed Amherst College for a time.

CONNECTICUT.

NORWICH. At the Broadway schoolhouse Wednesday afternoon, January 30, Professor Adams of Yale continued his lectures in the university extension course, his subject being "Carlyle." There were about sixty in attendance.

GROSVENORDALE. A teachers' meeting was held at North Grosvenordale school February 8. Mr. Cooley of Boston made a short address on writing. Principal A. B. Morrill of the New Haven normal school spoke in the afternoon. Miss Ellen H. Tracy, Charles R. Lynn, and Miss Ruth Elliott comprised the committee of arrangements.

NEW HAVEN. In the report of Superintendent F. H. Beede he states that the present needs of the schools are: (1) Better salaries and a consequent higher average of teaching power; (2) additional school buildings; (3) a considerable increase in manual and industrial work of the schools; (4) more men principals and men teachers in the grammar grades; (5) additional non-English-speaking rooms in which children may be placed who come to this country without a knowledge of the English language; (5) rooms for defective children, in which children who are of limited comprehension or who are defective in certain lines may be taught by special teachers.

Superintendent Beede has received the resignation of Miss A. Rusha Dunham, special cooking teacher in the public schools, who has received an appointment in the public schools of New York. She has been teaching in the New Haven public schools a year and a half, and is a graduate of Pratt Institute.

MIDDLE ATLANTIC STATES.

NEW YORK.

JAMESTOWN. Mrs. Sarah L. J. Hall has recently tendered her resignation as a teacher in the Jamestown public schools. On accepting her resignation the board adopted the following resolution:—

"In accepting the resignation of Mrs. Sarah L. J. Hall as a teacher of the Jamestown public schools, this board wishes to place on record its high appreciation of her successful service of nearly fifty-three years in our schools, and to express the hope that she may long enjoy the rest she has so richly earned."

On December 2, 1904, the Jamestown teachers tendered Mrs. Hall a

banquet on the completion of her fiftieth year of service. This was followed by a general reception and was a memorable occasion in the history of the Jamestown schools.

DUNKIRK. At the third annual meeting of the Chautauqua Schoolmasters' Club at Dunkirk, Rovillus R. Rogers, superintendent of the public schools of Jamestown, spoke on "Education as a Preparation for Earning a Living."

NEW JERSEY.

The borough of Glen Ridge has a school of about 400 pupils, including all grades from the kindergarten through the high school. The increase of pupils will soon necessitate additional school accommodations, and it is the judgment of the board of education that these accommodations should take the form of an addition to the present building, which is one of the finest in the state. The borough has recently voted to acquire about two acres of land adjoining the school premises for an extension of the playgrounds, at a cost of \$14,000 for the land and \$1,000 for grading.

The Woman's Club of Glen Ridge has offered a prize for the best high school essay, and the committee in charge of last year's assemblies has contributed funds for placing casts of Luca della Robbia's singing galleries in the Assembly hall. This is an addition to the full-sized casts of the Apollo Belvidere, the Venus of Melos, and about fifty feet of the Parthenon frieze recently placed in the building.

PENNSYLVANIA.

PHILADELPHIA. By plans for the disposal of the \$1,500,000 fund left by Henry Seybert in 1883, and which recently were made known, a model village for children covering 300 acres, and the first of its kind in the world, is to be built at Meadow Brook farm, thirteen miles north of Philadelphia. There will be cottages for 1,000 poor children and school training facilities. Other branches of child saving work will be developed in the future as need arises under the institution which was created by Seybert in honor of his father and mother. The children's bureau, created as a clearing house for a model village, will begin business on February 15 by going to the relief of the juvenile court offering to "provide for destitute and neglected children and those whose delinquencies, if any, are not sufficiently serious to require commitment to a house of refuge." The Children's Aid Society, now having 1,100 children under its care, is to work side by side in the same office building, and all agencies are to be invited to participate in harmonizing and developing the work of child saving and child training, child employment and child legislation. Self-government will be practiced and various special departments will be run by boys. Engineers and architects are at work on plans now to create the model child city. Seybert was a chemist and the son of a distinguished chemist. He led an eccentric life, studied and traveled abroad, left a bequest for the investigation of spiritualism, and gave the city the

bell and clock which mark the hours in the belfry of Independence hall.

CENTRAL STATES.

IOWA.

BOONE. One of the educational leaders of this city recently said in the News-Republican:—

"Without doubt Iowa is on the eve of an advance step in educational progress. The great state is rich and can well afford to do things worth while for the education of her youth. Teachers' wages will be advanced, a teaching profession recognized, teachers more adequately trained and prepared for their work, buildings and equipments improved, the curricula enriched and rationalized, and if the general assembly will create a commission with adequate powers, an ideal educational system will soon be ours. The writer in twenty years' service has never seen so much agitation and so distinct a crystallization of thought along these lines as now. Let us speed the day."

KANSAS.

The Kansas State Teachers' Association has elected the following officers for 1907: President, Principal W. S. Picken of the Auxiliary State normal school, Hays city; first vice-president, Miss Emily L. Kittlaus, Leavenworth; second vice-president, Superintendent George R. Crissman, Salina; third vice-president, Professor J. S. Carson, Wichita high school; auditing committee, Superintendent A. J. Lovett, Cherryvale; Principal J. F. Lyon, Williamsburg; Principal B. F. Martin, Chase County high school.

NEBRASKA.

AUBURN. Superintendent George D. Carrington, Jr., of Nemaha county is making a reputation far beyond the boundaries of the state; indeed, there are few county superintendents in the country who are doing more by way of enlivening the work in rural schools. He publishes a county paper—the Nemaha County Teacher—is wide awake to the limit.

SOUTHWESTERN STATES.

COLORADO.

DENVER. Principal William Smiley of the East Denver high school succeeds Dr. Z. X. Snyder as president of the Colorado State Association, and President James H. Baker of the State University is president of the Educational Council. The meeting of the State Association this

year was a great success, enrolling 1,880 members. There was great enthusiasm also over the addresses, notably of the imported talent, among whom were George E. Vincent of Chicago University, and Sarah Louise Arnold of Boston.

NORTHWESTERN STATES.

OREGON.

A county superintendent, in whose county there are upwards of 20,000 persons between four and twenty, is to have a salary of \$2,000.

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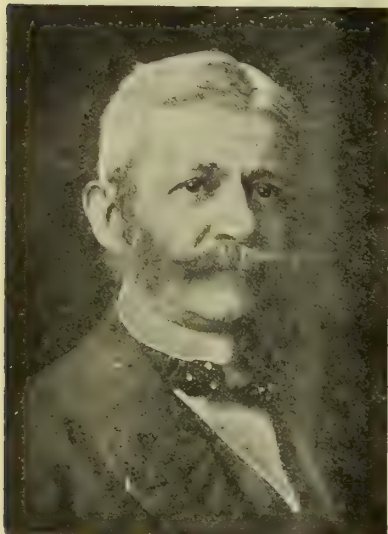
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THE WEEK IN REVIEW.

(Continued from page 213.)

AGAIN THE RUSSIAN TERRORISTS.

Another daring conspiracy of the Russian Terrorists has been successfully carried out. This time the victim is M. Alexandrovsky, governor of Penza. The moment chosen for the crime was when the governor was leaving the theatre. A young man stepped up to him in the crowd and shot and instantly killed him. He also shot and killed the assistant chief of police before he could draw a revolver, and killed a policeman who tried to apprehend him, and later, all ways of escape being closed to him, turned his weapon on himself to avoid capture. The murdered governor had been mixed up in various scandals of administration; and it was probably by no accident that the assistant chief of police was included in the tragedy, for he was a man who had distinguished himself by ordering a cruel beating of the participants in a school-boy demonstration. It is significant that the Moscow police have found a large deposit of bombs, filled and unfilled, at the Femalé University, and believe that the recent series of assassinations, including these of Ignatieff, Pavloff, and others were planned there.

A LATIN-AMERICAN FLURRY.

A menace of war among our restless Latin-American neighbors to the south has been happily removed. Honduras and Nicaragua broke off diplomatic relations with each other. Honduras accused Nicaragua of maintaining an armed force on her border and making hostile forays across it. The origin of the trouble was of the familiar type,—a revolutionary movement in one republic finding its base of supplies or place of refuge as may be in the territory of another. Neither republic was willing to submit the quarrel to arbitration. But President Diaz, with the support of President Roosevelt, intervened as a peacemaker, and Costa Rica and San Salvador exerted pressure in the same direction, and so the trouble was adjusted without

war. This is fortunate, for these Latin-American disturbances, although they are generally lightly regarded, are often extremely sanguinary.

AN INTERESTING PROGRAM.

The program of contemplated legislation which was unfolded by King Edward in his speech from the throne on the reassembling of the British parliament February 12 was of more than ordinary interest. It included measures of local government and university education reform for Ireland, a licensing bill intended to diminish the evils of the drink traffic, improvements in the organization of the army, changes in governmental methods in India designed to appease the native sentiment, and last and most important of all, some attempt, the nature of which was not indicated, to find a solution of the difficulty arising from the differences between the lords and commons. This intimation, guarded as it was, was sufficient proof that the government intends to find some way to prevent the will of the people from being permanently thwarted by a hostile hereditary house.

HOW A CONDITIONED GIFT WORKS.

The representative of one of the smaller colleges observes plaintively that the institutions which need aid most do not get it from such gifts as that of Mr. Rockefeller. This is because the administrators of the fund make it a point, nearly always, to condition the grant which they may make upon the raising of a sum two or three times as large from other sources. Usually a time limit is set also, and unless the required amount is raised within the limit the aid is forfeited. There is something to be said for this plan, in so far as it stimulates gifts which would not otherwise be made and in its ultimate working out increases the funds of the institution affected by a sum much larger than the direct gift. But it is attended also with many grievous disappointments and has driven more than one college president to the verge of collapse. Dr. Pearson used to use the conditioned gift, but he abandoned it in his later benefactions.

COLLEGE NOTES.

IN order to make this section of the JOURNAL OF EDUCATION as complete as possible the editor asks for the co-operation of college authorities. Properly authenticated news will be printed each week of changes in college faculties, changes in instructorships, and important college news.

Frederick S. Beattie, '06, assistant in the chemistry department at Brown University, has resigned his position to become instructor in chemistry at Lehigh University in the analytical chemical department. Since the opening of college last fall, Mr. Beattie has been at the head of the experimental work at Brown.

Bowdoin College has received \$81,341 through the gift of the widow of Dr. Seward Garcelon of Oakland, Cal., to establish a fund in memory of her husband and her brother, Dr. Samuel Merritt of Oakland, each of whom graduated at the Maine Medical School. This amount brings the total received from the Garcelon estate to \$352,123.66. Half of the income of this amount goes to the Maine Medical School, and the other half for the general uses of the college. There are certain directions in reference to this fund in relation to the aid to worthy students of limited means. The college has also received the entire \$5,000 given by Mrs. Mayhew of South Orange, Mass., in memory of her niece, who was the wife of Samuel D. Cole, D. D., of the class of 1874. The income from this fund will be used for a lectureship.

The annual meeting of the Brown University Teachers' Association will be held at the university on Friday and Saturday, March 8 and 9. There will be three sessions and the general topics for each will be respectively: "Accuracy in Scholarship and How to Secure It," "The Higher Education of Women in Rhode Island," and "Departmental Organization of Teaching." As in past years the association has been very successful in securing prominent persons of the educational world to make addresses, and among the speakers there will be Professor George B. Baker of Harvard, Professor Edward L. Thorndike, and Dr. Julius Sachs, both of the Teachers' College, Columbia, Dr. James H. Taylor, president of Vassar College, and a number of local educators.

THE TEACHERS' IMPORTANT WORK.

PRESIDENT ROOSEVELT SAYS THEY INFLUENCE THE FUTURE GENERATION MORE THAN ANY OTHER CLASS OF CITIZENS.

Walpole, Massachusetts, on February 8 celebrated the eightieth birthday anniversary of Albert G. Boyden, for forty-six years principal of the Bridgewater, Mass., State normal school. This celebration was inspired by George A. Plympton of New York of the firm of Ginn & Co. Mr. Plympton wrote the following letter to the President:—

Dear President Roosevelt:—

My native town of Walpole, Mass., has appointed a committee to celebrate on February 5 the eightieth birthday of Albert G. Boyden, a native of the town, a teacher for sixty years, and principal of the State normal school of the commonwealth of Massachusetts for forty-six years. While, of course, it is out of the question for you to be present, yet it would be very grateful to Mr. Boyden and to the town, if we could have a letter from you, expressing your appreciation of the debt that every community owes to the teacher. When everybody is reaching out and grasping after money, the teacher, who probably wields more influence than any other person, is forgotten, and I am sure an expression of this idea from you will have great influence throughout the country.

Very sincerely yours,

(Signed) George A. Plympton.
January 24, 1907.

The following reply was promptly received:—

The White House, Washington.

January 28, 1907.

My dear Mr. Plympton:—

I entirely agree with you that it is a mighty good precedent for any town

to celebrate the birthday of so good a citizen as a man who has lived eighty years, who has been a teacher for sixty years, and principal of a state normal school for forty-six years. The town does itself honor when it celebrates a life as long and as useful as this. It ought to be proud of a soldier who had rendered analogous services in war, and it should emphatically be proud of a man who as teacher has done such work; for no work can be more valuable to a community than the work done by a teacher, and what better thing could a town do than honor one of its sons who has done such work?

Surely it is unnecessary to say that every community owes more to its teachers than to almost any other set of men or women. The normal citizen is a father or mother; therefore the normal citizen must feel, from the standpoint of the interests of those nearest and dearest to him or to her, no less than from the standpoint of the state as a whole, the liveliest concern for the fate of the future generation; and it is the teachers who do more than any other one set of their fellow citizens to determine whether this future generation shall do well or ill. A life such as that which the town of Walpole proposes to celebrate represents an amount of usefulness to the community at large, an amount of honorable service, greater than can be represented by any possible career spent wholly in money-making, no matter how successfully.

With all good wishes,

Sincerely yours.

(Signed) Theodore Roosevelt.

The Reading High Schools.

The advance sheets of the school report of Reading show that the town has been specially fortunate in securing the new building after the appropriation of \$85,000 was passed.

Ground was broken August 14, 1905, and the building was open to the public for inspection September 15, 1906, fully equipped, after untiring energy on the part of the school committee and the superintendent, M. A. Stone. School opened Monday, September 17, and a total enrollment of 280 is reported for the four months ending December 31.

It was decided not to hold a special dedicatory meeting, but the committee felt that the building should be used frequently for gatherings specially designed to entertain and to educate the general public. The first of these meetings was arranged for the evening of February 8, and Hon. George H. Martin was secured as speaker. In referring to the building he spoke of its significance under four distinct heads:—

First.—It stands for the broad-minded views of the future of the

town, held by those now active in shaping its policy.

Second.—This shows the result of wise leadership in educational matters. For years the speaker had known of the fine quality of the work done by the school committee and those under their direction. Public sentiment that will support the measures that lead to such a climax as this can only be secured by wise direction of school affairs and a patient development of an appreciation of what is best in education, the best in life. When we understand that for about twenty-five years the Reading schools have been under the direction of Walter S. Parker, assistant superintendent of Boston schools; Horace G. Wadlin, librarian of Boston public library, and Gilman L. Parker, for nearly this entire time secretary of the committee, with competent members for shorter terms of service, we can the better judge of the cause of this high appreciation of school work on the part of the general public.

Third.—This building stands for equality of opportunity. Its equipment for science work and for the commercial course indicates the broad lines along which the various talents of our youth are expected to be developed.

To-day, engineering under various names, architecture, also under different names, agriculture, commerce in a broad sense open up opportunities calling for every variety of talent with brighter financial prospects than are those falling to the lot of many

now engaged in the first three pursuits referred to.

Here, then, we find equipment that offers to all the equal opportunity of developing every variety of talent presented at this shrine of learning.

Again, and lastly, this stands for the education of the twentieth century, not for that of the nineteenth.

This means the development of the power to do, the ability to read nature and her laws, to apply the knowledge derived from books and from the laboratory to practical affairs in life, to develop leadership among men by an understanding of human needs, and by the devotion of one's talents to the cause of humanity in a truly altruistic spirit.

It means coming in closer touch with nature, as illustrated in the school garden work, in the provision for the people in crowded cities of the public playgrounds, and magnificent parks, in the study of horticulture and floriculture more and more in civilized countries.

It means education in the arts and crafts in a way that shall contribute directly to the wage-earning power of the graduates of our public schools, so that as a nation we may hold our proper place in the world of commerce in a world-wide competition for trade. It means, again, ability on the part of our artisans to make articles of all sorts, whether of metal, wood, or clay, whose beauty of form and of coloring shall place them at an advantage in comparison with similar products of other countries.

Spanish Shorthand.

Isaac Pitman & Sons announce for publication on March 25 an entirely new adaptation of Isaac Pitman's shorthand to the Spanish language. In this text the principles of phonography have been closely adhered to, modifications being made only where the differences in the language to be represented rendered it absolutely necessary. The new work is written entirely in Spanish, and is complete in itself so that the student who is acquainted with the Spanish language may readily learn Spanish shorthand without reference to any other text-book. The scheme of lessons in this work follows the plan developed in "Isaac Pitman's Short Course in Shorthand," which is sufficient guarantee that the new book has been compiled on sound and practical lines. Considerable attention has been devoted to the important matter of Spanish correspondence, and there are exercises in shorthand and in ordinary type sufficient to give the student a thorough drilling in the reading and writing of business communications.

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The Total Number of the Schools in Japan.

BY WALTER J. BALLARD.

According to the investigation made at the end of last year, the total number of our schools throughout Japan that year showed an increase of 6,380 compared with that of 1892. The following table gives us some idea concerning this increase:—

	1905.	1892.	Inc'se
Primary schools.....	27,383	23,627	3,756
Blind and dumb school	20	3	17
Normal schools... High normal schools	64	47	17
Girls' high normal school	2	1	1
Temporary school for bringing up middle school teachers	1	1	—
Middle schools....	5	—	5
Girls' high school.	267	62	205
High schools.....	95	27	68
Imperial universities	8	7	1
Colleges	2	1	1
Industrial schools.	49	33	16
Preparatory technical institutions	1,954	31	1,923
Various other schools	3	—	3
Total	1,902	1,535	367
Total	31,755	25,775	6,380

Gift of Boston Schools.

Orlando W. Dimick, Wells School, Boston, Mass.,
My Dear Sir: It is with sincere thanks that I acknowledge receipt of your exceedingly kind letter of October 19, enclosing the magnificent sum of \$6,182.21, as the contribution of the school children of Boston and other communities of New England, for the reconstruction of the San Francisco schools. This is the largest individual amount that we have yet received, thus swelling our total to generous proportions.

In our previous correspondence, I have assured you of our deep appreciation of your energetic efforts in our behalf. I wish to reiterate that our hearts are full of gratitude for your splendid service.

I hope that you will take the occasion to disseminate broadcast these feeble expressions of heartfelt gratitude toward our New England friends and benefactors, in which the school children of this city participate with me.

I have read with great interest and attention your request that your contribution be put in the form of a memorial, as the "furnishing or decorating of some room," and I assure you that when the time comes to expend the money of the reconstruction fund, I shall exert my utmost efforts to follow your desires.

Thanking you again, and through you all the people of Boston and New England who have so courteously come to our aid in this our hour of need, I remain,

Very sincerely yours,
(Signed) Alfred Roncovieri,
Superintendent of Schools.

"Give us a National ode,"
The American people cried.
But Teddy's our National Him,
And there's Uncle Psalm, beside.

BOSTON THEATRES.

KEITH'S.

An announcement of more than ordinary importance is that William Gillette's sensational one-act melodrama, "The Red Owl," is to have its first presentations in Boston at Keith's the week commencing next Monday. The plot concerns the loyalty, confiding sympathy, and quick wit of a banker's wife who frustrates her brother's attempt to rob her husband of a large package of bonds. Mr. Gillette is said to show in this playlet a lot of the ingenuity he possesses as a playwright. He cast and rehearsed the little drama himself. The players include Miss Beryl Hope, who plays the wife, and Messrs. Stokes Sullivan, Lawrence Grattan, and Edward Gillespie, who play the husband, brother, and the police officer, respectively. In addition to "The Red Owl" one of the best bills of the season will be in evidence, headed by Clarice Vance, the unequalled singer of darkey ditties; "The Narrow Feller," Charles F. Semon, who has no superior as a droll entertainer; Jock Whitford, a Scotch comedian of great reputation, who commences his American tour with his Boston engagement; the Carmen troupe, who do a very novel wire act; George Felix and Lydia Barry, assisted by Emily Barry, in a hodge-podge of drolleries; that clever pair of acrobats, Mazuz and Mazette, well known as "The Tramp and the Brakeman"; and McIntyre and Bennett, blackface humorists. The program will be completed by Ah Ling Soo, a wonderful Chinese necromancer; the De Muths in a novel dancing act; Melville and Higgins, comedy sketchists, and the kinetograph. The new arrangement regarding reserved seats will go into effect on Monday, March 4.

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 "Want my pay raised."
 "What are you getting?"
 "Three dollars a week."
 "Well, how much do you think you are worth?"
 "Four dollars."
 "You think so, do you?"
 "Yes, sir, an' I've been thinkin' so fer three weeks, but I've been so blame busy I haven't had time to speak to you about it."—From Army and Navy Life.

Polly—"Did you have a good time, Dolly?"

Dolly—"Did I have a good time! Well, I should say I did. I got engaged seventeen times, and one of them is permanent."—Somerville Journal.

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A. E. WINSHIP, Editor.

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WHAT THEY SAY.

SUPERINTENDENT CORWIN F. PALMER, *Andover, Mass.*: The greatest work of the public schools is to arouse the interests and elevate the ideals of the child—to stir deep his spirit and bring the best there is in him to the surface and foster it, foster it until it becomes a fixity in his character.

SUPERINTENDENT G. A. STUART, *New Britain, Ct.*: The demand for shorter school days throughout the country, due largely to the complaint that the pupils were being overworked and the desire on the part of the parents that life be made easy for their children, has resulted in causing the pupils to spend just enough time on studies to escape censure.

SUPERINTENDENT R. B. DUDGEON, *Madison, Wisconsin*: Whatever is needed to prepare our boys and girls for their future duties must be incorporated into the school system. Our children should not only be given that training which will enable them to earn money, but also that which will teach them how to spend wisely and save prudently.

SUPERINTENDENT F. S. BRICK, *Uxbridge, Mass.*: We are forgetting that it takes time to grow. The art of childhood is fast becoming lost; and yet this great world of undiscovered things is crying eagerly for men and women who can do things, who can think for themselves, who have the virile strength and the power to meet crises and surmount obstacles.

JULIA McDONOUGH, *Tracy, Minn.*: An awakened interest in the recitation period should be fostered by the study period. The proper use of the study period teaches the child independence in gaining knowledge. The teacher who has trained students to independence and self-control has done much toward aiding such student for a broader life. The most successful teacher is the one who has taught individuals and not classes.

PROFESSOR G. F. SWAIN, *Massachusetts Institute of Technology*: It is a cause for regret that there is such a contrast between the discipline of the college and that of real life. In college a student may fail to keep a large proportion of his engagements and do half his work wrong, and yet get what he is after, his diploma. In after life he could break very few appointments without losing his place, and he could retain no position if half or a quarter of his work was erroneous.

LOOKING ABOUT.—(V.)

BY A. E. WINSHIP.

[Notes on an eight-weeks trip in November and December, 1906.]

Superior is in a pocket as completely as is San Diego. It is always a surprise that such cities can wield any considerable influence in the state, but S. T. Black at San Diego and I. C. McNeill at Superior have made normal schools that are far famed.

The personality which a normal school develops is always an interesting study. That for which the Superior school stands, in which, so far as I know, it leads all others, with the possible exception of the West Chester school, is in the reputation of the entire faculty as exemplified in the way the professors are called to higher salaries and to positions of greater prominence. It is a feature of Mr. McNeill's creed that you can get the highest talent when it is known that acceptance places one on the road to something better. Personally, I know of twelve persons in first-class positions whom Mr. McNeill had taken from slight experience, or from a side track, and who went, after two or three years, into something decidedly better, all within ten years, and I do not know anything approaching this in any other experience. The surprising feature of this is that it is practically impossible for those seeking teachers to visit Superior. Reputation, presentation of fruits of one's work, and personal interviews must do it.

Of those who have gone forth are E. W. Walker, who is superintendent of school for the deaf at Delevan, at a salary of \$4,000; N. A. Harvey, in the Ypsilanti normal school, at a salary of about \$3,000; G. L. Bowman, principal of the county normal school at Menomonie, Wis.; Professor Martin, who has become a college professor; C. A. Donnelly, who became assistant state superintendent; S. A. Lynch, principal of the high school at Superior; Miss Susan Bailey, principal of normal training school at Port Huron; F. W. Eply, in normal school at Bellingham, Wash.; Miss Lucy Norton in the Ypsilanti normal and Miss Georgia Barker in the Seattle high school; Emily Wright, in the Chicago high school; N. A. Young, superintendent of Waupaca, Wis.; and G. H. Jensen, superintendent of normal school in the Philippines. Most of these receive \$2,000 or more. In addition to these, Miss Pattingill, Miss Barber, Miss Kromer, and Miss Bettis have been elected elsewhere, but were retained by increasing their salaries here.

The training school is much more than a school for practice on the part of the normal students; it is a place for the solving of educational problems, and it stands for several important departures in primary and grade work. No feature of the school is more vital than the principal of this training school. The summer school is a feature that only

the Oshhosh school has in this state, I think.

Another noticeable feature of the school is that there is so little possible local attendance that the students must come from a distance, from many localities, and this adds materially to the age and earnestness of the students. Local students are usually young, often take a normal school course merely because it is at home, and inevitably have numerous non-professional interests; all this is quite different in a student body that comes from a distance. The spirit of the school reveals this changed attitude.

The city schools have had many and exciting experiences in the past twenty years. It was here that William H. Elson, now Cleveland's \$6,000 superintendent, first attracted national attention. W. E. Maddock has been adjusting himself to his environment remarkably well. He knew the field when he took up the work as none of his predecessors did. He had been here as a principal, had taken a course of pedagogy at Harvard, and had been elected elsewhere when this superintendency was urged upon him. The city schools work in entire harmony with the normal school and have come to stand for special success in methods, so that some of the grade teachers, notably Miss Elizabeth McCormick, have all the institute work they can do in vacation time.

EDUCATION ABROAD AND AT HOME.

BY ELMER ELLSWORTH BROWN.

[Meeting of superintendents and school officers at Yale University, January 19, 1907.]

We sometimes find that to look abroad and see what our neighbors are doing is the best way to quicken our zeal and confirm our courage for the work at home. It is perhaps the chief function of a commissioner of education to take the part of an apostle, and "stir up your pure minds by way of remembrance" of what other men are doing in other fields.

We can hardly tell whether this age in which we are living is one of the great, creative periods in the history of our education or not. We are too near to the facts to judge of them comparatively. But there can be no doubt that we are living in a very interesting period, when a great deal is doing in a great many different directions—more, I believe, and in more directions than we begin to realize till we stop and look and think. I am going to select rather arbitrarily a few of the things that are going on in widely separated educational fields, and remind you of them here—for the facts are generally known to you already—in the hope that some good may come of a little quiet consideration of these things. It will not be forgotten that there are many more things, quite as good, that are going on and are equally worthy of such consideration. Those of which I shall speak may be grouped under the five heads of Rural Schools, City School, Universities, High Schools, and State Supervision.

1. There is probably no weaker point in our educational systems than the supervision of schools in country districts. In the most of the states these schools are under the nominal over-

sight of a county superintendent, who is expected to visit each of them at least once a year. As might be expected, a large proportion of these schools are woefully lacking in any adequate supervision. Yet even here many improvements are making.

In six of the states there has been legislation within the past two years relative to the qualifications of the county superintendent. This office is gradually becoming less political and more educational. Even under existing conditions and requirements, here and there a superintendent makes the work of his schools interesting and vital, as Mr. Kern has done among his "Winnebagoes" in Illinois, Pennsylvania, and Wisconsin have provided for annual county conventions of district school directors, attendance being in part mandatory and provision being made for payment of the expense of such attendance. A proposal has been made to the Missouri legislature that deputy county superintendents be provided to visit and supervise the schools, a provision which if wisely administered and extended might in time give the country schools some of the advantage now reserved for the schools of our cities—close and stimulating supervision and special guidance in the teaching of new and difficult subjects. Massachusetts after some years of steady extension, finally, in the year 1902, brought the last fragments of the commonwealth under its system of town supervision. The consolidation of rural school districts, with provision for the transportation of pupils to a central school has spread from its early centres in Massachusetts and Ohio and has now taken its place in the educational system of about three-fifths of the states.

In some localities this one change has wrought wonders. Instead of small, scattered schools, under a feeble stimulus of public opinion and making but a feeble impress on the social life of remote communities, there are now well-graded central schools, each with its principal and little "faculty." Such a central school is the heart of a social organism spread over many miles of territory. Every morning the strong heart draws into itself the young blood of all that wide community; every afternoon it sends it out again through a spreading arterial system of country roads, and with it goes, into far-off homes, the quickening of a new spiritual life. A recent sojourner at the bureau of education told of one of these schools he had visited far away from any town. He found a modern, city schoolhouse, built of brick, rising all alone from a wide and empty prairie. No other house was near it—nothing but roads. The school appeared in the morning all at once, coming out of the distance in various conveyances, each with its cheerful and wide-awake human load. Some of the older boys had been given the contracts for driving these carryalls. In this way, they were themselves kept in school, when otherwise they would have been away earning money elsewhere, their schooling at an end. When the school day came to a close, the children were quickly on the road again, and in fifteen minutes the schoolhouse was once more an empty city in the wilderness.

By such ways as these and others that I do not attempt to enumerate, positive improvement is making in many of our country schools. Yet, we must admit that, generally speaking, this part of our educational system is in an unsatisfactory condition, and can only hope that its betterment will go forward more rapidly in this twentieth century than it has gone in the later years of the century before.

2. The progress in some of our larger cities, at least in certain directions, has been almost revolutionary. So great have been the changes of city life that only by rapid transformations could the schools meet the new tasks laid upon them. There is something almost startling in the promptitude with which great numbers of new immigrants are brought into the schools of Boston and New York and taught the beginnings of American speech and American ways. On the East Side of New York, block after block has each its great and modern building housing thousands of school children, who swarm all through the close and towering tenements on every hand. Merely to provide the schools for so many and to bring them into school, whatever may be done with them there, is to equal in stress and toil a hard campaign in some great war. But how much more than this is actually done! Medical inspection, now getting into working order; provision of trained nurses, who find here a boundless field for their service; roof playgrounds; bath (every week!); special training for the backward and the defective, a boon not only to those for whom it is intended, but for the teachers and pupils of the regular classes as well; schools for the truant and the incorrigible; music, drawing, manual training, physical culture, and domestic arts; evening lectures, continuation courses; high schools beyond, differentiated to meet a variety of needs; a college or university beckoning still further up the road. Yes, it is a mighty work that is going on in the school systems of our cities. And now that the zeal for new things is fairly abroad in them, we may look for wider experiment in good ways undiscovered as yet. More may come from the school breakfast plan, the school savings banks, the part-time schooling of children on the upper edge of the period covered by child labor laws. There will doubtless be a greater differentiation in the work of the grammar schools. The school board of Chicago has already for some years had its division for the investigation of special problems in the growth and the psychology of school children, as a great railroad has its physical and chemical laboratories; two towns so far apart in almost every way as Philadelphia and Columbus, Georgia, are now fairly entering upon the experiment of public schools of trades; the City University of Cincinnati has undertaken to give boys a practical course in engineering, by dividing the day regularly between work in college classes and ordinary employment in neighboring shops. In a hundred different directions new hopes and possibilities open up, and who shall say where a permanent limit must be set!

The fact, however, which I would emphasize here is simply this, that, under improved systems

of administration, our city schools are coming to be great fields for the most desirable and legitimate educational experimentation. The cities are compelled to experiment, for they cannot keep up with the growth of new need which follows fast on changing social conditions, unless they enter upon ways that precedent and custom never yet have known. Large plans must be tried on a large field. Some things that are worth doing in education can be done easily and effectively in a city of a million inhabitants, when the same things could be done in the first instance only with difficulty in a city of one hundred thousand and perhaps not at all in a city of ten thousand. In other particulars the advantage has often rested with the smaller community. At the present time, more largely than ever before, educational interest is directed to the new undertakings of our great metropolitan centres.

THE RELATION OF THE SCHOOL TO THE ACTIVITIES OF THE COMMUNITY.

BY SUPERINTENDENT T. A. STIGER,
Everett, Washington.

A successful rural teacher is as worthy of respect as is the city teacher, and anyone that will examine his convictions will agree that the teacher who undertakes, single handed and alone, the training of young men and women and the turning into proper channels the tireless energy of youth, must be that paragon of perfection, — a broad-minded, sensible American woman.

Every teacher, no matter whether well educated or fairly well educated, who proposes to teach a school in any rural district, should enter into the work with an earnest desire to make the school of profit to the community and to herself; to be willing at a sacrifice of time and labor to take the social and intellectual environments of that particular community as the first great problem for solution, and if possible work out the best way to manipulate the environment so as to arouse the self-activity of the pupil and make the conditions favorable for the development of the real good that is in every child.

The teacher is either the life or the death of the community spirit and the school. The child is the centre of attraction, and its being properly schooled determines the success or failure of the teacher. If the teacher is a failure the relation of the school to the community is destroyed. If the teacher is a success the way is clear for co-operation and proper relationship to all the activities of the community.

Every man or woman in the business of teaching or in any other business at some time in life comes into a community that inspires him with the belief that he has been called to do some great moral work—to preach. It does a person a great deal of good to have such an inspiration, but to imagine that one's plain duty is to set about to accomplish great things and to raise the community to a higher plain of right living will result disastrously to

the community. People in any community do not relish having their faults noised about and emphasized, and especially to be told that their children are all going the downward path. Such insanedemonstrations on the part of the teacher will destroy the relationship and any power that the school might otherwise exert for good.—Address.

WALT WHITMAN.

BY SAM WALTER FOSS.

Gone has the savor from the salt
With Walt.

An untamed stallion, strong and sure,
He galloped through our literature;
No critic trainer had the grit
To tame him to the bridle bit,
No rein his headlong speed could halt,
Unharnessed Walt.

A man of many a flaw and fault
Was Walt.
He never tried to train his thought
To blossom in a flower pot;
With careless hand he flung his seeds,
And some grew roses, some grew weeds,
And some rich flowers of purple blood
Sprung from the mud.

O'er custom's fence, with easy vault,
Leaped Walt.
The pendant's gown he would not don,
Nor hold his pen with handcuffs on.
His rhythm, like a fetterless sea,
Broke in mad music and debris
Against the bowlders of his age
With giant rage.

We shall not find 'neath heaven's vault
Another Walt.
He gave a gift beyond all pelf,
Man's greatest gift—he gave himself.
Then bear, with dead hands on his breast,
This shaggy old man to his rest.
A strong audacious soul has fled,
Now Walt is dead.

—From Back Country Poems.

THE EVOLUTIONARY ASPECT OF SCHOOL SUBJECTS.

BY CHARLES R. MAXWELL,
Quincy, Ill.

Evolution and development have become watchwords in modern educational theory. These concepts have proven to be as illuminating in this field as in other fields of scientific research to which they have been applied. It would be an interesting task to indicate how and why this has been true. However, these concepts have been applied to the process in its entirety. It is well that in the beginning this has been the case, for otherwise we would get only a fragmentary view. But, if we will continue to take this same attitude, and seek to apply this method of investigation to each of the subjects of the curriculum, still greater benefits will accrue. It is a truism that the teacher

must have command of the subject matter which she presents; that she must know something of the method of the mind in gaining new knowledge; but before she has a complete view she must know the development of the subject she teaches. We hear the cry on all sides that the curriculum is overcrowded. New subjects are being added while the material in the older subjects remains the same. It is interesting to note that it is the new subject which receives violent opposition, even when it is generally acknowledged that it is of vital importance. On the other hand, the question is hardly ever raised as to the value of any of the subject matter of the older subjects of the curriculum. We often hear teachers raising a storm of protest against a text-book which has omitted some material that has been merely a dead weight.

The reason for this, according to the writer's point of view, is due to the fact that the evolutionary aspect has been neglected. If teachers understood more fully that much material finds a place in text-books simply because of tradition, would they place the same emphasis on all parts of a subject, as is most generally the case to-day? If they had a perspective view, would not teachers be more in sympathy with reforms that are gradually being brought about? What work has been done in this direction seems to have the desired effects.

We cannot expect the average teacher to do any great amount of investigation. Yet any teacher who will make a collection of representative text-books of the past decades will get considerable aid from a careful comparison of these books. This work must be done largely by the person who has at his command great library resources. These studies should be pursued until we are freed from the incubus of much material that can be justified only from the standpoint of tradition. The conditions which made this subject matter essential to the life of a people no longer existing, it should be discarded. When the pruning knife has been used as it should, we will not find it so difficult to introduce new and more vital subject matter.

THE SIN OF THE STUMBLING BLOCK.

BY MARGARET E. SCHALLENBERGER, PH. D.,
San Jose, California.

Every honest soul should be ready to aid and abet normal school graduates, these enthusiasts, in their attempts to carry out the projects with which their brave young minds and hearts are full. Let me urge you to "stand by" and defend them even if once in a way they should fall into error. All spirited action is somewhat dangerous; and they are so young, so eager, so full of heavenly hope. The casting of even the tiniest stumbling block in the path of one of these honest, ambitious young souls ought to be placed somewhere in the category of the seven deadly sins.—Address at the San Diego normal school graduation.

What we need to-day is to grip the fact that the world wants men who can think and learn and express themselves, and that our schools and colleges must supply such men—and women also.—*President Warfield, Lafayette College.*

VACCINATION.

BY FRANCES GULICK JEWETT.

On a certain evening in June, 1905, in a lodging house in Cleveland, Ohio, one hundred and fifty men were either in their beds and bunks or were about to crawl into them when five city doctors appeared and insisted on vaccinating every man among them.

Crippled men and blind men, young men and old men, all were summoned and all had to submit. Some were willing and some were unwilling, but the doctors were firm. They worked fast, took arm after arm as the men marched past, and within two hours all were safely vaccinated and the doctors gone.

The reason for the rush was that a man was down with smallpox in Rochester, New York, and he said that he had come from this particular lodging house in Cleveland. At once, therefore, the Rochester health officers telegraphed to the Cleveland health officers about it. They in turn telephoned to the doctors of the city, and no man among them delayed on the way, for each one knew the danger. Each was, therefore, anxious to protect the men who had been exposed and to save the city from an epidemic.

Unfortunately some of the men were ignorant enough to try to dodge the vaccination. They did not realize that the health department had actually been too good to them; it had kept them safe so long that they had no idea of the fearful fate that comes to places that have no wall of vaccination around them.

To understand this, citizens who object to vaccination should have lived on Ponape, one of the Caroline Islands, in 1854. At that time a whaling vessel passed by, and a sailor with smallpox was sent ashore to die. His comrades sailed away and left him there. He died soon afterwards and was buried by the natives; but they saved his clothes, put them on, lent them to each other, and for a while were as proud as peacocks are of their splendid tails.

In the meantime, however, a medical missionary on the island did all he could to induce the natives to burn the clothes and not to wear them, but no one of them would give heed. "Surely the clothes are harmless," they said; "we have as good eyesight as the missionary and we see nothing dangerous about them."

That was in April, and then it was that the terrible history began. First a few were seized by smallpox, then others, and still others. All were ignorant; those who were ill lived and died with those who were well; each took the disease from some one else, and no one tried either to protect himself or to protect his friend. Thus the flame was fanned on every side, so that by the middle of May the scourging epidemic was sweeping across the island like a prairie fire.

The missionary had vaccine matter, but it was

too old to be worth anything. He therefore determined to try inoculation on himself first and then on the natives. This means that he scratched the skin on his own arm, took a bit of pus from one of the sores of a man sick with smallpox, and rubbed it into his scratch.

If he had not already been protected by vaccination, this inoculation would have given him a slight attack of smallpox and made him safe from the disease for the rest of his life. As it was, however, he found that his American vaccination was still protecting him.

He now turned his attention to the natives. At first they were afraid to trust him. They said that a foreign God had sent a foreign disease to kill them, and they did not see what good a foreign man could do in such a case. A few, however, dared let the missionary inoculate them, and when others saw that these escaped they tried it too. There was reason in this, for on every side whole villages of men, women, and children were groaning and suffering and dying together.

To escape their fate those who were still well now flocked to the missionary by the dozen and the fifty each day. They came walking through the valleys and sailing in their canoes from every village on the island,—old men, and babies in their mothers' arms, young men, and grandmothers too, all came together. Sometimes the babies screamed with fright, but their mothers held them firmly while they were inoculated; for by this time they were sure that fright for a baby is not half so bad as smallpox.

The epidemic spent six months working its way across the island. When it started there were ten thousand people on Ponape, and, in spite of all that inoculation had done, when the six months were over half of those merry, ignorant, brown-skinned people were dead and buried; and one sailor with the smallpox was the cause of it all.—From "Town and City," Ginn & Co.

 JUVENILE CRIMINAL CODE.

For the future guidance of juvenile court prisoners, or youngsters who bid fair to become juvenile court prisoners, the Civic Club Association of Philadelphia has had prepared a pamphlet, entitled "Laws Boys Should Not Break."

None of these laws is set forth in detail, and it is expressly stated by the compilers that the pamphlet does not contain all the laws that a boy can break.

A perusal of this little book will plunge into profound gloom any boy who desires to do what is right without surrendering all the rights of boyhood.

He will learn, for instance, that the flying of kites in streets or squares is forbidden under penalty of \$5 fine.

Any boy who lounges in the street or on corners—that is, a boy who doesn't keep moving all the

time when he is in public—is regarded by the law as a nuisance and is punishable as such.

He must not throw a piece of paper, or a banana peel, or an apple core on the street or sidewalk, for fear of being fined \$5, and that dearest of all boyish prerogatives, the building of bonfires, is strictly forbidden by an ordinance of 1864.

If he should "throw or fire any squib, rocket, or other firework in any of the streets of the city, or discharge at or from any house any gun, pistol, or other firearm, or use any gunpowder or other explosive material," whether it be on the glorious Fourth of July or any other day, he does so at his own peril, legal as well as physical, and is subject to arrest and fine.

For making a loud noise or annoying neighbors, the penalty is \$10.

He may not shoot an airgun or hunt, shoot, or fish on the Sabbath day.

If he says anything stronger than "Crackey" or "Jiminy crickets" when he happens to stub his toe in a public place, he may be deemed a disorderly person and fined \$10 and costs. The legal charge for fishing on Sunday is \$25.

Ball playing and the dear old game of "pussy" are nuisances, provided any neighbor chooses to report them as such.

Boys must not write on fences, hitching blocks, posts, or buildings, or carve their names on trees, or tie tin cans to dogs' tails, even if they own the dogs.

For encouraging a dog fight a boy may be fined \$50, and if he shoots craps in an alley he may be fined \$500 and sent to jail for a year.

He has no right to smoke cigarettes if he is under twenty-one years of age, and if he is under eighteen the law will not permit him to go into a billiard room or bowling alley.

He must not retouch with pencil, charcoal, or mud the posters on the billboards, or rob a sparrow's nest, or steal a ride on a car, or play hookey from school, or spit between the teeth or otherwise on the sidewalk, or put out a street lamp, or sell flowers, matches, shoestrings, and the like.—Philadelphia North American.

JUST TRIBUTE.

The San Francisco Call says:—

"It is asserted by one of our well-informed Consultants that the introduction of American educators and American educational methods in the Argentine Republic some years ago resulted in a revolution in that country's educational system, and that fact is held by educators generally to be the beginning of that country's latest period of national growth and development. As Argentina has made great strides during recent years, this is a fine tribute and will go far to offset the supercilious criticism sometimes indulged in by foreigners, that American methods lack thoroughness."

A PLEA FOR APPLIED COMMON SENSE IN EDUCATION.

BY MARY E. B. WILSON, JEFFERSON, IOWA.

School work should be conducted on the same common-sense principles that any other successful work is carried on. The architect builds a fine house because he first makes a definite plan of the house he intends to build, and then follows that plan. The successful merchant, doctor, lawyer, or any other business man "who brings things to pass" has a definite aim in his work, and all his efforts are directed to the accomplishment of that aim. The average school teacher has an aim, but too often it is vague, general, and fails to accomplish anything definite. Knowledge gained from didactics, psychology, and books on teaching has no intrinsic value until it has been vitalized, or made to apply to the every-day problems of the schoolroom. When the common lesson in arithmetic, or grammar, or whatever it may be, has been planned so that it does more than keep the pupils down to the grindstone of facts, then, and only then, the work is education.

The inspection of present-day school work reveals the truth that many teachers are working "to take classes over so many pages," or "to get through certain books in the time prescribed by the course of study."

Emerson's words give a very true epitome of many present-day schools: "Public education has been taxed with a want of practicality. It may justly be claimed that an education to things is not given. We are students of words; we are shut up in schools and colleges and recitation rooms for ten or fifteen years, and come out at last with a memory of words, but cannot use our senses or our hands." All the work done in the schoolroom—the teaching of every subject, all the discipline, the methods of having the pupil study and recite, all must be directly connected with his environment if it is to prepare him for useful, contented citizenship.

This principle can best be explained by being concrete: A certain high school teacher, after considering what an education should do for the children under her charge, formulated in definite language what she called her "educational creed": "I believe if my work with the boys and girls under my charge truly educates them it must help them in these ways":—

1. To use in a common-sense way every subject studied in school.
2. To have strong, self-controlled, useful bodies.
3. To appreciate the value of, and to cultivate such indispensable virtues as tact, initiative, civility, and economy.
4. To train their senses so that they may correctly recognize facts; and to cultivate accurate reasoning powers so that they may draw correct conclusions from facts.
5. To appreciate beauty of which the world is so full.
6. To enjoy play at the right time, and in the right way.

7. To know how to work, and to enjoy work.

With this definite idea of education before her, she studied all her methods of instruction and government, the uses of text-books, the outside, available material, all agencies in the school to make them subserve the one end—following out her creed in the work of each day.

Let us consider how the application of this first principle taught the children to apply common sense in the study of common branches.

PRACTICAL LESSONS IN ARITHMETIC.

As the following work given in this outline was studied by the class, each pupil placed the results of his study and investigation in his note-book, under the practical heading, "The Evolution of a Home," "Every-Day Arithmetic," or some other equally appropriate name, which the pupil devised for himself:—

I. The purchase of a city lot or farm:—

A definite piece of land which could be located on a county map and plats of which could be made by each pupil was selected as the basis of this work; in connection with the purchase of this land, the following subjects were studied: land surveying, notes, deeds, interest, mortgages, and all topics that would in real business be considered under this subject; actual blank forms for the necessary papers, as notes, deeds, etc., were obtained; all the business connected with such a deal was placed in a concrete, orderly way in their books.

II. Plans for the construction of buildings and the improvement of the grounds:—

Considering the cost, general appearance, and the conveniences of the buildings, each pupil drew plans for the barn and house; these plans were thoroughly discussed in class, and the plan regarded as the best was selected as the basis for further work by the class; abundant suggestive material for this work may be procured from magazines, books of architects, and by the children using their eyes in their own community.

Under the improvement of the yard, these questions were considered: The best position of the buildings for the natural features; the kinds of trees, and where they should be planted on the grounds; the location of drives, walks, and flower beds and shrubbery. (A helpful, suggestive book on this subject is "Principles of Agriculture," American Book Company.) Considering the locality the pupils decided what kind of building material should be used; the teacher assigned problems which involved practical work in contracts, masonry, buying of lumber, plumbing, heating, and lighting the buildings. Out of this natural arithmetic work came many interesting questions for the pupils' consideration, as, the relations between the employer and the employee; the different resources in various sections of the same country; improved methods of labor, and the value of skilled labor; the comforts inventions have brought to the home; the importance of gaining information on this subject by careful, every-day observation.

III. The furnishing of the buildings:—

Regarding economy, utility, and good taste, furniture was selected for each room, plans being

drawn showing its location, etc.; bills showing the cost of the furniture were figured out as practical problems; in connection with this subject, the thoughtful teacher finds many excellent chances to teach lessons concerning frugality, good taste, careful observation, and ingenuity.

IV. After the purchase of the property and construction of the buildings, insurance and taxes were taught:—

Practical work relating to when and where taxes are paid; tax receipts were studied; examples similar to those every taxpayer has to consider were given the pupils; delinquent taxes, poll taxes, etc., were taught as these subjects are actually considered in practical business; the pupils gained much information by asking questions from their parents, from examining tax sales as recorded in the county papers; the work under this subject brought the class face to face with every-day business matters.

V. Practical examples relating to the purchase of coal, hay, grain, groceries, etc., for the house and barn:—

The lessons under this subject reviewed many common topics in arithmetic, such as commission, weights and measures, bills, market quotations, and many which the pupils found for themselves.

All work under this subject was studied by using material out of the book; all the lessons were made concrete; in making out bills for goods, the names of actual merchants were used; market prices found in the daily papers were used.

The purpose of this outline is merely suggestive to teachers. Each teacher should plan the work for her respective school. In assigning the work to the pupils, it should be clear, definite, and not too complete. Conditions should be assigned, and the pupils led to discover, to make, and to solve practical problems. The teacher's business is to put the pupil on the thought track. The greatest value of the work comes from the pupils' developing initiative. A teacher should not smother the pupil with his personality. The ideal teacher is the one who does not bend the pupil's mind to match his own, but is able to bring out his latent power and make good use of it.

Let us consider some of the benefits to be derived from the presentation of arithmetic in this common-sense way:—

1. It has the fertilizing and stimulating effect of showing the pupils that the work is alive, and is used every day.

2. Pupils are taught that the work in the book should direct them to use valuable outside material.

3. While pupils are being taught arithmetic in this practical way, they are acquiring more than important knowledge in mathematics, but also developing trained senses, originality, executive ability, and ideas concerning gumption, economy, business courtesy—more than can be put into an inventory.

This concrete method of teaching applied to civics resulted in this presentation of the subject:—

Under city, township, and county government, the book discusses the duties of the various officials. As one of these topics was assigned, the

pupils understood that each duty should be understood by concrete example for them.

Here are some of the questions the pupils prepared and answered:—

"1. A man owns the (here the land was described); tell when and where he would pay his taxes, and what they would be.

"2. A new bridge is to be built in the county; under whose authority will this come? Explain how the money for building it is raised."

Similar to these two questions, the members of the class prepared questions which would cover the duties of each official. When the class assembled for the recitation, the pupils asked and answered them. "What was the teacher doing?" It was her business to be sure the questions were properly answered, sufficient examples given, one subject finished before the discussion of another was taken up, and that all the pupils recited. But it was not her business to call out the class, and begin a volley of questions on them. Every recitation should be conducted as a conversation on the subject.

When the class was ready to study the powers of Congress, it was organized into a "mock Congress." As they recited in this capacity for one month they were assigned for study parts of the constitution, parliamentary rules, and the important events then being discussed in Congress. An editor in the town gave them daily the Congressional reports, from which the members of the class studied the speeches on the Pure Food Bill, the Statehood Bill, the Panama Canal, and other bills before Congress. The information gained from their books, from their general reading, and other sources was made concrete by their recitations in the "mock Congress." Lessons studied and recited in this way are full of interest and are an educational tonic to the pupils. When presented in such a way, civics becomes a citizen-making subject, and pupils see clearly the intimate relation between what is in the book and the things that are around them in life.

When this first principle,—*"To use in a common-sense way every subject studied in school,"*—was applied to English lessons, the work ceased to be mechanical; principles relating to the mechanics of correct manuscript, description, paragraph structure, whatever the subject in English, it was made inductive by a series of thought-questions. Pupils were led to examine correct models, draw correct conclusions, and then apply these principles learned from careful investigations. Place in the hands of a pupil a correct, well-written letter, require a close examination of the form, style, and all that enters into the completeness of the letter, and tell me, will the pupil not learn infinitely more from such a method of procedure than from rules and dissected samples as dished up in his text-book for his intellectual fare? Again, can a boy ever learn from rules and definitions the essentials of paragraph structure, as he can learn them from the careful investigation of correctly written paragraphs? Let us give pupils the real things to study, and stop having them study about them. When young people are started to study English after such a method, they are learn-

ing daily from all their reading, because they are observing and thinking about what they read. Such work not only supplies knowledge in English, but as truly develops the powers of observation, judgment, and discrimination.

These principles which we have discussed in connection with three subjects may be applied to all others. The vital thing is this: The teacher must first have a correct conception of what education means, and then plan all her work to vitalize and make that conception concrete.

SUPERINTENDENT COOLEY'S CREED.

Superintendent E. G. Cooley of Chicago states his creed thus:—

The public schools do not exist for the teachers, but for the children and for the whole American people.

The standpoint of the efficiency of the teachers in our public school which I have raised must be judged solely by the good to the children. Length of service can be defended only as it shows efficiency. Sex can be judged only in this way, as well as zeal and scholarship. Many cities are following Chicago's lead in taking progressive scholarship into consideration. Older heads are not always better teachers, and length of service often means a decrease in efficiency.

The teacher in a good school maintains her efficiency for four or five years without study, perhaps, but before the end of the first decade her decline begins. She cannot remain efficient unless she is a student. There is a loss of transmission. If she wishes to impart knowledge she must know the whole of a subject.

More than book and laboratory knowledge is required, but the power to assimilate knowledge is vitally connected with a teacher's service in school. She must study educational progress and methods and profit by the experience of the teachers in the past. All this cannot be done by mere high school girls, but must be a life-long preparation.

No subject is taught now as it was twenty years ago, and the curriculums to-day include many new things. We must afford the older teachers an opportunity to study these things.

To do this we should offer the teacher normal and university extension courses and make her work so that she can afford to take them. In framing the school salaries it is valid to ascertain whether teachers are students and not take them merely on the record of their schoolroom work. When a teacher reaches the end of the lower group I believe in holding her back until she can meet the new tests.

The great majority of the teachers are in favor of high standards. They are in favor of the idea of running the schools for the children. They believe the schools do not belong to the teachers, but they are a protection against illiterate citizenship. I believe that the promotional scheme is the best policy and that the final judgment of the American people will so find it. If our motives are questioned by interested persons let us put our trust in the whole people and we will not fail.

INDUSTRIES.—(XXIII.)

BY R. W. WALLACE.

COAL TAR.

The industrial world has more than once been surprised by the enormous wealth in some material that to all appearance was nothing but worthless waste. The filthy-looking refuse from the petroleum still was found to contain the purest paraffine wax. The seed of the cotton plant was for many years the greatest nuisance to the planter; but to-day its yield in by-products adds millions to the value of the cotton crop.

And so with coal tar. Fifty years ago the filthy fluid that sluggishly oozed away from gas retorts was taxing the wits of men as to how they could most effectually get rid of it. It was both valueless and troublesome, and offensive both to sight and smell. But one day, and apparently quite accidentally, the magic wand of science touched the worthless mass, and it was at once transformed into practically limitless riches.

The story of the change reads like a romance. In 1856 a Dr. Hofmann, a German chemist, was working in his laboratory in London, and trying to find a substitute for quinine, which was then very scarce and expensive. At Easter-tide he went to his native land to visit friends, and left his laboratory and experiments with his assistant, an English youth of eighteen, named William H. Perkin.

The lad had been interested in one of his master's experiments with coal tar, by which a precipitate was obtained that would dye wool and silk a beautiful mauve color. But the master was after quinine instead of colors. The youthful assistant, however, was more interested in colors than in quinine. So he experimented for himself, and succeeding, he at once took out patents for dye-stuffs. The next year the assistant opened a factory for dyeing materials at Harrow, and here began the great aniline dye industry which Europe has since found is one of its best industrial assets. To-day that British youth is a baronet, Sir William H. Perkin, and his name is known and honored among science circles the world over.

What added to his early fame was his discovery of artificial madder, or Turkey red. He found this dye in the anthracene in coal tar. This color had before this been produced from the roots of the madder plant, which was extensively cultivated for dyeing purposes in Russia, Turkey, and France. But the coal-tar dye produced a revolution, and the madder plant was forced out of business.

Europe at once became interested in coal-tar products, especially Germany, France, and Belgium. Nor did England lag far behind. To-day five of the principal coal-tar product factories in Germany are rated at \$25,000,000. Their output goes to all countries. One of these factories employs 4,500 men, among whom are 145 graduated chemists, who are busy studying with a view to discover some new and valuable product. Such a fact indicates what an enormous industry has grown up from the use of a once-valueless material.

In the process of making coal gas, the bitumi-

nous coal used is decomposed into four substances,—coal gas, ammonia water, coal tar, and coke. The proportion of these substances is: Coal gas, 22.25 per cent.; ammonia water, 9.25; coal tar, 8.50; and coke, 60. The product of coal tar from the gas retorts and coke ovens of the United States for 1904 was over seventy million gallons, and had a value of over two million dollars, which was but a trifle over three cents a gallon. The average yield per coal ton was nearly ten gallons. Massachusetts, Pennsylvania, New York, and Ohio were the four states that led in the production of coal tar for that year.

But the United States has not up to the present gone extensively into the manufacture of chemical products from coal tar, as the manufacturers in Europe have done. Part of the American product is used for fuel, which is an easy way of getting rid of it. It is also used for preparing roofing paper and street-paving blocks, and for creosoting lumber. Part of it is sent to the chemical laboratory, where it is made to yield ammonia, benzine, carbolic acid, and aniline dyes, to a total value of some \$7,000,000. But the United States has been somewhat slow in seeing the opportunities for wealth that lie in this waste from the gas retort. And so it at present contents itself with a limited manufacture of the coal-tar products, and with importing millions of dollars worth of these products from Europe annually.

The residual products of gas making are too many to enumerate fully, as they are too valuable to be estimated. In fact they have so increased in value of late years that as by-products they are of greater worth than the gas and the coke first procured. First, there is ammonia, sixteen pounds of which are obtained from a ton of ordinary coal. The best cannel coal yields much more. Practically all the ammonia of commerce to-day comes from the waste liquor from the gas retort and coke oven. Then the coal tar is subjected to a series of distillations, each distillation furnishing some valuable product. The benzol gained from the first process is the basis of the famous aniline and various other dyes. Then comes carbolic acid, which, besides being one of the best antiseptics known, is also the basis of many valuable dyes. Besides, there are tulene, naphthalene, and anthracene, each of which yields dyeing materials. The Turkey red comes from anthracene; reds, yellows, and greens from naphthalene; reds, browns, and pinks from carbolic acid; magentas and brilliant blues from tulene; and the fine blues, violets, greens, yellows, and orange from benzine. In fact there is practically no limit to the shades that may be procured by these aniline dyes.

Anthracene was at one time—like the tar from which it comes—considered worthless. It was sold for about a dollar a ton to be made into cart grease. But when it was found capable of yielding the Turkey red dye, it was soon bringing \$500 a ton. And there were many other surprises almost equal to this as the industry developed.

The medical world is indebted to this once de-

spised coal tar for some of its most valued correctives of human ills. Besides ammonia, carbolic acid, and salicylic acid, there is antipyrine, which is very effective against fevers, and is much cheaper than quinine. Thallium is another product, and is an uncompromizing foe of yellow fever. Then there is phenacetine, which is used for headaches, colds, neuralgia, and whooping-cough. There is also sulphonal, which is extensively used by travelers in journeys that are fatiguing. It is said to induce a deep and dreamless sleep lasting some seven or eight hours, and from which one awakes refreshed and strengthened, and without any of the deleterious effects of many other opiates.

Perfumes as delicate as from garden flowers are

produced from coal tar. There is also a sweet substance that puts sugar entirely in the shade. And an explosive has lately been extracted from it that it is said may put an end to warfare as it is so fearfully destructive. In fact sixty different substances have already been discovered in coal tar, and it is considered a barren year when one or more substances are not added to the already large list.

About 120,000 men are at present employed in extracting valuable products from this refuse of the gas retort. The coal-tar products of Germany alone sell for \$50,000,000 a year. Truly there is wealth in waste.

COLLEGE ENGLISH.

BY EDITH GILES.

A STUDY OF "LORNA DOONE."—(I.)

Author, R. D. Blackmore.

Place setting, the Devonshire moors.

Time setting, 1640, the period just before the revolution, and the destruction of the feudal system in England.

I.—FIRST FIVE CHAPTERS.

NOTE.—For a guide to intensive study there should be in the hands of every teacher and every pupil as a text-book Whitcomb's "Study of the Novel." Boston: D. C. Heath & Co.

While a romance is not a novel, and "Lorna Doone" is a romance, yet the power and insight into literary construction, and the steps used to acquire literary judgment and appreciation, together with the value of the study of technique, are set forth so clearly, simply, and completely in this book as to make invaluable, if the purpose in teaching fiction is to make for culture. The book has been used extensively in planning and working out this study.

A delightful edition of "Lorna Doone" is the illustrated edition in two volumes, published by the John C. Winslin Company of Philadelphia. It is illustrated with photogravures of the Doone country. In few books is the scenery so vivid and so intimate a part of the story as in "Lorna Doone." And being not imaginary country, but true English fells, rich in historic interest, and through "Lorna Doone," rich in literary interest, the imagination claims more than its own creative images to satisfy itself. I well remember how I strove to picture Bagworthy Falls and the delight with which I sought and found them in this book. This edition is an expensive one, but it is worth while to own it; at least, it should be in the school reference library.

Before taking up the study of "Lorna Doone," let us understand why the author should call it a "romance," and why he should say in the introduction:—

This work is called a "romance" because the incidents, characters, time, and scenery are alike romantic. And in shaping this old tale the writer neither dares nor desires to claim for it the dignity, nor to cumber it with the difficulty of an historic novel."

Compare this with Scott's introduction to "Ivanhoe."

In the first place in a romance what truth there

is in the background, is there for the background, for the play of light and shadow of the author's imagination to bring forward or to conceal as much as he pleases. This stand being taken, the author is free to deal with his facts as he pleases; he has no conscience about their relation to one another, nor about the value of historical proportion. He sets the incidents of time and place against each other for the purpose of lighting up one another, and to make them appear brilliant or sombre, exciting or moving our sympathies, as he will. One thing he must do, and that is make the past live again. Whether the characters which he puts before us did or did not do the things they do within the pages of the book is, for the purpose of romance, of little or no consequence. But it is of mighty consequence that we know how people thought and felt, lived and loved, and hated, sinned and made atonement amidst the circumstances where he has placed them. And it is of utmost consequence how men were bound and barred, or how freed and enlightened in life or in conscience, by the powers of church and state, and prevailing sentiment, in the time and place where they were supposed to live. So though the writer of a romance is licensed to disregard the truths of facts, he must work with a sincere and devoted purpose to reach a greater, deeper truth,—the truth of the life of the home and place which he portrays, and the influences which this time and place created; and further he must show how these influences made people what they were, what motives they aroused, and how these motives were governed by the spirit of the time. In a word, the romance portrays the relation of man to his time and place historically, and the relation of history to man.

The novel deals with the problems which men and women have to solve, and must take account of all the power and influence of the human will, the human mind, and the human soul in their moral responsibility. This same moral responsibility may appear in the romance, but there it appears relatively and not as a determining condition. So in a romance we follow the thread of the story more directly; but nevertheless there is much in common in the study of the romance and in the study of the novel, and the one prepares us for the other,

TALKS ON SCULPTURE.—(V.)

BY LORADO TAFT.

The Parthenon faced the East, but was first seen from the West as the visitor reached the level of the Acropolis. The usual course was along the north wall to the entrance on the east. The designer had the ingenuity to start the procession from the southwest corner and let it run in both directions, to meet over the eastern portal. The

Zeus is his wife Hera, lifting her veil so that none but he may see her face. Then follow various minor divinities. At Athena's side is lame Hephaistos, whom we call Vulcan, then probably Neptune, Bacchus, etc. The Greeks did not use these names, but we understand them better.

Most of these reliefs have suffered greatly. Storms and mishaps of all kinds have worn them away, but there is one slab which was wonderfully



PORTION OF THE EASTERN FRIEZE OF PARTHENON.

frieze on the west end was made up of the gathering people on foot and horseback, all in active preparation. A marshal stands at either end, right at the corner of the building, and this quiet figure takes away all suggestion of the horses plunging madly out into space.

When we turn the corner the procession is seen to be moving off quite briskly with only a little more tightening up of belts. And now as the sculptor wishes to suggest more rapid movement he increases the number of horses abreast; the legs become a tangle and give the effect of horses running. In the midst of this group of magnificent chargers there rides some officer alone. His head, alas, is gone, but we can see that it was turned back to call upon those behind to close up the ranks. This device adds further to the illusion of speed. So on and on they canter, the horses throwing their heads high in the air, their noble riders sitting so steadily; fine fellows all.

As we approach the eastern end of the building the horsemen give way to chariots with armed riders. In front of these march a group of men bearing great jugs upon their shoulders, gifts of wine. Then follow those radiant Athenian maidens in their exquisite costume. Most of them have lost their heads—more's the pity—but enough are intact to show us how beautiful must have been this portion of the frieze. They are met by the magistrates of the city, who lean upon their sticks and welcome them.

Now comes an unexpected interruption. As all this ceremonial must be for some object, so the procession must lead to some definite thing, and we find most of the eastern frieze devoted to a gathering of the gods who have assembled to receive the homage of the mortals. These figures are somewhat larger and all are seated on chairs or thrones. In the very centre are a few priests and attendants of the same scale as the people of the procession. They look as though they were in parenthesis! On one side of this central group sits Zeus, the king of all the gods. Opposite him in the other place of honor is Athena. Next to

preserved. It dropped out and happened to fall face down in the rubbish. For many years it served as a paving-stone, but it was the back and not the precious carving which careless feet trod upon; the gods were saved! To-day that paving-stone is worth its weight in gold.—Used by permission of the Chicago Record-Herald.

OUR MAPLES.

One of the earliest signs of spring in New England, often appearing so soon as February, is the "bleeding" or oozing of sap from the tips of maple trees. In cities the pavement of sidewalks is often spattered with it. At that time, also,—the two things are correlative,—the Camberwell beauty, or mourning-bride, Vanessa Antiopa, awakes from her winter sleep and is on hand for the feast. She is that lovely large butterfly with purple wings, overlaid with rufous hairs, and edged with a scalloped, cream-colored border. The specimens we see at this season are hold-overs that have hibernated in chinks of walls or beneath bark of trees. One sees the Vanessas lazily sucking the appetizing sap of birch or maple.

In February it is not unusual in southern New England to see the silver-leaf maple in full flower. It is a common shade tree in some of our coast cities, though not so good for the purpose as the sugar or the Norway. The blossoms are in clusters, much like those of sugar maple, but less brilliant. Indeed, they are more yellowish than red. Many people confuse the two species. The silver-leaf, however, has a more weeping or pendulous habit, ex-foliating bark, and deeply parted leaves, silvery beneath. In autumn it assumes no conspicuous coloring. The leaves at that time are apt to remain greenish and wear a disorderly appearance. They are rarely, if ever, brilliant.

The next maple to bloom, some time in April,

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VALUE OF KNOWING A GOOD THING.

For a long time we have been talking of the importance of seeing things in their relative values. We have been pleading with teachers to note carefully the boys and girls of inherent power and give them freedom. We have been crying out against putting a common estimate on children, keeping them all on the same ground, but there has never come to my knowledge so good an illustration as in the case of Professor Walker of the State College of Washington at Pullman. The habit of his teaching life and of his business life has been to note differences in value.

Professor Walker was visiting a man who was breeding a fine strain of white leghorns for the market.

"What are these birds worth?" said the professor."

"Fifty cents apiece."

"May I pick them?"

"Certainly."

"Well, I'd not be mean enough to pay you fifty cents, but I'd like to pay you \$1 each for a dozen." The man's eyes fairly danced for joy, and so did Mr. Walker's. He took them home, got them ready for exhibition, and sent them the rounds of the poultry exhibitions and county and state fairs, getting first premiums everywhere and often second and third as well. The season ended with a large profit to his credit, and the birds sold then far above the price paid for them.

To the man of whom he bought them a chicken, even a white leghorn, was valued by its weight,

while to Professor Walker there were twelve birds in that flock with all the markings of winners. Oh, when will teachers cease to value boys and girls by percentages, worth so much a notch on the scale of percentages!

TASTE FOR CHOICE READING.

The school has not done its work wisely and well unless the great majority of the students form a taste for choice reading, for reading that is ennobling and inspiring, so that in after life they will quietly sit down of an evening and read genuinely good things. The lack of a taste for such a quiet evening on the part of the men of the day, and on the part of many women, is a sad commentary on the way the school teaches what and how to read.

The books taken from the public libraries are often a reflection on the influences of the school. The relative sales of a first-class daily paper and a fourth-class daily are all too suggestive. The amount of space that the "popular" daily papers give to headlines is pitiable. The schools must modify this. They must develop and cultivate a taste for that comradeship in print which will enrich the mind.

There is nothing that will attune the head and heart, the thought and life, like a relish for the rhythm of prose and the meter of verse. They do more even than the melody of song and the beauty of art. We have not educated a child when we have given him facts and processes, no matter how many of the former we give, nor how correct and alert he may be in the latter. He must be educated to enjoy sitting by himself quietly and reading choice literature because of the tone which the rhythm of prose and the meter of verse give his thought and feeling.

SPOKANE'S RECORD.

Here are some suggestive figures: There are in the Spokane schools 1,097 children of six years of age; of seven years, 1,043; of eight years, 1,159; of nine years, 1,168; of ten years, 1,206; of eleven years, 1,286; of twelve years, 1,058; of thirteen years, 1,259; of fourteen years, 1,114. That is to say there are more pupils in the schools of fourteen years of age than of six years; more in every year from eight to fourteen than of six years or seven years. And still the idiotic figurers will continue to slant about the way the children leave schools. The worst enemy of the schools to-day is the notorious falsifier as to the pupils leaving schools. What is true of Spokane is in substance true in all first-class communities. Few children leave school before the age of fourteen. Let every school man consider himself called upon to expose the rogues, rascals, or ignoramuses who continue to say that nine-tenths of the children leave school in the grammar grades, and only five per cent. go to the high school. In Spokane, with 2,194 children from five to eight years in the first grade, there are 549 in the first year in the high school, or forty-six per cent. Will the men who falsely say that only five per cent. go to the high school please take notice.

LOS ANGELES IN JULY.

Los Angeles is even better prepared to entertain the N. E. A. than in 1899. No other city in the United States could offer better hotel accommodations in July, and now there is an ideal electric car service covering all Southern California, and this is new since 1899. The city has had eight years of limitless success in every way so that in wealth and population the city has almost doubled, and the quality of the people is as noteworthy as the size of the city. It is like another world.

A TERRIBLE WASTE.

George H. Martin, secretary of the Massachusetts state board of education, says that a tenth of the one-hundred thousand pupils of the public schools of that state are always out of school owing to ill health. This means that one-tenth of the teaching force and equipment is wasted, or fully a million dollars a year is misapplied. Whatever reduces this fraction saves that portion of the million dollars. Better teaching of hygiene is one way to improve conditions; expert daily medical inspection of the schools and adequate public nurses are also indispensable economically.

DESPICABLE IN THE EXTREME.

A woman principal in New York has complained to the police and the district attorney that through the distribution of a number of samples of whiskey in the neighborhood of her school, the building had for a while recently borne a close resemblance to an alcoholic ward. The school is one of the institutions maintained by the Children's Aid Society, and is a model of its kind. Many of the pupils are negroes. One day recently a man with samples of whiskey done up in two-ounce bottles passed through the street while the children were on their way to afternoon school. He was lavish in the distribution of the packages, giving two and three to some of the little ones who crowded about. The packages were tied with blue ribbon and had a holiday look about them. In ten minutes there was scarcely a child who had obtained one of the bottles who was not showing the effects of the alcohol. The children for the most part refused to answer the bell calling them to their studies, and when they did some were maudlin. One boy threw himself on the floor and kicked up his heels. There were bleary eyes and expressions on the faces of the boys and girls that gave the teachers a heart-ache. The indignation of the principal is shared by many of the parents of the children, the majority of whom are hard-working, industrious people.

THE PACE THAT WINS.

The pace of the age is well exemplified in the fact that E. A. Sterling, former assistant forester in the department of agriculture at Washington, has been appointed forester of the Pennsylvania railroad. Mr. Sterling will be the first forester of an American railroad.

The action of the Pennsylvania in taking up forestry is for the purpose of planting trees systematically to furnish a cross tie supply in future years, and follows experiments which the company has

been making in the last five years. During this time a million and a half trees have been planted on land owned by the company. Six hundred and eighty-one acres of land near Altoona, Pa., will in 1907 and 1908 be planted with chestnut and red oak seedlings. The railroads of the country are using about 110,000,000 cross ties every year, of which number the Pennsylvania uses about 5,500,000.

CHICAGO'S NEW PRESIDENT.

The expected has happened; Harry Pratt Judson is president of the University of Chicago. He has been so successful as the acting president since the death of Dr. William R. Harper that every one desired his appointment, and none more than John D. Rockefeller, Jr. He is a native of Jamestown, N. Y., born 1849, graduate of Williams in 1870; has written upwards of twenty important books.

NOT QUITE.

An exchange says:—

"Departmental work has been introduced experimentally in the upper four grades of one school in ——. The plan of having a teacher for each branch of study has been successfully employed in the seventh and eighth grades in Brooklyn. Other cities have tried it, including the sixth grade with the two highest classes. Superintendent — is the first to try it in the fifth grade."

We would be the last to rob Superintendent — of any glory, and he would be the last to claim any, but the truth is we visited schools that had departmental work in the fifth and sixth grades twenty years ago, and have seen it in some schools every year for twenty years. It is not at all new.

VAST IMMIGRATION.

The Boston Herald says:—

"In the year which ended on June 30, the number of immigrants landing at the single port of New York was greater than the population of any city in the United States excepting New York, Chicago, and Philadelphia. It was in excess of the combined population of the three largest cities in Massachusetts—Boston, Worcester, and Fall River. It was greater than the population of New Hampshire and Vermont united, or the population of sixteen states of the Union. The total announced from the immigration office for New York city was 850,000, the first time in history that the 800,000 mark has been exceeded or even equaled. More immigrants landed at New York last year than arrived in this country at all ports combined in any year of our history excepting 1905 and 1903. In the latter year the figures for the whole United States only exceeded those for New York last year by 7,000."

MILLIONAIRE-PHOBIA.

Chancellor Day of Syracuse University speaks his mind freely in an article in Leslie's Weekly, upon "Millionaire-phobia." He says:—

"For some time we have been in the grip of this mighty spasm over corporate wealth and swollen fortunes. These current phrases are from high sources. All of our national ills are being stated in this formula: 'Down with the rich! Puncture the swollen fortunes. Make the rich poor and all the poor will be rich. Destroy the corporations, hamper them, obstruct them. Sue them in the courts. Assail them in the press.'

"I predict that we are passing through an epoch that will stand in future times to our everlasting disgrace and shame. We are phenomenally blessed by Providence. We are steadied by the calm confidence and signal ability of the greatest men ever known in the commercial world. But if this mania should continue, it would not be far on to a crash that would carry down all confidence, confuse all property rights, block the wheels of all progress, and wreck not only the millionaires' fortunes, but the laborers' cottages. The demand of the hour is the control of the controller. Swollen fortunes are a thousandfold less dangerous to our land and people than swollen demagoguery."

NUMBER OF TEACHERS.

New York has 39,081 teachers employed; Pennsylvania, 32,352; Iowa, 29,619; Illinois, 27,860; Ohio, 26,552; Wisconsin, 17,385; Texas, 17,116; Michigan, 16,823; Indiana, 16,495; Massachusetts, 13,849; Wisconsin, 13,669; Minnesota, 13,320; Kansas, 12,036; Kentucky, 10,449; Georgia, 10,360.

GRATIFYING APPRECIATION.

A high school principal in one of the best cities writes us as follows:—

"The Journal of Education is always good; some articles help some, other articles help others; but the issue of January 10 is extra fine, and nearly all of it seemed especially valuable to this reader.

"January 13, 1907."

This is a sample of hundreds of letters received since the new year opened.

In London application must not be made to manufacturers for the presentation of specimens of their manufactures for the school museums without the authority of the divisional member in charge of the school. No such specimen, in the nature of an advertisement, may be placed in the school without the sanction of the school management committee.

For the first time, ever, money is being systematically raised by colleges and universities for the express purpose of raising the salaries of the professors. Harvard led off last year by raising \$2,500,000, the income of which is to be put to this use, and others followed until Bryn Mawr asks for a million dollars for the same purpose.

Alfred Mosely's funniest sign of danger in America is the ceaseless demand for the services of the graduates of our universities. It is left for him to see danger in appreciation of the services

of the best educated men and women. To other people it looks like a healthy sign.

* Mark Keppel, county superintendent of Los Angeles county, is working most heartily with City Superintendent E. C. Moore for the perfecting of the arrangements for the July meeting of the N. E. A.

Two more monster battleships are proposed. This building of battleships at such a furious rate is one of the greatest features of national disgrace. We have many millions for battleships, but little for any educational project.

If you have not agriculture in the rural schools, it is time you awoke to the needs of the hour. You will be a "hayseed" of the most seedy kind right away if you don't look out.

P. Shelley O'Ryan of the Chicago board of education is demonstrating the independence we have always believed him to possess. He does his own thinking on each issue.

Teachers are begging for ten per cent. increase, while senators and congressmen vote themselves fifty per cent., because of the increased cost of living.

County Superintendent J. F. Haines of Noblesville, Indiana, appears to have carried off the prize for a corn club luncheon.

Jane Addams is proving herself to be as sensible as she is independent in her official life on the Chicago board of education.

Chess is being advocated as the best means of developing mental power in college life and even in secondary schools.

The N. E. A. goes to Los Angeles July 8, 9, 10, 11. There will be an elegant trip planned. Write us for plans.

New Mexico has raised the salary of county superintendent from \$900 to \$1,500. Let the good work go on.

Every recommendation of a teacher should produce an affidavit under oath that he is not re-vengeful.

And now Detroit spends more than \$2,500,000 for schools, of which \$1,205,000 is for teachers.

Iowa county superintendents must now hold a first-grade certificate.

Cleveland is planning for a large public playground. Good plan.

Bowdoin College has received \$352,123 from the Garcelon estate.

The Chicago principals have on their war paint now.

College salaries are sure to be universally raised.

An ice boat is infinitely swifter than a nice boat.

THE WEEK IN REVIEW.

THE JAPANESE QUESTION.

The fact has at no time been disguised that the real grievance which the people of the Pacific states feel regarding the Japanese is not the presence of Japanese children in the schools, but the competition of Japanese coolie labor. President Roosevelt chose the direct and unconventional method of getting at the difficulty by summoning to Washington the mayor and school board of San Francisco for a conference. The result of this conference is seen in the revivifying of the immigration bill which had been lying dormant owing to a deadlock between the two houses, and the incorporation in the bill of certain amendments which will relieve the situation, it is hoped, as regards coolie immigration without offending Japanese sensibilities, and supply a quid pro quo in return for which the Californians may modify their school regulations.

AN ATTEMPTED ADJUSTMENT.

The Japanese government, it is understood, is as little desirous to have its subjects emigrate to the United States as this country can be to receive them. The amendment to the immigration bill does not specify the Japanese, but it provides that whenever the President shall become convinced that passports issued by any foreign government to its citizens to go to any country other than the United States, or to any insular possession of the United States, or to the canal zone, are being used to enable the holders to come to the continental territory of the United States, to the detriment of labor conditions therein, he may refuse to permit such persons to enter the United States. As most of the Japanese coolies now find their way into the United States by way of Honolulu, by means of passports to Hawaii, the application of the new law would effect their exclusion.

AS TO THE SCHOOLS.

Mayor Schmitz of San Francisco, who bore himself with portentous gravity through all the negotiations, as one fully realizing the importance of his plenipotentiary relations with the federal government, followed this adjustment with a public statement in which he expressed full confidence in the purposes of the administration and of Congress, and outlined the modification which the San Francisco authorities were inclined to make in their regulations as affecting the Japanese. These modifications, however, were conditioned on the abandonment of the court proceedings. The proposition is that all children of alien races who speak the English language shall be examined to determine the grade to which they may be admitted; and that no child of alien birth over the ages of nine, ten, eleven, twelve, thirteen, fourteen, fifteen, and sixteen years shall be enrolled in any of the first, second, third, fourth, fifth, sixth, seventh, or eighth grades respectively. Alien children who are deficient in knowledge of English or are excluded by the restrictions just outlined are

to be enrolled in special schools or special classes. It looks as if the San Franciscans had gained more than they have conceded.

CONTROL OF COAL LANDS.

The President has sent a message to Congress, strongly urging the adoption of a system by which the title to and cultivation of the surface of lands now held by the government may be treated entirely separate from the underlying mineral fuel resources. These last he would have treated as public utilities, under a leasing system which would retain the title with the government. The President finds that already probably one-half of the total area of high-grade coal has passed under private control, and he urges that no time should be lost in applying a different system to the remaining lands. If these can be reserved and leased by the government, he argues, there will be ample opportunity to determine, in the near future, whether private ownership or the leasing system under government supervision will best serve the interests of the people.

NOT TWO ROOSEVELTS.

One of the most experienced observers at Washington gives a plausible explanation of a phenomenon which has attracted wide attention. He observes that whenever a prominent man from financial circles goes on to Washington to talk with the President there shortly follows a report that the President has backed down or changed his attitude toward the corporations. This is because the visiting financier has brought with him an extreme idea of the President's views, and being relieved of his misapprehension, gives out interviews accordingly. Then it is reported that the President has modified his views, but when, presently, in some special message he renews his familiar recommendations the financiers perceive that he has not shifted ground a particle. In confirmation of this view that it is not the President, but the visiting financiers, who are responsible for the confusion, it is only necessary to compare the President's authorized and official utterances, and they will be found entirely consistent.

THE REED SMOOT CASE.

The long agitation for the exclusion from the United States Senate of Reed Smoot of Utah has ended in a victory for the Senator by a vote of forty-two to twenty-eight. If Mr. Smoot had been himself a polygamist, the issue doubtless would have been different; but his personal influence and example have been against that practice, and the majority of the Senate evidently believed his declaration that there was nothing in his relations to the Mormon church which in any way impaired his loyalty to the government. Senator Smoot is personally popular and has conducted himself with dignity under somewhat trying circumstances. The vote in his favor cannot fairly be interpreted

OUR MAPLES.

[Continued from page 237.]

is the red. This may become, as I have seen it about Conway, Mass., a very large, symmetrical, and handsome tree. It is occasionally seen in our streets, and is very common in wild, swampy lands, where its ruddy flowers seem especially showy amidst the still, gray copses and woods. To pass a spring without a scent of those delicious blossoms would, to the writer, seem exile indeed. They are laden with fragrance,—an odor that seems even to satisfy hunger, and well do the bees know it! Truly is the tree red maple; twigs, buds, leaves, flowers, fruit are all, in their season, ruddy. A good specimen forms a dense shade, impervious to all ordinary showers.

The red maple has a marked tendency to dioecism, more so perhaps than any other maple, the genus being generally considered polygamous only. We remember two trees, known to us for many years, and standing close together, which were ever distinctly male and female. This always led us to wonder whether the genus were abandoning an old habit,—the declinuous one,—and gradually adopting a new, a merely partial separation into staminate and pistillate conditions. I began practical work at the golden period of the Darwinian awakening, and I love to recall how the "Origin of Species" set me to putting questions to all things. No longer did we young folks amass plants simply as specimens for a herbarium, but we sought to know somewhat of their history, and how much it was affected by environment.

Next in order of blooming is the sugar or rock maple, a superb tree, whether in the forest, where it is ever of the nobility, or as a shade tree in parks or on streets. There should be even more of them, making the heart of man to rejoice. The light yellow, dream-like flowers precede the leaves, and are pendant on long, slender stalks of unequal lengths. They precede the leaves, and have a subtle, indescribable effect upon the wood-lover, as if he had received a special inspiration. In the cities, at least, the trees have seasons of either entire or partial rest from blooming that we have never noted in other maples. In a favorable spring the tree is a glorious shower of these fairy blossoms. So delicate are they—so apparently fragile and ephemeral—that as one stands beneath a tree and gazes up through the branches, he feels like saying: "Please stay a little longer; don't go yet!"

As every one knows, it is the foliage of the sugar maple, more than of any other tree, that makes the autumnal glory of our American woods. The leaves then don the richest chrome yellow, pure crimson, yellow with red border, or the reverse, or green bordered with crimson, or a mottling of all those hues at once. Some trees are always freaky; others, finding a hue they like, adopt and wear it forever. While life lasts I cannot forget two days in 1866 spent at Lennoxville, Canada, when these

trees were at their acme. I date from that occasion my complete contempt for descriptive adjectives. To overlook the forest, Midas-touched, was to walk on the more favored side of Styx. After all, the clear, unmixed yellow is the most satisfying hue. It suffuses one like a benison. It is incarnate sunlight, hope, and joy. There should be many more sugar maples in our cities. They are clean, respectable, of the noblesse always.

Two very pretty mountain species seem to be rarely cultivated. These are *Acer spicatum*—called mountain maple—and *Acer Pennsylvanicum*, the striped maple. Both are low trees, or the latter a tall shrub with very large and extremely handsome leaves, which always look as if they were turned out new for the occasion. In spring the mountain maple has long, pendant racemes of yellowish green, large flowers, succeeded by equally large keys with divergent wings. On Mount Wachusett I have been interested to note these trees in full fruit near the old Grand View house, blooming a little further up, in pretty ample bud still higher, and barely budding at the summit, all in one day. A pretty instance of the relative effects of elevation.

William Whitman Bailey.

THE SPLIT INFINITIVE.

The following in the Boston Herald is interesting, if not amusing:—

"To the Editor of the Herald: President Roosevelt may yield on the subject of simplified spelling. He will, let us hope, never be guilty of the atrocious split infinitive that seems to belong just now to 'newspaper English.' In this morning's paper one heading is, 'Mr. Bryan to Again Run for the Presidency.' Why not 'Mr. Bryan to Run Again'? The word is too important to be lost in the vortex of the split verb in the infinitive. 'Mr. Blank is to again undertake,' etc. Bad. 'Mr. B. will certainly or is certain to,' etc., is more to the purpose. not only for euphony, but for clear expression.

"'Newspaper English' in your columns can bear Mr. Moran's slurs, but ought not to be mutilated as above.

"Many a man essaying 'classic English,' as he may suppose, would do well to study newspaper English for clearness and energy. Some of us would like to read a defence of the split infinitive in good literature, newspaper, or any other.

"Henry E. Barnes.

"[The Herald will undertake no defence of the split infinitive. It does not approve of it, but knows how easily it may be written by any one who is hurried in composition, as headline writers for dispatches commonly are, and more intent on summarizing an item of news intelligibly than on felicities of style. If our correspondent who is so shocked by occasional carelessness in this particular will make careful notes of his reading of authors of good reputation, he will discover that they are not impeccable in respect of this fault. If our memory is not in error, Professor T. R. Lounsbury of Yale University, an eminent scholar in English literature, has lately written somewhat caustically of those finical purists, who fancy that the split infinitive is not good English form, with abundant authority in the practice of writers ranked as classical. This is not saying that it defends it as the better form of expression.—Editor Herald]"

President Roosevelt is notorious (?) for the use of the split infinitive.

PARENTS' MEETINGS.

Thinking it may be of interest to the readers of the *Journal of Education*, I have taken the liberty to give an account of the parents' meetings held in Wakefield during the present school year.

Early in the year a meeting of the parents of the entering class of the high school was called by the principal. The superintendent was also present. The principal addressed the parents on the questions relating to the work of the school. The relation of the parents to the teachers and to the school; the question of adaptation by the teachers; the work of the various subjects; report cards; attendance; all these were discussed. The superintendent also spoke to the parents supplementing what had been said, discussing the transition from the grammar to the high school, what it means, etc., and urging the parents to visit the teachers at their work.

As a result of this meeting the idea was conceived of holding parents' meetings in the various buildings throughout the town during the winter. This has been followed and the results obtained have been very gratifying indeed. The principal of each building with the help of the teachers sent invitations written by the pupils to their respective parents. These invitations usually announced that the superintendent would be present and address the meeting. These invitations are not sent through the mail but each pupil takes one to his parent so that all parents may feel that they are specially invited. The meetings are held immediately after the close of school in the afternoon. All the teachers are present and the principal takes charge of the meeting, welcoming the parents and speaking of anything he may feel should be discussed between parents and teachers. At these meetings are discussed the things which pertain to the life of the school, irregularity of attendance, tardiness, truancy, the causes for absence, the

effect of the same upon the school work; promotions, on what basis pupils are promoted, how this is determined; the various subjects of school curriculum and their value; discipline and punishments, and how they are made most effective. There is also brought before the parents the real object of the school, its relation to the community and the parents' relation to the school; how the teachers are in need of help of the parents and the parents in return are in need of the teacher's help; what misunderstanding can be avoided by the close relation between them; how much the parent can help the teacher by revealing the characteristics of the child from the parent's standpoint. These and various other things are discussed. They are not discussed in any formal way but just as they are; concrete examples are given to illustrate the various points. The meeting is then thrown open for the parents to ask questions and to talk personally with the teachers and to become better acquainted.

I have simply given an outline of the meetings. We believe that much good has come already from them. Parents express themselves at the close of the meeting as having never thought of the things discussed and were glad they had come and hoped that such meetings would continue. Many are present who never before visited the school.

The meetings have been called by districts so that every parent would feel a particular interest, and the attendance has been beyond what we expected. There have been from twenty-five to seventy-five parents present at each meeting. We hope that this may be a nucleus for parents' organizations and that a closer touch may be had with the school and the school work.

Very truly,

J. H. Carfrey,

Superintendent of schools.

Wakefield, Mass.

FOR MEMORIZING.

GO A-SINGIN' STILL.

New times, or old times—we'll go a-singin' still,
An' climb where Hope shines brightest, on the hallelujah hill!
So many thorns are hidden to wound our wandering feet—
An' the world has so much sorrow, a simple song seems sweet!

New times or old times,—however life appears,
We'll try to see the sunshine a-glimmering through tears;
An' takin' still a hopeful heart to where life's journey ends,
We'll get so close to heaven that we'll recognize our friends!

—Atlanta Constitution.

Let fate do her worst, there are relics of joy,
Bright dreams of the past, which she cannot destroy;
Which come in the night-time of sorrow and care,
And bring back the features that joy used to wear.

—Milton.

Forget the slights you have received;
Perhaps they weren't intended so;
And should you cherish them, revenge
Will in your bosom surely grow.

Forget that not a kindly hand
Helped you some special weight to bear;
For those who knew of yours, perhaps,
Had still a greater load of care.

As quickly as they pass your hand,
Forget the favors that you do;
If you remember you'll demand
That they be done again for you.

—Selected.

Brace up, old man, never despair;
Life has some joys in it yet—
You may never be rich, you may never be great,
But carry your head like a ruler of state—
Don't sorrow, don't grumble, don't fret.
—"Toasts and Tributes," Arthur Gray, editor.

Pull away cheerily, work with a will!
Day after day every task should be done!
Idleness bringeth us trouble and ill,
Labor itself is some happiness won!
Work with the heart and work with the brain,
Work with the hands and work with the will,
Step after step we shall reach the high plain;
Then pull away cheerily, work with a will.

—Lowell.

There is no rhyme that is half so sweet
As the song of the wind in the ripening wheat;
There is no metre that's half so fine
As the lilt of the brook under rock and vine;
And the loveliest lyric I ever heard
Was the wildwood strain of a forest bird.

—Madison Cawein.

Earth's crammed with heaven
And every common bush afire with God,
But only he who sees takes off his shoes.
—Elizabeth Barrett Browning.

PRACTICAL CIVICS

To encourage the planting of trees in the public streets in the Borough of Bronx, New York city, the North Side board of trade offered the following prizes to the pupils of the Morris high school, or the seventh or eighth grammar grades of the public schools: First prize of \$50 for the largest number of trees planted above 100; second prize of \$25 for the largest number of trees planted above fifty; third prize of \$15 for the largest number of trees planted above forty; fourth prize of \$10 for the largest number of trees planted above twenty-five; twenty prizes of \$5 each for the largest number of trees planted above fifteen.

The trees to be planted upon streets which are graded to the established city grade, upon a permit from the park commissioner.

To prove that the trees have been actually planted at the request of the competitor, each competing pupil presented a statement signed by the pupil, and countersigned by the owner or planter of the tree, upon blank forms furnished by the North Side board of trade.

The boy or girl competing for the prize went about among his friends and urged them to plant trees, thus making them advocates for beautifying the city. It compelled him to think up arguments for it. The plan made a radical departure from the ordinary prize-giving schemes of public-spirited friends of the schools in that the prize was not for mere academic effort as is usual, but for real results. It is one thing to win a prize with the best essay on tree-planting, but quite a different thing to get out among folks and urge them to do something. The North Side board of trade is doing a real service to schools in encouraging this sort of thing.

When the pupil gets the friend to plant the tree he has this certificate filled out:—

To the North Side Board of Trade:
This is to certify that I have secured the planting of
No. Kind
.....tree.....in front of the property on
the.....side of.....St. or Av.....
feet from the corner of.....St. or Ave., in
accordance with the conditions of your competition.
Name Address
This is to certify that, at the request of.....
No.
I have had planted in front of the above premises.....
Kind
..... tree
Name Address
The fact is verified and the work set to the credit of
the competitor.
This is a scheme of municipal betterment worth imita-
tion by the small towns outside of New England.
William McAndrew.

HOW FLOWER SEEDS ARE DISTRIBUTED BY THE CLEVELAND HOME GARDENING ASSOCIATION.

The method of ordering and delivering seeds through the schools has been thoroughly tested to reduce labor and the chance of error to a minimum. For the orders, a strong manila envelope—nine by six inches—is used, upon which such information and instructions are printed as: "Price of seeds one cent a packet. Mark opposite the variety the number of packets wanted." Then follows a list of the varieties of seeds offered for the year: "Return this envelope to the teacher with your money. Do not put the money in this envelope." There are blank spaces for the number of packets ordered, the amount of money paid, the name and address of the pupil giving the order, the grade and school to which the pupil belongs. Then follows any special information which may be of help in making a selection. For example, "Four o'clocks, bachelor's button, marigold, calliopsis, zinnia, morning glory, and nasturtium are easiest to grow. Cosmos is not recommended for the smoky districts." Packages of these envelopes are sent

in February to the principal of each school. A letter approved by the superintendent is also sent in which appears such announcements as the association wishes to make and brief instructions in regard to the orders as follows: "Tie the envelopes from each grade into one package. Have all the packages from your school made into one bundle and sent to the headquarters of the association. Send the money to the treasurer. Indicate plainly the name of the school from which the money is sent, and, if possible, send it in the form of a check." Orders from individuals and associations outside the schools are taken at the same time and in the same form. The returned envelopes are received and the number of packets of each variety tabulated by the young woman employed to superintend the packing. This tabulation furnishes an accurate basis for the quantity of seed to be purchased and avoids waste or loss. When the seeds arrive they are conveniently arranged on long tables for the women employed to measure them and fill the packets. These packets are small envelopes upon which the name of the seed and brief instructions for planting are printed. The order envelopes from each school are taken and the packets ordered on each one are put into it, together with a card giving brief, plain directions for the preparation and care of the garden. The envelopes are then made into a bundle ready for delivery about the first of May. The money received from the sales of seeds has under this arrangement always covered the cost of seeds, printing, and packing, leaving a small margin for the purchase of bulbs which are distributed to the schools in the fall. —From "The Cleveland Home Gardening Association," by Starr Cadwallader, in the Chautauquan.

SALUTING THE FLAG.

Can any one tell where he learned to love the flag? No more than where he first saw it flapping and snapping bravely in the winds of heaven. This generation is taught to reverence and honor the flag by precept and example in the public schoolroom and at all public functions, parades, and pageants. But the especial ceremony of saluting the flag is a comparatively recent innovation in child life in America.

We learned to love the flag before we learned the difference between a republic and a monarchy. We did not require to know the complete story of our struggle for independence, nor the awful agony of our Civil war before the red and white and blue in a certain combination of broad stripes and bright stars meant to us home, the heart's desire, the flag of our allegiance.

But although it is true, not only of Americans, yet more intensely true of Americans, that all men rally to their flag from the highest and the lowest walks of life instinctively, unreasoningly, and with passionate devotion, whether or not we have been taught its complete story, whether or not we are outcasts and criminals or successful and honored, still it is a beautiful and proper custom to teach by the simplest means the control of this devotion within its proper bounds and the reasonable service which our flag demands of us.

In the schools of America this flag lore is now being taught as it was not taught a generation or two ago. The regularly recurring lesson in patriotism, simple, earnest, thrilling, is one of the bright spots of a child's education daily.

A BAKER'S DOZEN.

Why is thirteen called a baker's dozen? Because in olden times a baker who gave short weight was subjected to severe penalties, and, to be on the safe side, he always added an extra roll to the dozen to make up for any possible deficiency in the others, and thus safeguarded himself.

BOOK TABLE.

WITH PENCIL AND PEN. Primary Language Lessons. By Sarah Louise Arnold, dean of Simmons College, Boston, formerly supervisor of schools, Boston, Boston, New York, Chicago: Ginn & Co. Cloth. 127 pp. Illustrated. List price, 35 cents; mailing price, 40 cents.

Sarah Louise Arnold has never had a rival in the hearts of primary teachers who have come into close enough relation to her to appreciate the spirit and purpose of her work with teachers for children. Although she is nominally out of primary school life and is dean of a woman's college it is impossible for her to forget her first love, and she repeatedly goes forth to lecture for them, and here is the best of evidence that her pen has not forgotten its cunning. The primary teacher of to-day is a busy woman; her duties have multiplied rapidly with the new education. Though she may be entirely fitted to compose daily language lessons and to write them upon the blackboard, she has very little time for this work. Furthermore, primary children have too many lessons from the blackboard. Much of the eye strain so common in our schools arises from this cause. In response to repeated requests Miss Arnold has here prepared a primary language book which will help to remedy these troubles. It is adapted to the upper half of the primary school, contains enough lessons to admit of selection in different schools, and affords ample material for the required written work preceding the fourth grade.

KING'S CONCRETE GEOGRAPHIES. Advanced Geography, by Charles F. King. New York: Charles Scribner's Sons. Cloth. (10x12).

This is a delightful geographical reader, beautifully illustrated. Mr. King has been experimenting on geographical readers for several years. The transformation from the reader shape to the atlas form is an experiment, the advisability of which only time can tell. The illustrations and maps are much more attractive in this form, but it is far less convenient for reading purposes. The suggestions of collateral reading is a gratifying feature. The book is usable with any series of school geographies. There has been a demand for some time for a supplementary book of this kind and it will probably be more welcome than geographical readers without large maps and abundant illustrations. If it is a success there will be other supplementary books of this kind. The only disadvantage will be the prejudice against putting so much money into a second geography, but this has been overcome in the case of other supplementary reading and there is no reason why it should not be in this case. It is sincerely to be hoped that it will be given a fair trial until school boards recognize the importance of supplementing the school geography with the best of collateral information given in an interesting style.

BROWN AND BAILEY'S JINGLE PRIMER. By Clara L. Brown and Carolyn S. Bailey. New York, Cincinnati, and Chicago: American Book Company. Cloth. 128 pp., with illustrations. Price, 30 cents.

The child expresses himself at first through jingle, ditty, and rhyme. This primer presents the printed symbols of the store of "Mother Goose" rhymes and fairy tales, which form a large part of the child's knowledge on entering school. It embodies, therefore, the most natural method of learning to read, in the form most interesting to the beginner. Following the jingles are given stories embodying the same ideas and expressions, and introducing but few new words. These stories have been used repeatedly with little children, and are those in which they have shown the most pleasure. The illustrations are very numerous and unusually attractive. There is no longer any chance to argue as to the desirability of using these jingles for a First Reader. They are in every way the most valuable and delightful means of getting little children to read, but this setting of the jingles gets its chief value in the typographical arrangement of the sentences for the advantage of the child unused to books, and, even more, to the expressive pictures which have never before been quite so suggestive of the stories to my thinking. It is a prince among princes.

PRACTICAL BUSINESS ARITHMETIC. By John H. Moore of the Charlestown high school, Boston, and George W. Miner of the Westfield (Mass.) high school.

Boston: Ginn & Co. Cloth. 8vo. 457 pp. List price, \$1.00.

A book designed for use in commercial schools and commercial departments in schools and colleges. The authors are themselves instructors in commercial departments, and so may be assumed to know what is needed in such a book, and to have wisely chosen those necessary things. Useless theories and definitions they resolutely fight shy of. Live matter alone do they choose. The concrete is preferred to the abstract. Business documents are outlined. Oral drills are part of the plan, and a large part. Calculating tables are an additional feature. The effort is to make business arithmetic of a real educational value, and this aim is certainly achieved.

THE ESSENTIALS OF AESTHETICS IN MUSIC, POETRY, PAINTING, SCULPTURE, AND ARCHITECTURE. By George Lansing Raymond, L. H. D. New York: G. P. Putnam's Sons. Fully illustrated. Cloth. 404 pp.

Professor Raymond has given his readers the ripe fruit of his studies. He is one of the few men who, born in Chicago, came East for his life work. He was born in Chicago when it was in its infancy (1839) and was educated at Phillips Andover and Williams College (1862) and Princeton Seminary (1865). For almost forty years he has been a professor in Williams, Princeton, and George Washington University. He is the author of more than twenty scholarly and popular works on various phases of art. The object of this book is to determine for the reader, if possible, the qualities causing excellence in the higher arts, and to increase his appreciation of them. The phenomena of the arts of the highest class are traced to their sources in material nature and in the human mind; the different arts are shown to be developed by exactly similar methods; and these methods are shown to characterize the entire work of artistic imagination, from the formulation of psychical concepts to that of their most physical expressions in rhythm, proportion, and harmony. Conjointly with these subjects, the effects of all the arts together upon everything that makes for culture and for humanity are considered in themselves, as well as in their relations to religion and to science, to both of which art is somewhat allied, and yet in such ways as to make it important that the three should be differentiated.

OUTLINE STUDIES IN THE SHAKESPEAREAN DRAMA. With an Index to the Characters in Shakespeare's Plays. Prepared for students, Mary E. Ferris-Gettemy. Chicago: A. Flanagan Company. Illustrated. Cloth. 361 pp. Price, 75 cents.

This is the most helpful handbook for teachers of Shakespeare's plays that has been published at a reasonable price. Indeed, there is no other single book that presents so much material in such usable form for the teaching of this feature of English literature as this. Mrs. Gettemy was for several years a successful teacher of literature in the Galesburg (Illinois) high school and this is the first of her labors. Readers of the Journal of Education will recall the exceptionally interesting series of articles on this subject by Mrs. Gettemy last year and they will not be surprised to know that she has produced a book which covers every phase of information, suggestion, and criticism desired by teachers. Nearly a half of the book is devoted to a great variety of helpful material and the remainder to an elaborate study of "The Merchant of Venice," "Julius Caesar," "Macbeth," and "Hamlet."

SOCIAL AND ETHICAL INTERPRETATIONS. A Study in Social Psychology. By James Mark Baldwin, Johns Hopkins University. Fourth edition. New York: The Macmillan Company. Cloth. 606 pp. Price, \$2.60, net.

No other American has commanded the scholarly thought of America and Europe along philosophical and psychological lines for the past ten years so thoroughly as has Dr. Baldwin, a Southerner by birth, a man still well under fifty years of age. A graduate of Princeton, which has honored him with doctor's degrees, he received the first degree of doctor of science ever issued by Oxford (Eng.) University, and was given the degree of LL. D. by Glasgow University. He was a professor at Princeton from 1886 to 1903, since which time he has been at Johns Hopkins. He has received distinguished honors at home and abroad, always in recognition of his work in philosophy and psychology. This work on "Social and Ethical Interpretations" is one of his most important contributions to the world's scholarship.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

February 26-27-28: Department of Superintendence, N. E. A., Chicago.

March 27-30: Music Supervisors' conference, Keokuk, Iowa, P. C. Hayden, secretary, Keokuk, Iowa.

April, 1907: Eastern Commercial Teachers' Association, Boston.

May 1, 2, 3: International Kindergarten Union Convention, New York.

May 7 to 10: Joint convention of Eastern Art Association, Eastern Manual Training Association, Western Drawing and Manual Training Association, Cleveland, Ohio.

July 1-2-3-4: American Institute of Instruction, Montreal.

July 2, 3, 4: Pennsylvania State Educational Association, Greensburg, Superintendent R. B. Teitrick, president, Brookville.

July 9-12: National Educational Association, Los Angeles, California.

December 31-January 1, 2, 3, '08: Colorado State Teachers' Association.

NEW ENGLAND STATES.

MASSACHUSETTS.

BOSTON. M. D. Brown, who has been representing the Rand, McNally Company in New England for the past five years, and who was before that with Messrs. Ginn & Co., died in Boston on February 7 after a brief illness. He was a native of Scott, N. Y.; was thirty-nine years of age, and a graduate of Dartmouth College, class of 1897. He was a general favorite.

MILFORD. The Medical Association of this section of the state held a public meeting recently to discuss the new state law for medical inspection of schools. The teachers and superintendents came from all adjoining towns, and physicians and educators, local and from Boston and Providence, expounded the new law, made its provisions clear and emphasized the importance and value of it. Dr. J. M. French and Superintendent C. W. Haley of this town were the prime movers in this meeting.

CAMBRIDGE. The Harvard Teachers' Association will hold its sixteenth annual meeting in the new lecture hall, Harvard University, Saturday, March 2, at 9.45 a. m. The topics for discussion are: "The Basis of an Efficient Education—Culture or Vocation?" and "Industrial Education."

PROGRAM.

9.45 a. m.—Business meeting.

10.00 a. m.—"The Basis of an Efficient Education—Culture or Vocation?" Arthur W. Roberts, teacher of classics, Brookline high school; Arthur E. Kennelly, professor of electrical engineering, Harvard University.

Discussion, opened by Robert A. Woods, head of South End house, Boston.

The annual dinner of the association will take place immediately

RECENTLY PUBLISHED.

SUCCESSFULLY USED.

Buckwalter's Easy Primer. Buckwalter's Easy First Reader. Buckwalter's Second Reader.

By GEOFFREY BUCKWALTER, Principal of Mt. Vernon School, Philadelphia.

Correspondence Solicited.

PARKER P. SIMMONS, 3 E. 14th St., New York.

after the meeting. Members of the association and their guests will meet at the Harvard Union on Quincy street. Dinner will be served at 1.15.

After-dinner subject: "Industrial Education," Charles H. Thurber, managing editor, Ginn & Co., Boston; John Golden, president of United Textile Workers of America, Fall River; Charles W. Hubbard, Ludlow Manufacturing Company.

FITCHBURG. This city has a vigorous Shakespeare Club that meets weekly from September to May. It does high-class scholastic work and has important influence upon the educational sentiment of the city.

CONNECTICUT.

WALLINGFORD. Miss Katherine Prior of the Whittlesey-avenue school has resigned to teach in Arlington, N. J.

DANBURY. Miss Katherine T. Harty delivered two lectures at the Teachers' institute in Stratford. Miss Harty is a teacher in the Danbury State normal school.

At the Danbury high school the total registration this year is 287.

NEW HAVEN. Miss Mary L. Wheeler, teacher in room 6, Zunder school, has resigned to teach at a much larger salary in the schools of Orange, N. J.

The Connecticut Association of Classical and High School Teachers met in the New Haven high school Saturday, February 16. About 150 were present. Figures read by Corresponding Secretary H. A. Tirrell of Norwich showed that Connecticut is behind other states in the salaries paid to high school teachers. The following officers were elected: President, J. P. Cushing, New Haven; vice-president, Clement C. Hyde, Hartford; corresponding secretary, H. A. Tirrell, Norwich; recording secretary, Grace A. Weeks, New Haven; treasurer, J. R. Tucker, East Hartford; executive committee, the foregoing and Stephen A. Wilby, Waterbury; Emma F. Eames, Bridgeport; W. C. Akers, New Britain.

MIDDLE ATLANTIC STATES.

NEW JERSEY.

PLAINFIELD. The board of education of Plainfield has adopted a new schedule of salaries. The maximum has been raised in various positions from twenty-five to forty per cent. and each teacher is to be advanced a hundred dollars or more in September. The increase was made without effort on the part of the teachers.

PENNSYLVANIA.

WEST CHESTER. The Washington Post of February 16 has this item:—

A party of 195 young people representing the senior class of the State normal school at West Chester, Pa., arrived in Washington this morning

on their annual sightseeing trip. They spend to-day at the capital and in the congressional library and will see the city by automobiles this afternoon. To-morrow they will visit the bureau of engraving and printing, the national museum, Smithsonian Institution, fish commission, and Corcoran art gallery, with a sunset trip to Arlington. Saturday they will visit the treasury, state, war and navy building and White House, and go to Mount Vernon in the afternoon.

Their home while in Washington is the Ebbitt House, where they will be entertained by Representative and Mrs. Thomas S. Butler of the seventh district of Pennsylvania.

Vice-President Charles W. Fairbanks, who was their guest in West Chester two years ago, at the celebration of the fiftieth birthday anniversary of the Republican party, gave

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Pictorially told by

MYRTLE KING SOUTHARD.

Care Journal of Education, Boston.

the students a reception this morning just before the senate convened. Following the devotional exercises today a reception was given them by Rev. Dr. Edward Everett Hale, the veteran chaplain, who a few years ago was entertained at the West Chester school.

The party, which arrived by special train over the Pennsylvania railroad, started on the sightseeing tour at 7 o'clock this morning. Dr. George Morris Philips, who has been principal of the West Chester State normal school twenty-five years, and is the oldest of the thirteen principals in Pennsylvania in point of service, is in charge of the students.

CENTRAL STATES.

NEBRASKA.

NEWMAN GROVE. Richard D. Bartlett, teacher, issues a letter to the parents from which the following is taken:—

"One thing which is especially noticeable in your boys and girls is their desire for good reading—good wholesome stories and good books. This is one of the pleasant things a true teacher likes to encounter, for truly good books are the means of instilling in the minds of children a desire for the higher and nobler things of life. The only difficulty to contend with is not having the books to read. The world is full of good literature which can be had for very little expense. There are hundreds of good books that may be purchased for the small sum of ten cents. An educator once said: 'There is a world of difference between a ten-cent book and a book that may be bought for ten cents.' Now which kind is your girl to read? Secure a good library for your school; let your children be guided in reading good books both in school and at home and you are advancing a cause that will some day be a blessing to you. Neglect this by allowing your children to go out into the world and select their own literature from news stands and book vendors and you are running the risk of your boy and girl getting hold of reading matter which will be destructive to character and ruinous to the mind.

OHIO.

CINCINNATI. Charles Albert Read, assistant librarian at Harvard, is chosen as librarian at Cincinnati University.

The Cincinnati Art Club has a new home in Harrison building. This is the most attractive home for artists in the Middle West.

The third intermediate school building has been equipped for night school courses in sewing, cooking, shop, woodwork, a lecture course on Thursday evenings, with the use of the stereopticon, and a chorus class on Friday evenings.

The Late John S. Locke.

BY WILL S. MONROE.

The state of Maine, the National Educational Association, and the American Institute of Instruction have jointly sustained a large loss in the recent death of John Staples Locke. He was born at Biddeford, Maine, January 25, 1836; received his education in the schools of his native town, at the Bethel (Maine)



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academy, and in active life, for Mr. Locke was a close and efficient student of the Spanish and French languages and literature. He was teacher and principal of schools at Biddeford for many years, and then for several years he engaged in educational work in Mexico and the southern states of our own country. For thirteen years (1893-1906) he had been superintendent of the schools at Saco, Maine, where he died December 5, 1906. For a number of years he was one of the directors of the N. E. A., and he never missed the annual meetings. Mr. Locke was a local historian of recognized

merit as well as the author of several works of fiction and educational addresses.

LOVE OF COUNTRY.

Several men were chatting together. One of them, a Greek, was praising his country.

"Greece," said he, "is the most beautiful land in the world. The blue heavens laugh perennially over Greece."

"Why, that's nothing," said a Hungarian, "the whole world laughs over Hungary."—Jugend.



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THE WEEK IN REVIEW.

(Continued from page 241.)

as in any way involving sanction either of Mormon beliefs or practices.

THE NEW REICHSTAG.

The new Reichstag has been opened. In England, the speech from the throne is a more or less perfunctory and impersonal deliverance, in which the government of the day voices its policy through the lips of the sovereign. But in Germany the speech is the real utterance of the sovereign, and in the present instance it was a decidedly characteristic expression and was given with a good deal of oratorical effect. There was nothing especially novel in the policy defined, but the emperor permitted himself a jubilant expression regarding the results of the election, not unlike that which he addressed to the street crowd at Berlin on election night. The Socialists were ostentatiously absent from the scene. It will not be until the work of the session has progressed farther that it can be determined how the government can make up a stable majority without the aid of the Centre.

NEW LAWS FOR IRELAND.

Augustine Birrell, the new chief secretary for Ireland, seems not to have been discouraged or perturbed by the failure of his education bill, through the obstinacy of the house of lords, but enters with a light heart and with characteristic directness upon the grave problems of the administration of Ireland. He has given notice of a bill for the creation of an Irish council, which is to have large administrative powers, and is to be composed partly of appointive and partly of elective members. This will be acceptable to the Irish only as a step toward full home rule. Mr. Birrell also announces his intention to deal with the question of the reinstatement of evicted tenants, and he has made a beginning with a bill which deals directly with Lord Clanricarde, one of the largest and most merciless of Irish landlords, by depriving him of the management of his Irish estates on the ground of his incompetency. His lordship complains that this is

practically treating him as a lunatic, but his own conduct affords considerable justification for the unusual proceeding.

COLLEGE NOTES.

IN order to make this section of the JOURNAL OF EDUCATION as complete as possible the editor asks for the co-operation of college authorities. Properly authenticated news will be printed each week of changes in college faculties, changes in instructorships, and important college news.

Rev. Charles E. Garman, D. D., professor of philosophy in Amherst College for twenty-seven years, and instructor in the college, died at his home in Amherst February 9. For the last three days he had been in a state of unconsciousness. Dr. Garman was born December 18, 1850, at Limington, Me., and was graduated at Amherst in the class of '72. He was the principal of the Ware high school for four years and then entered the Yale Divinity school, where he took the Hooker fellowship. In 1880 he became the Walker instructor in mathematics at Amherst and later succeeded in the department of philosophy the Rev. Dr. Julius H. Seelye, one of whose favorite pupils he had been. Professor Garman is survived by his widow, who was Eliza N. Miner of Ware, a sister of Dr. David Miner of that town.

Amherst College students are greatly enjoying their new natatorium. The place is full most of the time. Swimming is soon to be a required art in that college. The building was given to the college by the generosity of two graduates.

The recent death of Professor Charles E. Garman, D. D., is a great loss to Amherst. Students graduating under him and using his books are potent factors in many prominent schools from Bangor to New York city.

Professor Moulton of Chicago University is giving a course of Shakespearean lectures at Smith College, Northampton, Mass. The last one delivered was on "Henry VIII.; the Reconciliation of Character and Accident." There is to be one more in the course.

The college is much interested in adding to the McDowell fund. There

are many of his admirers here. Two weeks since the musical faculty gave a concert, the proceeds of which went to permanently establishing a home for musical people and aiding him. This home is his farm in New Hampshire, where he is to end his clouded life tenderly cared for by his wife. Many who could not attend the concert sent subscriptions to Professors Story and Sleeper.

Four new professors were appointed last week at the meeting of the board of trustees of Columbia. Nathan Abbott, dean of the faculty of law in Stanford University, was appointed professor of law. Dr. Abbott was graduated from Yale in 1877, and took a course in the Boston University Law School. He has been a member of the faculty of the University of Michigan and professor of law in Northwestern University. Dr. Harry A. Cushing, a member of the New York bar, was also appointed professor of law. Dr. Dickinson S. Miller, now lecturer in philosophy, was appointed professor of philosophy. Dr. Miller is a graduate of Harvard. Gary N. Calkins, now professor of invertebrate zoology, was appointed professor of protozoology. This is one of the first chairs of the kind ever established in any university, and the step is taken in recognition of Dr. Calkins' work as an investigator.

Stereopticon Stories.

Mrs. Myrtle King Southard, a devoted student of Longfellow literature, has a stereopticon lecture on "Evangeline" and "Hiawatha," each with 150 views. The lecture is especially adapted to schools and has been given already in many of the suburban cities. She is a uniform success. Letters addressed to her in the care of the Journal of Education will receive prompt attention.

FISHING.

She—"You don't love me any more. I know it. I feel it."

He—"But, pet, I assure you, I adore you."

She—"No, no, no! No man can love a woman with such old clothes as mine."—Le Rire.

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Copy for this department must reach us ten days previous to date of publication. This department appears second and fourth week each month.

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THE MAGAZINES.

—The March Century is a garden number, covering a wide and varied range of outdoor interests—Charleston gardens, Persian gardens, workmen's gardens, flower arrangement in Japan, and a review by a Dutch expert of Luther Burbank's work in scientific horticulture. In a different vein, and also touching a subject of far-reaching interest, is William H. Tolman's account of "Workingmen's Gardens in France," one of the most encouraging movements of the day. Detroit, New York, Philadelphia, and other American cities are developing similar aims; but France has carried the work far beyond the point of an experiment; and the story is full of vital interest. For those who want to read also of something besides out-of-doors, there is a variety of articles and the usual fiction—the conclusion of A. E. W. Mason's "Running Water," and further chapters, increasing in interest, of Mrs. Frances Hodgson Burnett's strong novel. An especially strong and timely appeal is made in John H. Finley's estimate of "The ex-President."

—The March Everybody's preserves its customary fair balance between information and entertainment. The informing articles are of unusual significance and timeliness. In accordance with cabled instructions, Vance Thompson undertook to interview Cardinal Merry del Val, Papal secretary of state, on the church question in France, and succeeded far beyond his expectations. "War Against Christ" is the title of his remarkable resultant article. "The Needless Slaughter by Street Cars," by John P. Fox, is an expert consideration of American street-railway conditions. Its conclusions are eye-opening. "The Shadow in High Finance," by David Ferguson, is an account of the entrance of detectives into present-day financial operations. Olyvia Howard Dunbar writes of the woman's rights movements of the world in an article entitled "The World's Half-Citizens." Lloyd Osbourne's novel, "The Adventurer," begins with a rush. In the same number is a remarkable group of contributors—Eleanor Hoyt Brainerd, Morgan Robertson, Harvey O'Higgins, Mrs. Wilson Woodrow, Mary Heaton Vorse, Margaret G. Fawcett, Thomas W. Lawson, Bessie R. Hoover, and several others.

—A splendid article in the March Delineator is Ida M. Tarbell's "Woman's Place in the World," a brief summary, in this brilliant woman's accustomed style, of the progress of her sex in the last half century.

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BOSTON THEATRES.

KEITH'S.

R. A. Roberts, the distinguished English protean actor who created such a furore in New York last spring when he came to this country for a limited engagement, will make his first appearance in Boston at Keith's next week. He is to play his own original sketch, "Dick Turpin," which has yet to be equaled as a protean playlet. Rice and Cady, two Dutch comedians, who are the best in their line since the palmy days of Weber and Fields; the Aribos, a team of European acrobats, who perform many novel feats; La Dell and Crouch in an extremely rapid dancing act; William Tompkins, a decidedly clever monologist, with an abundance of original material; Lucia and Viato, whose work on the wire is out of the common run; Emil Hoch and company in a brisk playlet; Albertine Melich and her troupe of trained birds, the prettiest act of the kind ever seen in America, and Mayme Remington with her lively black "Busters," a cute pickaninny specialty, will all have prominent places on the program. The list will be completed by Harry Jolson, a bright black-face jester; Rennie and Gourdiere, a pair of pretty comediennesses; Ed. Estus, in balancing feats; Bob and Bertha Hyde, singers and dancers; Bender and Earle, two clever girls who play upon a variety of instruments, and the kinctograph. Commencing next Monday, all seats in the house with the exception of those in the second balcony will be reserved, and it will be possible to purchase them a week in advance.

POOR BIRD.

Teacher—"Now what little boy can tell me where the swallow is?"

Bobby—"I kin."

Teacher—"Well, Bobby, where is it?"

Bobby—"The home of the swallow is in the stomach."

Clancy's boy, Terrence, while at school one day was requested to parse the sentence: "Mary milks the cow." Terrence got on very well until he came to the word "cow." "Cow is a pronoun, feminine gender, third person singular and stands for Mary."

"How's that?" queried the teacher.

Terrence answered: "Sure it does. If the cow didn't stand for Mary how could she milk it?"

"I have two friends: one is a jeweler, the other is a turnkey at a police station. And yet their jobs are almost alike."

"How do you make that out?"

"One sells watches; the other watches cells."

"My girl deceived me for a long time. But I found her out at last."

"How did you do it?"

"Called when she wasn't in."

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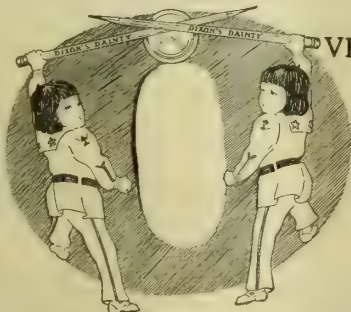
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JESSIE PATCH, *Red Wing, Minn.*: Home study is necessary and desirable in the seventh and eighth grades and, in exceptional cases, in the sixth, but there should be none called for in the lower grades. One of the best uses of home study is the bringing into closer relation the home and the school. Home study teaches industry out of school. The habit formed is an excellent one, and good habits determine good character.

SUPERINTENDENT W. H. MAXWELL, *New York City*: I wholly disapprove of the presentment which advocates the abolishment of home study. We cannot do without home study, but parents should see to it that their children do not study at home for more than two hours, that is long enough, and if a child knows that it must finish its lessons within that limit it will do so. I told the grand jury that parents should not allow their children to study longer than this period, regardless of what task might be assigned to them by the teachers. Some of the teachers are too self-centred, they try to press on a child as much of their branch of study as they can, forgetting that other teachers are doing the same—with other subjects.

LOOKING ABOUT.—(VI.)

BY A. E. WINSHIP.

[Notes on an eight-weeks' trip in November and December, 1906.]

Duluth, like Spokane and Salt Lake City, has become the metropolis of a new district in recent months. No luxury of my travel has been greater than to see the remarkable transformation in such cities as these. It is not the fact that they are larger and richer, but the reason why they are larger and richer that attracts one. Each of these cities has become the dominant factor in a new empire: Spokane of the inland empire, Salt Lake City of the intermountain empire, and Duluth of the head-of-the-lakes empire; I must confess to the coining of this expression, but the others are universally recognized. Within ten years, largely within five years, a new world has been revealed in the forests and mines within a few hundred miles of Duluth. For a while this vast wealth trembled in the balance as to where it would place the crown—on Port Arthur, Winnipeg, Minneapolis, St. Paul, or Duluth. A revolutionary movement in a kingdom or empire was rarely more significant than the uprising of this enormous wealth of forest and mine, the latter wholly unsuspected a little time ago. Duluth was the winner and wears the crown of the new empire. Naturally the credit for her triumph is attributed to her harbor, and too much cannot be said for that, but Port Arthur and Superior have glorious harbors, so that large credit must be given to the vigor and personality of her business men, who have long made Duluth a notable banking centre, carrying not less than \$20,000,000 a day balance. But for them the vast elevator interests could not have done their banking business locally. It is no uncommon event to have these grain and flaxseed elevators call for \$8,000,000 in a single day without an hour's warning. From the first these financiers of Duluth have met every demand and have not allowed any outside interest to control this large business. Consequently when the greatest opportunity came to her that ever came to a city of her size, she challenged all rivals for the crown of the head-of-the-lakes empire and received it.

Incidents are often significant. In the heart of the city is a very wide river, whose navigation is almost incessant. Chicago, Boston, and other cities struggle along as their fathers did, with a draw in the bridge, which is opened periodically, for one or two vessels to pass at a time, but this was absolutely impossible for such a hustling city as Duluth, and an aerial bridge was put in, the only one in the world. It is large enough to admit of many teams and innumerable foot passengers, and this heavily laden bridge swings over the river, suspended high in air, leaving virtually the entire river free for the boats, which need to be careful merely to slacken up for a minute to allow the bridge to pass. The enterprise that could make

this provision for its emergency could easily dominate the mighty empire that has arisen at the head of the lakes.

To R. E. Denfeld has been the honor of leading the educational development of this city for two decades, and it has been a high honor and a great luxury, because to him, more than to almost any other superintendent in the Great West, it has been given to grow up with and establish a great school system without friction at any point or in any hour. It is almost literally true that he has never asked for anything of his board or of the city for the schools that he has not received it, and without even arguing for it. Duluth is yet to know its first educational upheaval. It has had great business leadership in official school affairs. For instance, the chairman of the board of education for the past six years, J. L. Washburn, is a man of large personal interests. In the ten weeks before I was there he had made a trip to Europe and back, to Texas and back, to the Pacific coast and back, and had kept his finger on the pulse of the state normal school, of which he is the regent, and of the city schools. When I met him he was calling at the high school to visit two new women teachers in their work to see how they were doing. It was at 11 o'clock of a busy day, but he must know for himself if they were doing as well as they ought. There is something ennobling in the very movements of such a man in a great school. He did not stop long in either room. He did not need to, he could see, could sense the situation in a few minutes.

It is a great high school over which C. A. Smith has presided for six years. Mr. Denfeld led the entire West in the making of a magnificent modern high school building, indeed he has led the country in this, and for nearly ten years it was the best high school building in the United States. Denfeld is a New England boy, studied law, went to Duluth to practice, but the love of school was too much for him, and he side-tracked his law much to the advantage of education in the head-of-the-lakes empire.

ONE MODERN MANIFESTATION OF THE CLASSIC SPIRIT IN RELATION TO CRAFTSMANSHIP.

BY HENRY TURNER BAILEY.

The Oriental ideal of training in craftsmanship, that which prevailed in Egypt, may be summed up as the relation between father and son. The craft was inherited, traditions were handed down through families. The classic ideal may be stated as the relation between master and man. The master gathered to himself kindred spirits, and by working with them transmitted to them the secrets of his craft.

We find in Greece groups of students gathering about the leading sculptors, the leading architects, the leading craftsmen. These students received from their masters a certain body of tradition with regard to the craft; for instance, as to how a figure should be posed to suggest certain states of mind, the accessory symbols to identify a given subject, the proportions of the ideal figure, the best materials (clay, marble ivory, gold), the recipes for pro-

ducing the best texture and temper of bronze and other metals, methods of casting, chiseling, coloring, preserving the surface of statues. This body of tradition was of course constantly growing, and the later sculptors had not only a larger body of tradition to draw upon than the earlier sculptors, but one which had been purged by wider experience. In other words, they received from their masters practically the history of the craft they were pursuing. Then besides (having the Greek spirit) every student had a desire to improve upon what had already been done, to reach that Greek ideal so well stated by Plato in the "Third Book of the Republic": "A beautiful soul harmonizing with a beautiful form, and the two cast in one mould." The method by which the student hoped to reach something better than had ever been was also thoroughly characteristic of the Greek. There is a passage in "Lucian" which describes it. Speaking of how to form an ideal statue, he says: "Now you may see the statue growing under the artist's hands as he fits it together after various models. He models the eyes, brows, hair, after a famous work by Praxiteles, the cheeks and the bridge of the nose from a head by Alcamenes, but the delicate nostril from the Lemnian Athena, and the sensitive mouth from the Amazon of Phidias. The flow of the wrist, and the tapering fingers shall be taken from Alcamenes again, and the drapery from the Sosandra of Calamis." A constant reference, you see, to the best that had yet been produced, that from the best a synthesis might be made that would be finer.

In the process of time those who held to one body of doctrine were naturally drawn together into groups or schools of sympathetic workmen, which became the collegia of the Roman times, gatherings of workmen into something analogous to the guilds of the middle ages. We catch a vivid glimpse of these classic guilds in the "Book of Acts," where Demetrius and the other silversmiths filled the Ephesian theatre with uproar.

From these earlier groupings of men in the different crafts arose the apprenticeship system of the middle ages. These apprenticeship systems were really based upon the classic ideals, and conserved the classic ideals. The aim was to lead each apprentice to receive, first, a thorough discipline in the technique of his craft; second, to learn the history and traditions of his craft; and third, to do all he could to maintain and, if possible, to increase the prestige of his craft.

During the sixteenth and seventeenth centuries these apprenticeship systems resulted in the guilds which are so famous in the history of craftsmanship and the history of work. The guilds at last became tyrannous, so that there was a reaction against them, and after most tempestuous discussions and conflicting legislations, extending over a quarter of a century, in 1791 the National Assembly of France abolished (so far as that country was concerned) the apprenticeship system.

The wisdom of this act was questioned by many of the more thoughtful men of the age. I have here a rather dim translation of the brilliant French of Marat in regard to this movement of the time. He said, in his French of the people: "I am not sure

that this complete liberty, this doing away with all apprenticeship, all novitiate, is a good thing. The first consequence of these insane measures will be to impoverish the state through the downfall of manufactures and the decay of commerce; the second will be the ruin of the consumer through eternal expense. If in greed for gain the natural desire of the workman to establish a reputation for good work is taken away, good-by to good faith. Soon every profession and trade will degenerate into sham. Since it becomes only a question of selling things, it is sufficient to give them a certain attractive appearance and to produce them to sell cheap, without being embarrassed by the thought of worth or finish. Goods will degenerate more and more until the consumer is driven to buy in foreign markets if he would have honest goods." There seems to be something of the foresight of the statesman in this speech of the fiery revolutionist; and the experience not only of France but of other countries since the downfall of the apprenticeship system has proven Marat to have been a prophet.

Now the French are attempting to revive something of the classic spirit in the matter of craftsmanship,—that spirit which animated the master workmen of the Renaissance and of the middle ages; they are attempting to reincarnate, "as it were, the classic spirit in the modern French educational system; they are attempting to establish a system which shall recognize masters in the different crafts, which shall give to the student something of the traditions of his craft, which shall make him familiar with precedent, which shall give him a pride in honest work, and which shall give him an ambition for excellence in his technique. They are making this attempt through the professional or technical schools of the city of Paris. There are at the present time eight such schools for men, and six for women.

I have here some of the circulars of these schools. They are organized in such a way that the best elements in the old training are preserved under the modern conditions. The principal of each school is a business man primarily, not a professional man. The instructors in each school are professional men. They are selected from men who are recognized as authorities. While engaged in practicing their craft, they give a certain portion of their time to instructing students. The schools are open to all French children, but admission is by examination. Students from the city of Paris are admitted free; students from other parts of France are admitted on the condition that the municipality from which they come shall pay to the Parisian authorities two hundred francs a year; so that the tuition is practically free to any deserving student from any part of France.

The courses are as thorough as it is possible for such courses to be, and as exacting as courses in the best American colleges.

The Ecole Boulle, for the training of furniture makers, may be taken as a typical school. Entering pupils must be at least thirteen years of age. The four years' course covers the theory and practice of furniture construction, including wood-turning, cabinet-making, upholstering, wood-

carving, and stone-cutting, inlaying with wood, metal, ivory, and mother-of-pearl, modeling in clay and wax, casting in plaster and metals, mounting gems, chasing and engraving, lacquering, enameling, filling and polishing; in short, every phase of craft involved in the manufacture of the most elaborate furniture. The school has three hundred students, and admits annually only about one-third of those who apply.

The courses include not only the technical side of furniture-making, but the history of art in general, and the history of furniture in particular; so that a student knows, for example, Egyptian, Greek, and Gothic couches, and is able to make the drawing of one from memory, if you will, and reproduce it in its proper material and with its appropriate decoration.

For two hours a day, every day for four years, the students undergo a discipline in drawing, coloring, and modeling which gives a marvelous keenness of eye and precision of touch. Frequent visits to the museum, palaces, and furniture manufactories of the city and its environs give additional training. As the result, the student has a taste and a skill entirely unknown to American students, and a fine piece of work of whatever period is immediately recognized.

I visited some time ago a jewelry manufacturer in Attleborough, and in a long room saw one hundred men at work bending and soldering gold wire, to reproduce certain types of jewelry. The director of the room told me that it would be money in the pockets of that concern if every man in the shop were a trained artist, for, he said, "We haven't a man in this room who can bend a perfect spiral even with a model before him. We cannot make the highest grade of jewelry."

The work produced by the students in the Boulle school is of such a character that the furniture manufacturers of France have been able to secure legislation prohibiting its sale. It is so fine, they say, that it would ruin the furniture trade! In consequence of this restriction the public schools of Paris and the technical schools in other parts of France are supplied with this beautiful furniture.

Now this discipline which the French are giving to their students is exactly the same in spirit as the discipline which the men must have had who made the Parthenon, with its marvelous refinements of proportion and of line, and cut the exquisite ornaments of the Erechtheum and the Propylaea.

The results of this work in France are, first of all, the training of men who are in immediate demand, men who know every phase of their craft from the very beginning. The second result is an ever-increasing export trade. French work is in demand. We import immense quantities of the products of French workmen into our country every year, and give in exchange largely raw material. The work is therefore recognized by the government, and fostered by the government, and to an extent which seems extraordinary indeed to the American. Our government does nothing for technical education in any way. I found at an exhibition of work in one of the technical schools in Paris this summer a design for a kerosene lamp

about two feet high, extremely simple,—the support and bowl as usual, but with the decoration more skilfully placed than usual,—merely a drawing in water color. But the student who made it received a medal from the school, a purse from the city of Paris, and was exempted from military service for two years by the French government. What a reward for a kerosene lamp! In our country we have no such recognition of thorough discipline and skill.

But the chief result of this French training is that beautiful things are produced. Let me complete that quotation from the "Third Book of the Republic." When a beautiful idea harmonizes with a beautiful form, and the two are cast in one mould, that will be the fairest of sights to him who has the eye to contemplate the vision." Nor is that all. The beautiful thing has a value in itself, but it has still another value. Plato has stated the true function of beautiful things in the Symposium. "The true order of going or being led is to use the beauties of the earth as steps along which to mount upwards for the sake of that other beauty, going from one to two, and from two to all fair forms, and from fair forms to fair actions, and from fair actions to fair notions, until from fair notions one arrives at the idea of absolute beauty, and at last knows what the essence of beauty is, . . . a beauty which, if you once beheld, you would see to be not after the measure of gold and garments, . . . but the divine beauty, pure and clear and unalloyed, not clogged with the pollutions of mortality."

That which America needs most in its craftsmanship is a revival of the classic spirit,—that reverence for precedent, that recognition of masters, that thorough discipline in technique, that ambition to do thoroughly well the things really worth doing.—Address.

EARLY EDUCATIONAL METHODS.

[It is a long time since I have seen so good a version of the old-time conditions. Every teacher in America should read it and keep it at hand for the lovers of the good old times. It is well written and is a sincere presentation of a genuine condition of things half a century since.—Editor.]

Editor of the Pittsburgh Gazette:—

Sir: I have read with interest Colonel A. K. McClure's article in your Sunday edition in regard to our public school system, its early history and its development. I am not in touch with the early history of the educational system of the state. I recall the fact that I attended the first free school established in our neighborhood, in October, 1837. As the law then stood a board of directors would manage the school affairs of the township, levy the tax, pay the teachers, pay for fuel, etc., and when necessary erect new buildings. There was a committee of three elected in each sub-district; the duty of this committee was to make choice of a

teacher for their school, to see to it that the school-house was made comfortable for occupancy, that fuel was supplied, etc. The board of school directors would settle the bills.

When a teacher presented himself to the board for employment, having with him the certificate of the committee, it was the duty of the board, before employing him, to have him submit to a literary examination. He would usually be sent to some clergyman or other literary person of the neighborhood for examination; the certificate that he would bring back was always honored.

It was quite probable that some of our early teachers were somewhat limited in their culture. An intelligent farmer would frequently take charge of his home school, as it was usually open only a few months. If he could maintain good discipline and could retain possession of a good pocket knife, having one small blade, kept sharp, with which to "make" pens for the students, who would always furnish the goose quills, could write a plain hand—as he had to write copies in their "copy" books—could use a good switch, three feet long or more, he was regarded a good teacher.

At this early period there were more in the spelling classes than in others. The "United States Spelling Book" was then used. In reading there was one class in the Bible, another in the new testament; beyond this anyone could bring whatever reader he pleased, historical or biographical. A reading class would not infrequently be composed of one.

At this early stage of school development six days in the week were taken up in the schoolroom. It required little time to arrange for the next week's work. I recall that on Saturday afternoon an esteemed neighbor—a farmer, a justice of the peace, and an elder in the United Presbyterian church—would put in an appearance, and by permission of the teacher, would take charge of the school. He required all of sufficient age to commit to memory the Ten Commandments, the shorter catechism, with selections from the Psalms and other scripture lessons, not forgetting the Lord's prayer.

All this was in an early stage of our public school system. This religious training would not be allowed at this more advanced period, and yet, in looking back over that primary period, I cannot see where any harm grew from this training of the young minds on these moral lines.

Several years had passed before a grammar class was introduced in our school. I recall the incident, a class of two was started, and we all thought it singular that it was necessary to teach people how to use the language to which they had been reared! I recall noticing them at their grammar (Kirkham's), and it seems to me I can yet see the teacher as he is walking back and forth across the room with his hands behind his back, under his coat-tail; and as he looks over toward the "gram-

As in a game ov cards, so in the game ov life, we must play what iz dealt tew us, and the glory consists, not so mutch in winning as in playing a poor hand well.
—Josh Billings.

mar" class, extemporizing, "John—his book—John—his book," with a generous smile.

It may be a surprise to some of our present teachers to know that not only late in the 'thirties, but early in the 'fifties male teachers received as low as \$16 a month, and females from \$10 to \$12 a month. These figures would not do now; everything in the business line has changed. Very little money was needed then, many of the teachers remained at their several homes while teaching.

The most direct and radical change that took place in the development of the public school system was that caused by law directing the election of county superintendents. This law went into effect in 1854. I well remember the meeting of the school directors of Butler county, when coming together for the first time under the law, they met in the basement of the Presbyterian church, and Isaac Black, an active school teacher, was elected. When it came to fixing the salary a Baptist minister from the northern part of the county moved that the salary be fixed at \$100 a year. This brought the Rev. Mr. Findley—afterward president of New Wilmington College—to his feet. He remarked that he deemed such a motion an insult to the legislature that had passed the law. The mover of the resolution replied that such was his purpose in offering the resolution, as he felt that the legislature had insulted the school directors of the whole state by providing for the selection of an agent to look after their official conduct.

The salary was finally fixed at \$300 a year, and I can truthfully say that no superintendent of later years discharged the duties of the office with greater fidelity than did Mr. Black, traveling, as he did, on foot from one section of the county to the other as his official duties required. Just think of it, three years' hard work—both physical and mental—for which in return he received \$900!

Thomas Robinson.

Butler, Pa.

INDUSTRIAL EDUCATION FOR RURAL COMMUNITIES IN MISSOURI.

BY STATE SUPERINTENDENT W. T. CARRINGTON.

Neither the Constitution nor the statutes of Missouri limit in any way what shall be taught in the public schools of the state. Any school district, city, town, village or country may maintain as high grade work and have taught therein any subjects that the people are willing to tax themselves for. All cities and large towns have manual training and domestic art and science in high schools and in many of their grades. Much has been done in the lower grades of the village schools in hand work, looking towards the correlation of the "arts and crafts" with other subjects. Much of this work is gradually spreading to the strictly rural schools, just as fast as teachers can be prepared to do it.

In the one-room rural school, industrial teaching begins in nature study and develops into some form of agriculture, depending on the dominant interests of the community and on the preparation of the teacher. In Atchison, Bates, and

Jackson counties the specific end aimed at is improvement in corn growing. "Boys' clubs" have been organized and corn exhibits held. In St. Louis county, vegetable gardening clubs have been organized and hundreds of boys and girls make definite study of a few vegetables and at Thanksgiving time bring their best products to some central point to display, combining with Thanksgiving the popular vegetable and fruit fair. In many rural schools of South Missouri, this work runs more into a study of small fruits and berries and of poultry. In the blue-grass counties of Central Missouri, special attention is given to fine stock. Most satisfactory results are manifest in all sections of the state, growing out of the agitation a few years ago for the teaching of "nature study." Wherever the teacher has exercised good judgment in selecting material to be used and has sought the co-operation of the patrons, much interest is manifest. About one rural school in ten is doing much that is satisfactory, the work being based on outlines in a state course of study for rural and village schools and on a bulletin prepared by the state superintendent called "Elements of Agriculture for Public Schools."

In the high schools of Carrollton, Columbia, and Springfield, courses in agriculture are given. The pupils taking these courses are mainly farmers' sons and daughters. They learn farm mechanics, study soils, seeds, plants, stock-feeding and breeding, poultry raising, dairying, orcharding, flower and vegetable gardening. To be sure they read and study text-books and bulletins, but much the larger part of the work is by experiment and observation in the window garden, in the school garden, or in the home gardens and fields. What is done in a few first-class high schools is done with more or less satisfaction in scores of village high schools.

Realizing that the preparation of teachers is the first problem for Missouri to solve if it would succeed in securing industrial training in the public schools the state normal schools four years ago established departments of manual training and agriculture, and one year ago the Cape Girardeau Normal School established the department of "Domestic Art and Science" and installed a graduate of the Stout Training School as supervisor of the work. These departments give such courses as are given in the best manual training high schools in the country, and in addition supervise the work of the training schools in their respective departments and thus plan with the student teachers lessons that may be taught in the public schools and test them.

There are difficulties in developing this work, the most serious of which is to secure directors and supervisors with practical and well-matured notions of how the work should be given in a normal school. It is believed, however, that progress in this work has been fast enough. Like many other innovations it meets with opposition some

times from those who should be most interested in it. It grows upon the people and is taking strong hold of them.

Missouri cannot point to any brilliant examples of work accomplished in giving "Industrial Education in Schools for Rural Communities," but it can point with pride to the work of the normal schools, more especially to the equipment in the Cape Girardeau Normal School, in preparing teachers for rural industrial teaching and to the well-nigh universal favorable reception with which it has met.

Before much was undertaken in the rural schools the State School Department, the State Board of Agriculture, and the State Agricultural College co-operated in creating a demand for it among the farmers at their institutes. The legislature responded to this demand, not by requiring agriculture to be taught, but by requiring all applicants for first-grade local and all state teachers' certificates to pass an examination in elementary agriculture, manual training, or domestic science. The next step will be to make such requirements apply to all grades of certificates and the appointment of a deputy state superintendent to give his entire time to industrial education.

SHALL IT BE RED OR PINK?

BY LOUISE KLEIN MILLER.

For how much of the ill-nature and disorder of the children are the teachers responsible, because they fail to appreciate the "eternal fitness of things"?

A PLEA FOR THE BAD BOY.

In going about the country, I chanced to be in the office of the principal of a grammar school when a boy about fourteen entered carrying all his school belongings.

The principal excused herself and I was an interested listener to a conversation which followed. The offence, evidently the culmination of a series of misdemeanors, seemed to be the limit of endurance of teacher and principal. He was told he would have to go to the boys' school, a place for truants and incorrigibles. He stood rigid, sullen, but defiant. An order was sent by him to his teacher to be filled out, committing him to the reformatory school. On his return to the office I put my hand on his shoulder, saying it was too bad that a boy with such a fine body could not have sufficient self-control to keep himself out of trouble. He gave an almost inaudible sob. Just then his teacher appeared with his commitment. She had a harsh voice and wore a bright red dress. I could imagine that the vivid color to this highly strung boy was like a red flag in a bull fight. He yielded to its influence, but did not comprehend the cause.

A wise, gentle friend of mine, a teacher of a sixth grade, always kept a beautiful pink bow in her desk, and whenever the children became restless or disorderly she managed to secretly pin the pink bow on her dress, and "changed the vibrations" of things, much to her relief and the well-being of the children.

DISCIPLINARY SCHOOLS.

BY ELLEN LE GARDE,
Director of Gymnastics.

ORIGINATED IN PROVIDENCE, THEY HAVE SOLVED ONE OF THE CHILD PROBLEMS.

Providence has been since the time of Roger Williams the birthplace of more than one educational idea, but in none has it so led as in the place of the separate school for the boy or girl who is by character distinctly separate from his fellows. If imitation is the sincerest flattery, then Providence should be proud indeed, for not only in this country, but in foreign lands, Providence is pointed at as having solved a problem that has bothered parents and pedagogs from the beginning of time.

What to do with the child that is out of step, naughty but winning in his naughtiness, full of what the Germans term "wunderlust," the desire to travel away from school hours, to see the world, to be a habitual truant, to defy all rules, to be what the world terms bad and yet not bad enough to be unredeemable, is one of the problems of the school. Often without a real home he brings the license of no government by parents into the schoolroom and the teacher must represent law and order, all he can get. If by heredity, home surroundings, daily environment, and bad companionship, a boy or girl loses caste in the schoolroom, what can be done to reclaim the child and make him a decent citizen of the little world in which he lives?

Fourteen years ago Providence decided to segregate this type of child and put him under a new kind of care. To Truant Officer Gilbert E. Whittemore much of the credit must be given for not only establishing the schools but for the first choice of teachers. As can readily be seen a teacher for this class of children would, like Virgil's poet, have to be "born, not made." Miss Annie E. McCloy of Point Street grammar school was chosen for Hospital Street special school, Miss Katherine Taft of Federal Street grammar school for Harrison Street special school, and Miss Eliza E. Gorman of Academy Avenue grammar school for the special school corner of Academy avenue and Atwells avenue, now known as Mount Pleasant special school.

As in the ordinary classroom corporal punishment had been abolished, it was decided that it could be used in the special schools, when all other measures failed. The teachers selected for the first three schools were women of remarkable tact, experience with all sorts and conditions of children, and women who would study these youthful derelicts as the physician studies an interesting case, determined to get at the root of the disease and cure it.

Providence has been fortunate in having buildings where these schools could be located apart from the main buildings. Termed "disciplinary schools" from the start, the name stuck, and from being called special classes or schools, as those are in other places when copied from the Providence kind, the disciplinary schools keep the appellation and conquered the name, being the most orderly of schools, no matter how disorderly may have been

elsewhere the pupils. In the school manual and in school reports, the schools are termed "Schools for Individual Work," and this rightly described them, as each child is treated as an individual and his defects and good points made into something creditable to himself and his teacher.

The first director of these schools was Mrs. Rhoda A. Esten, a woman whose fitness for the head of the schools was something remarkable. Mrs. Esten was a widow, and a woman with such motherly instincts that she could make any so-called bad boy believe he should redeem himself or otherwise break her heart. Mrs. Esten not only had a way which softened a boy or girl and led them toward better habits of life, but she could sway such children to be more obedient to parents, to give up pernicious literature, taboo tobacco, and stop profanity. The bad boy began a new life and his teacher helped him on in the straight

line, much more disagreeable to travel than the curved one. The little chap was only morally diseased, and with the reverence for better things and kindness and love shown all day long, he became cured and looked at life with a clearer, cleaner vision.

From three schools the number grew to seven, one at Meeting street being established with Miss Ellen T. Gage as principal, Miss Annie L. Stimpson assistant; Orms Street school, with Miss Clara F. Perry as principal; Pallas Street school, Miss S. Ida Phillips principal; Miss Maude E. Armstrong, assistant, and Aldrich Street school, off Broad street, with Miss Helen N. Allen, principal.

Mrs. Esten continued in charge of these schools until her death and they are still continued on her plan. For a short time Miss Ida E. Thomas, now

[Continued on page 270]

COLLEGE ENGLISH.

BY EDITH GILES.

"LORNA DOONE."—(II.)

Place of "Lorna Doone" in literature, fiction.

Department of fiction—Romance; viz., a story in which the resolution of the plot depends upon the interplay of incidents rather than upon the consequences of human character.

Background—(a) Historical, remote, not immediately affecting the theme; (b) location, positive natural scenery, immediately affecting the theme by inseparable association.

Style—Reminiscent, rambling; narrative prose, broken by old songs.

Composition—One leading story, two subordinate stories, each having determining movements of its own, yet all bearing upon the construction of the main plot.

Characters determining plot development—John Ridd, Lorna Doone.

Characters assisting plot development—The Doone family in particular, Sir Ensor Doone, Carver Doone, Annie Ridd, Tom Faggus, Master Huckaback.

Characters incidental to the story—John Fry, John Ridd's mother, John Ridd's sister Lizzie, Jeremy Stickles, Squire Marwood; Gwenny, Lorna's nurse; Ruth Huckaback.

Language and spelling—Archaic dialect, for contemporary flavor.

General impressions—Picturesqueness of scenery, great sweetness of characters, causing affection for them, a sense of love prevailing, wrong righted, literary satisfaction in justifying what we should ask of the story.

Plot analysis—Place setting (detailed). Principal scenes of action, Exmoor; Doone valley, the retreat of the Doones, Devonshire. Secondary seat of action, Oare parish, Somerset, adjoining Exmoor, the home of John Ridd.

Time setting—Latter part of the seventeenth century. Charles II. king of England.

Remote historical movement, initiating action—The confiscation by Charles I. of large estates in the North, among them the ancestral holdings of the Doones, and the redistribution of these estates,

consequently a complete readjustment of the social and political position of the Doone family, making them outlaws.

Main action—The love story of John Ridd and Lorna Doone.

Subactions—Love story of Annie Ridd and Tom Faggus; Master Huckaback's story.

Cross purposes, causing interference in the course of main action—(a) Determining cross purpose, the enmity between John Ridd and the Doones, and the necessity for John Ridd to avenge his father's death upon the Doones; (b) subordinate cross purposes assisting interference, the love of John's sister Annie for her highwayman cousin, Tom Faggus; the illegal business of Master Huckaback, leading to the descent upon the Doones.

Complicating events—John's discovery of the fastness of the Doones, John's summons to London upon the King's business, Lorna's disappearance.

Resolving events—Lorna's visit to John's family, fight and defeat of the Doones, death of Carver Doone, ennobling of John Ridd.

Plot movement—Social element, an arch plot of wrong and retribution, resting upon the destruction of the destroying force, the Doones, by the injured John Ridd, wherein John Ridd, the agent, becomes the suppressor through his own wrong of the social evil occasioned by the outlawry of the Doones, and the restorer of right social conditions; also, John Ridd as agent by his marriage with Lorna, the innocent member of the injured party, restores the banished and outlawed family of the Doones to civilization and proper social position.

Plot movement, personal element:—

I. A family wrong avenged by the last responsible member of the injured family upon the last member of the family of the destroyer. John Ridd occasions the death of Carver Doone, though not by his own hand.

II. John Ridd's love for Lorna and the goodness of the human heart, as shown both in his life and hers, restores the injury to the Doones in causing their outlawry.

PUSSY WILLOW.

BY MARY A. MATHIAS.

Dear pussy willow, in coat of down,
When did you burst that cap of brown?
Yester morn, when I passed this way,
I did not catch one glimpse of gray,
Now you are peeping out at the light,
Smiling and nodding at the glad sight
Stretching and striving larger to grow,
Dear little pussy, I love you so.

Dear pussy willow, in silver gray,
What are you thinking of all the day?
Can you hear the children come and go
With tireless feet and ruddy glow?
They soon will spy your shining row,
And then there'll be shouts of joy, I know,
For pussy, the children love you so!

Dear pussy willow, in yellow dress,
How close together your blossoms press!
Bees are around you all the day long
Filling your life with happiest song.
They flit and hover around your head,
Toiling hard for their daily bread.
With the joy of giving you richer grow,
For the bees, dear pussy, love you so!

Shy pussy willow, down by the brook,
A lover has found your shady nook;
Now she is culling you, armsful high.
There's nobler work for you by and by,
Artist and poet your praise shall sing,
And joy to weary hearts you shall bring,
For 'tis no secret to you I know,
That, pussy, we old folks love you so!

BOOKS ON THE HISTORY OF EDUCATION.

- "History of Pedagogy," Compayre (Heath).
"History of Education," Davidson (Scribner).
"History of Education in the United States," Dexter (Macm.).
"Systems of education," Gill (Heath).
"Evolution of the Massachusetts Educational System," Martin (Appl.)
"Text-book in the History of Education," Monroe (Macm.).
"History of Education," Painter (Appl.)
"Public Elementary School Curricula," Payne (S. B. & Co.).
"Methods and Organization in German Schools," Prince (L. & S.).
"Educational Reformers," Quick (Appl.).
"History of Education," Seeley (Am. Bk.).
"American Public Schools," Swett (Am. Bk.).

THE NATION OF TO-MORROW.

Compulsory education laws, child labor laws, juvenile courts, and junior republics are all expressions of the same great movement to secure fair play for the children. Much has been accomplished, but it is only the foundation for far greater reforms in the future. Nothing is more constructive, more hopeful, or more permanent than the making of good children, for the children of to-day are the nation of to-morrow.—From Alice Katharine Fallows' "Fair Play for Wayward Children," in the Century.

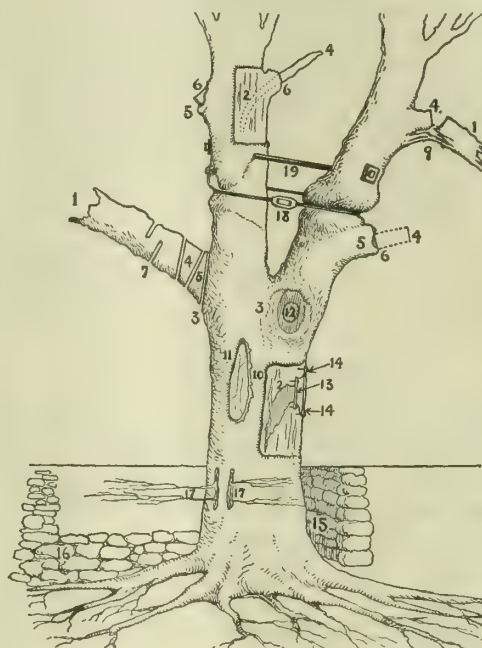
ARBOR DAY.

BY WARREN H. MANNING.

CARE OF TREES.

[Used through courtesy of Department of Outdoor Art, American Civic Association.]

A perfect tree should have healthy, unbroken bark, covering root, trunk, branch, and twig, with no broken branches, dead stubs, open sores, or warty excrescences. Remove the last (corresponding to black knot on plums) by amputating the branch or gouging out the diseased place.



Broken branches (1) decay, carry disease into the trunk (2) and shorten the tree's life. They should be cut close to the trunk (3) without leaving a stub (4) or shoulder (5), neither of which will heal over properly (6). Large branches should be cut a little distance from the tree (7), first under (7) and above (8) to avoid a bad split (9), then close to the tree (3). Wounds in the bark should have the ragged edge (10) trimmed back neatly to the growing tissue (11). All open wounds or hollows, in which wood has decayed, should have as much as possible of the dead wood scraped out to sound wood; then this sound wood coated with coal tar before the hole is covered. The mouth of small holes can be plugged with soft wood, cut to fit (12). Large wounds are best covered with copper, zinc, or tin, care being taken to fit closely and neatly to the wood at the inside edge of the growing tissue (13), but not to cover over any part of the tissue (14). Cement in cavities is generally to be avoided. It is essential that all wood in wounds be painted with coal tar or paint, to exclude the spores of fungous growths, and that this painting shall be renewed when it is weathered enough to expose wood, or when cracks open in the wood.

Filling above tree roots is likely to kill trees, not from filling against the trunk, but from covering and smothering the fine fibrous feeding roots. When filling is necessary, do not make a well about the trunk (15), but put loose stones over the original surface, and give vent to the surface in order that the roots may have air (16). Fill

good soil against the trunk, and make narrow vertical slits through the bark to the growing tissue, and force the soil therein to develop new feeding roots under the new soil surface (17). If branches are weak or cracked at their intersections, do not hold them in place with a band around the branches, for it will choke them to death (18), but put a bolt through the centre of the

same depth the plants came out of the ground, and pack soil very firmly about the roots.

Frequently transplanted nursery trees and shrubs with good fibrous roots are best. If they cannot be readily secured, get carefully dug wild trees or shrubs that are standing in open ground, with low well-branched tops. Some, especially the free-growing soft-wooded kinds, can generally be transplanted without loss. Hard-wooded and slow-growing kinds are more difficult to move. Herbs of all kinds can be moved with a ball of earth at almost any season.

Remember that it is far better to give permanent, watchful, and intelligent care to the trees already existing, or planted on Arbor Day, than to constantly set out and neglect new trees. Trees respond quickly to care, and to see that one which has been neglected is properly cared for, guarded from injurious insects, furnished with fertilizer, protected from electric wires, and otherwise intelligently handled and appreciated, is a very commendable work.



PLATE No. 1. A row of Silver or Water Maples on Kentucky Street, corner Third Avenue, about twelve years old, ruined by excessive pruning and lopping off of the leading branches. Showing scabby, sickly, diseased trees. From photograph.—From the Third Report of the Louisville, Ky., Board of Park Commissioners.

two branches (19). Shrubs and vigorous soft-wooded and rapid-growing young trees with good fibrous roots need no trimming when transplanted. When trimming trees for transplanting on account of poor roots or defective tops, no stubs should be left, but branches should be removed as indicated on the diagram. Established trees should have dead and chafing branches removed and wounds treated; but they should never have living branches cut off to stubs, as is practiced in many places by ignorant "tree trimmers."

When you dig your small trees or shrubs, don't put the spade down like this (18), for you will cut off the fibers. Put it down like this (19) and pry, cutting all around the plant.

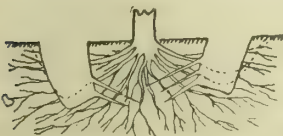


18



19

If the plant is large, do not dig it like this (20) by cutting all roots on the inside of the trench,



20



21

but cut the roots like this (21) on the outside of the trench, and save them as the soil is removed. Be sure to keep roots moist, and do not expose them to drying winds or sun for an instant at digging or between digging and planting. Plant the

THE WORLD'S NERVE CENTRES.—(XXXI.)

BY RALPH WARBURTON.

NICARAGUA AND HONDURAS.

Notwithstanding the good offices of the United States and Mexico, Nicaragua and Honduras have opened hostilities, and war seems the only way they will accept to settle their difficulties. These difficulties are over a boundary question, and are of long standing. Some time ago both countries agreed to submit the question to the king of Spain as arbitrator, who afterwards submitted his decision on the case. Honduras has claimed that Nicaragua has practically ignored the award of the kingly umpire, and now intends to secure her rights by force. In the interests of peace between neighbors, Acting Secretary Bacon of the United States and President Diaz of Mexico endeavored to prevent an armed conflict, but the question of "a line fence," as in so many other cases, has been too insistent to admit of any suggestion by the would-be peacemakers. Frontier engagements have taken place, each side claiming victory for its own forces.

Of Nicaragua, William Eleroy Curtis has written thus: "There is no spot of equal area upon the globe in which so much human blood has been wasted in civil war, or so much wanton destruction committed." If such a statement is at all near the truth, it certainly tells volumes about the belligerent qualities of this part of Latin America. It seems happier when in the war saddle than when cultivating its rich and fruitful "haciendas."

The natural resources of Nicaragua are simply

wonderful; but a habit of national indolence has thwarted the development of these resources. There is only one really good wagon road in the country, and that was constructed by the Spaniards three hundred years ago. Nearly all the commerce of the country passes over it between Corinto on the Pacific and Grenada on the shore of Lake Nicaragua. The teaming is done in rude carts drawn by oxen, which draw the load by cowhide thongs fastened about the base of their horns. Ten miles a day is the average rate of transportation.

There is undoubtedly great mineral wealth, but it is only sporadically worked. The forests are abundant. Rubber trees are plentiful, but the rubber is not equal to that of Brazil on account of less skilful labor in preparation. The mahogany trees are majestic and valuable. They are from sixty to seventy feet in height, and from twenty-five to forty feet in girth. But because of the absence of roads, it is difficult to get this choice timber down to the coast for shipment. The cocoa tree grows wild in the forest as well as being cultivated on the plantation; yet comparatively little is furnished for export. Coffee plantations are numerous on the fertile slopes about the lakes, and the berry is of a high grade. Plantains and yams provide food for the peon population. The indigo plant flourishes, but the market for the dye from it is almost gone since the advent of the aniline dyes.

The total population is about a quarter of a million, about one-seventh of which is of pure Spanish blood, and the remainder of mixed races—Spanish, negro, and Indian. The leading cities are Managua, the present capital, Leon, Grenada, and Corinto. Managua has a population of about 10,000. Leon is one of the oldest cities in America, having been founded by Cordova in 1523. Grenada numbers 15,000. Corinto is the seaport on the Pacific. The mosquito coast on the gulf side is almost entirely inhabited by Indians, and Bluefields is its one port for shipping.

Honduras means "depths," probably from great depth of the waters about its coast. In area it is about the size of Ohio. The country is one succession of mountains and valleys. The Bay of Fonseca is its only port on the Pacific, and on either side of the entrance to it stands a great volcano, as if on guard.

The products are of both the tropical and temperate zones. On the higher levels are grown wheat, corn, apples, and other cereals and fruits belonging to the temperate zone; while on the lower levels are palms, pineapples, oranges, bananas, sugar cane, and coffee. Mahogany, logwood, and rosewood are exported in large quantities. In its flora there is nearly every known tree or shrub, and more plants of medicinal value than in any country on the globe. Yet the people are not awake to the possibilities of agriculture or forestry. And the same is true concerning the many mineral ranges. There is much gold and silver; and iron that in the ore is so pure that all it requires is fusing, not smelting; and yet the people are slow in seeing the wealth in their mines.

The population is under the half-million mark, with only about 10,000 of unmixed European blood. The rest are either native Indians or mixed races. The Carib Indians on the north coast are a vigorous race, and the chief reliance of the mahogany cutters. Speaking of mahogany, a steamship from Honduras docked at Boston recently with a cargo of 3,415 mahogany and cedar logs, one of the richest cargoes of this kind ever brought to the United States.

Long before Hudson found his way inside Sandy Hook Honduras had several large and flourishing cities. Comayague is the hub city at present, on one of the finest sites in the world, and with a climate of perpetual June. Amapala is the Pacific port, and was once a noted resort of pirates. Tegucigalpa is the commercial centre, the seat of government, and a pretty capital. It is located in an amphitheatre of splendid mountains. The streets are well paved; the houses painted, and some quite ornamentally. The population is nearly 15,000. Fully two-thirds of all the white people of the country live there. Truxillo is the seaport on the Caribbean, and is quite a shipping centre. It is from here that monster terrapin are shipped for the clubs of New York, and also alligator hides for the use of the leather interests.

TALKS ON SCULPTURE.—(VI.)

BY LORADO TAFT.

Unhappy times came upon fair Athens soon after the dedication of the Parthenon. Jealous Sparta aroused the south to insurrection, and a long-drawn-out war weakened the proud city. In the midst of it came a great plague, which carried off many of the inhabitants, sparing no one because of his prominence or usefulness. Pericles himself surrendered to this new enemy.

But through all these woes the Athenians cherished their ideals and continued to build temples to their beloved goddess. Two structures of this period—the last quarter of the fifth century, B. C.—while not large, are among the most artistic buildings in the world. Both are upon the Acropolis. The larger was the Erechtheum, famed for its Porch of the Maidens, whose eight sturdy figures of young women are used as columns to support the roof. They are so strong and adequate, they carry their burden with such ease, that there is no appeal for pity. We feel that they were made for this purpose and that they enjoy it. Architectural sculpture has nothing to offer, the whole world over, more beautiful than the Caryatids of the Erechtheum.

The other building was made notable likewise through its sculpture. It is a little temple to Athena the Victress, sometimes called the Temple of the Wingless Victory. Only eighteen by twenty-seven feet in dimensions, and situated upon a lower level of the Acropolis, it would attract no attention were it not for the beauty of its elaborate frieze and more especially the grace and charm of the balustrade which partially surrounded the structure. Perhaps this low parapet was necessary to keep the Athenian children from falling over the edge of the narrow shelf of rock upon which

the temple was built, but we have other reasons for taking a friendly interest in it.

Never has another such balustrade been seen in this world! It was made up of reliefs of little Victories, winged figures in the most graceful attitudes. Many of these precious little creatures have been lost—for time and the Turks have destroyed ruthlessly—but we possess one at least



NIKE UNTYING SANDALS.

(see illustration) which has suffered little. She is so perfect in grace of pose and of flowing drapery that we scarcely miss her head at all.

Some of these tiny ladies were engaged in leading oxen to sacrifice, others in carrying offerings, but this one has nothing more important to do than fastening her sandal. Her position may not explain itself at first sight. One little girl thought that she was "hopping," but the fact is that her right foot rested upon a stone which has since been broken away with the corner of the relief. Thus the pose is seen to be perfectly natural and as beautiful as the carving itself.

It was always a problem with the Greek sculptor to fill his given space adequately, yet without "lugging in things." Can you imagine a panel of this shape filled more gracefully than it is here? I will venture to say that there is not another relief in the world more exquisite in its play of lights and shadows than this rare little Nike of the balustrade.—Used by permission of the Chicago Record Herald.

PUBLIC SCHOOL MUSIC.

THE RELATION OF THE BEAUTIFUL IN ART TO THE NECESSARY.—(I.)

BY ROBERT FORESMAN.

Some time ago I read a course of study which had as its introduction a brief treatise on the subject of rote singing in the primary grades, in which the value of such training as the foundation for the child's study was emphasized, and the manner in which a sufficient musical experience could be gained by the child was quite fully illustrated.

And then the writer used the following quotation as a reason for submitting the detailed suggestions that followed:—

"The beautiful rests upon the foundation of the necessary."

A careful examination of what followed showed that to the writer of this course of study the "necessary" in musical education was technical study, technical drill, and a knowledge of musical elements. There was page after page of suggestions and illustrations relating entirely to scales and intervals and time relations without a suggestion of song. The writer has interpreted the "necessary" as being the rudiments or elements which go to make up or complete the beautiful. He had reasoned to himself that a child must be given a knowledge of the elements of the subject before he can have power in it or fully understand and appreciate it. He had taken the logical instead of the psychological point of view. He had considered the essential or necessary parts of the art that go to make art complete, instead of studying the thing that is essential to the development of the child at the particular time in the child's life when he is supposed to follow the course of study laid down.

The writer failed to recognize this simple truth, that in art the necessary is the thing that the

child needs, the thing that is essential to his development.

"The beautiful rests upon the foundation of the necessary" is a profound truth. Properly applied, it is one of the greatest principles to be used in training children. If it is misunderstood and misapplied, it can be made to do great harm to their development. Emerson in writing it may have had his mind on the logical symmetry or balance of music as a complete art. In any event it can be construed and understood in this sense. The quotation, however, can be applied to a consideration of the art of music as it appeals to the teacher who is undertaking to develop the child in a knowledge and appreciation of the art.

The interpretation of this quotation depends entirely upon whether we are considering its significance logically or psychologically, that is, whether we are considering music as made of so many parts or phases in relation to each other, or whether we are considering music as an art in its relation to the child. When we consider the proposition psychologically, we find (as we have said) that the necessary is what the child must know in order to appreciate the beautiful.

Thoroughness in art most surely, but thoroughness in understanding the beautiful. Definiteness, of course, but definiteness in appreciating its power. It is true that there comes a time when a knowledge of the elements that compose the song is absolutely necessary for the best results, but this knowledge is necessary to the child only because it helps him to more fully appreciate the power and the meaning of the beautiful and is neither necessary nor helpful for its own sake. And so we see that art as an influence in education has one phase more important than any other—that phase which brings the right influence, that which

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THE LONGFELLOW CENTENARY.

While the hundredth anniversary of Longfellow's birth was observed in some becoming way all over the land, it will not be deemed invidious to say that to Cambridge, the city of his long residence and his fame, belonged the honor of the chief celebration. And grandly did she rise to the occasion, making it an event that thousands will never forget.

Cambridge has more material linked in some way or other with the genial bard than any other place. Craigie house was thrown open to the public, and hundreds availed themselves of the opportunity to visit it and to greet the poet's daughter, whose home at present it is. The city library had a marvelous collection of portraits, manuscripts, editions, translations, and letters, which were grouped in two of the larger rooms, and which thousands of the poet's admirers, both young and old, eagerly visited and scanned.

But the crowning event was the evening gathering in Sanders theatre, arranged by the Cambridge Historical Society. Certainly a couple of thousand people had to be denied admission, so great was the throng. In many ways the gathering was notable—by its president, Professor Charles Eliot Norton, who could speak of the poet as "my fellow townsman" and "my beloved friend"; by the presence on the platform of eminent people: President Eliot, Colonel Higginson, Governor Guild, Mrs. Julia Ward Howe, Mrs. George W. Cable, the poet's daughter, and many others; and by the beautiful rendering of a cantata, "The Village Blacksmith," by seventy-five pupils of the Cambridge schools, their singing supplemented by the strokes on an anvil, the tolling of a bell, the notes

of an organ, and the song of young misses in an overhead balcony.

The letters bespeaking regret over necessary absence and abounding with kindest, but not fulsome, admiration of the poet's powers, were of deepest interest, coming as they did from "Charles Egbert Craddock," James Whitcomb Riley, John T. Trowbridge, "Ike Marvel," Hon. Andrew D. White, Edmund Clarence Stedman, and many others. Stedman alluded to Longfellow as "the apostle of taste, sentiment, and beauty"; and a letter from London styled him "the uncrowned laureate of the common people."

Colonel Higginson saw in him "not so much a creator as a composer," and said that "he dealt with things rather in their relations than in their essence." There was thunderous applause when Mr. Higginson said: "He drove the housemaids to despair by demanding that the poorest children of Cambridge should tramp through his study and make themselves at home there while they were there." "He has passed on," said Mr. Higginson, "but he has peopled our day with imaginative figures that can never pass." "If Evangeline, Hiawatha, and the Village Blacksmith are not alive, who is alive?" President Eliot spoke of Longfellow's feeling insecure as to his future, and then added: "But the hero would not be a hero if the issue of the future were fully known by him." The president said that "for eighteen years it was Mr. Longfellow's privilege to teach the flower of youth in the university, in a prosaic and utilitarian age, the literature of Europe."

A commemorative poem by Thomas Bailey Aldrich contained this gem:—

"They do not die who leave their thought
Imprinted on some deathless page.
Themselves may pass; the spell they wrought
Endures on earth from age to age.
And thou whose voice but yesterday
Fell upon charmed listening ears,
Thou shalt not know the touch of years;
Thou holdest time and chance at bay.
Thou livest in thy living word
As when its cadence first was heard."

Professor Bliss Perry of the Atlantic Monthly read a finely discriminative estimate of Longfellow by W. D. Howells, who was prevented by illness from attending, in which Mr. Howells alluded to "the moments I spent with Mr. Longfellow as the happiest of my life."

Professor Norton in bringing the great meeting to a close related a remark of Rudyard Kipling to him once, that "not a few poets have written too much," and he instanced Keats and Milton as examples. "But," he added, "there is one poet of whose works I do not wish to spare one line; and that is Longfellow."

RIGHT, HE IS.

Superintendent A. J. Jacoby of Milton has this to say: "The professional teacher needs at least a weekly and a monthly to keep in touch with educational progress and for inspiration and help."

MENTAL HEALTH THROUGH CHOICE READING.

Teachers must never forget the responsibility of the school for the life-long reading habits of those who come under their direction in the schools.

"Frenzied Finance," "The Treason of the Senate," "The Jungle," and other phases of extravaganza may or may not be sociologically important, but they are otherwise demoralizing. They set the mind a-whirling and arouse the passions but give no trace of power, establish no poise, give no vigor of thought.

They produce a mental cyclone, an emotional cloudburst, and make it wholly improbable that one can seat himself quietly and read anything that has a healthy rhythm or meter. Like an overdose of quinine, they set the ears a-buzzing so that nothing is natural. It is for the school to attune the reading taste of the pupils and students so that mental and moral health are at concert pitch. It can be done, but not mechanically. When will the schools awake to their privilege in this phase of their life?

DEMONSTRATING CHRISTIANITY.

The editor of the *Journal of Education* said recently in a paper before a club of which he has been a member for thirty years: "More is being done in demonstrating Christianity since 1900 than was done in fifty years before." One of the members took the other extreme, saying that less and less has been done to demonstrate Christianity year by year for fifty years.

We differed merely in what demonstrates Christianity. His view is that closet devotion, theological seminary enthusiasm, and kindred exhibitions alone demonstrate Christianity, while we claim that whatever achieves the ends for which the founder of Christianity taught, and in which he demonstrated his power, demonstrates Christianity.

For instance, the percentage of children under sixteen years of age employed in factories in Chicago alone has been reduced from 4.4 per cent. to 1.5 per cent. since 1901. That is, while factory employees have increased from 353,565 to 570,000 in six years, the number under sixteen years has decreased from 15,581 to 8,510. That is to say, while the number of factory laborers has increased 60 per cent., the number of children has decreased practically 50 per cent. To our thinking that is one of the most substantial demonstrations on record of meeting the founder of Christianity's appeal to "suffer little children to come unto Me and forbid them not" that has ever been recorded, and the record for the entire country is along the same line.

Of course the other side would say that such evidence is merely negative, that it does not prove that anything has been done for these children beyond a contribution to their physical well being.

Then take a second case, in Denver, where the boys under seventeen have had their personal purity improved beyond 90 per cent., where the criminal practices have been reduced 94 per cent., where thrift has been improved more than 70 per cent., and the same general tendency is national.

If this does not demonstrate the injunction "Suffer little children to come unto Me, and forbid them not," then what could? Certainly this is a thousand times clearer demonstration than any recorded percentage of mere profession on the part of the children at any time from 1850 to 1900.

Or take the floating hospital and its demonstration of Christianity for little children.

It would be even easier to show the demonstration of the appeal of the founder of Christianity, "Come unto Me, all ye that labor and are heavy laden, and I will give you rest."

Easier yet in the casting out of disease, in multiplying the fragments—by products—and in all principles taught by the founder of Christianity.

The only problem before the church to-day is whether or not it will lead in the demonstration, or be content to let the good work go on despite its indifference.

The school has no option. It must welcome every demonstration of Christianity and magnify it whenever possible.

BAITING FOR COLLEGE.

The time has passed in which it is either wise or safe to neglect effort to turn high school students collegeward. The Ilion, N. Y., high school is baiting students for college better than any other that I know. Many high school principals and even other teachers are class conscious as to their own alma mater, but at Ilion they deliberately bait for all colleges.

There is a large cabinet of large picture-frames swinging about a standard. Each frame is filled with the pictures and significant facts about some one college or university to which students are likely to go. There are eighteen colleges and universities represented and on the average there are about fifteen views of each. Near, on a shelf, are the latest catalogs of all of these institutions. Every student, whether or not he hopes to go to college, studies these pictures and then the catalogs. Several unsuspecting boys and girls are annually baited to try a college or university course.

Why not make something like this universal? Superintendent Abrams developed a good thing; pass it along.

NATIVITY OF COUNTY SUPERINTENDENTS.

Delaware has no native son as a county superintendent. The three counties have drawn from Pennsylvania, Maryland, and West Virginia.

Most states in the Union have native sons as superintendents, except in the newer states and the Far West. In Maryland, for instance, all but one are natives.

Many states have no county superintendents. This is true of New England, New York, and Ohio. In the South the salary is so low that an outsider could never desire the position.

The states which furnish an interesting study as to nativity of county superintendents are New Jersey and Pennsylvania, Indiana, Illinois, and Iowa.

In New Jersey all are native but three, and these

come from New Hampshire and Pennsylvania.

In Pennsylvania practically all are native, with representatives from Ohio, Delaware, New York, and Wisconsin.

In Indiana seven-eighths are native, with representatives from Ohio, Kansas, West Virginia, Illinois, Kentucky, Pennsylvania, and Missouri.

In Illinois three-fourths are native, with several representatives from New York and Pennsylvania, with one or two each from Massachusetts, Maryland, Ohio, and Germany.

In Iowa less than two-thirds are native, with five from Illinois, three each from Indiana, New York, and Wisconsin, two each from Missouri, Ohio, Canada, and one each from Nebraska, Pennsylvania, Vermont, and Germany.

Pennsylvania furnishes more county superintendents to other states than any other state, though New York is within one of doing as well, and Illinois and Ohio follow close behind.

The New England states practically furnish no county superintendents.

DON'T.

It is hinted that some of the Rockefeller \$43,000,000 will be used to establish new colleges. Oh, don't! The demand for his millions is the lack of support for the colleges we already have.

Congress cut down the appropriation for playgrounds for the children of the city of Washington from \$30,000 to \$5,000, or one-half what it was last year. Now see how many millions will go for battleships. Millions for bluster, a pittance for manhood in the making.

Minneapolis continues to lead—salaries of all grade teachers again raised fifty dollars. This in spite of the fact that every teacher had signed a contract to teach till April on the old schedule.

The four bulletins issued by U. S. Commissioner of Education Elmer Ellsworth Brown in 1906 are of superior value and argue well for the efficiency of the department under his administration.

Salary never measures the importance of a position. Mary Lyon never had \$300 salary in her life. Horace Mann became educationally immortal on a thousand dollars a year.

Alfred Mosely's published comments on America are so superficial as to be amusing. There is nothing new, nothing said with a new emphasis.

Superintendent Carroll G. Pearse is re-elected as superintendent of Milwaukee at \$6,000, for three years from next July. This was by a unanimous vote.

Virginia has increased the salary of the state superintendent to \$2,800. Well done. He is also allowed \$800 for traveling expenses, an increase of \$300.

The professors at Clark University teach but

two hours a week. Where else do the students get so much of a man's best strength?

A municipal university is sure to come in every city that has not a first-class university within its border or adjacent thereto.

Edward Everett Hale will be eighty-five years old on April 3, and he has not the faintest sign of arrested development.

Chicago is to have but fifty seats in any new classroom. Heretofore there have been sixty. Fifty are too many.

It is absurd to have a high-salaried principal doing the clerical work that could be done for from \$8 to \$12 a week.

Two years more of Roosevelt, or "only two years more of Roosevelt," according to your taste or sentiment.

Professor Albert Bushnell Hart of Harvard thinks the poor whites of the South are in dire need of education.

California is doing nobly by her schools. No state is providing for them more generously or intelligently.

The Cheney (Washington) State Normal School gives its teachers every sixth year on half pay for study.

In Germany a salary of \$1,800 and house rent is ordinarily a maximum, with \$2,400 the theoretical limit.

There has not been a better schoolmaster's story written than C. W. Bardeen's "Roderick Hume."

In every possible way help to create public sentiment for public playgrounds in cities.

A laborer is worthy of his hire, but no man is worthy who labors merely for his hire.

Kentucky has provided \$500 for the traveling expenses of the state superintendent.

Michigan state superintendent is to publish a state course of study.

Berkeley is likely to be a lively educational rival of Oakland.

Report of Department of Superintendence, N. E. A., next issue.

The more we forget self the longer will we be remembered.

Alaska is the best place in the world for a summer trip.

Connecticut towns may consolidate their school districts.

All high school fraternities must go out of commission.

"Desimplified" is the latest.

THE WEEK IN REVIEW.

THE PANAMA CANAL.

There has been a complete change in the plans for the construction of the Panama canal. Chief Engineer John F. Stevens has resigned; all of the recent bids have been rejected; and there will be no readvertisement for proposals. The digging of the canal will be carried on under the supervision of army engineers. Lieutenant Colonel George W. Goethals, Major David DuB. Gaillard, and Major William L. Sibert will be given command of the work. They will probably be made commissioners, with salaries considerably in advance of those attaching to their rank in the army. It appears that the work done by Mr. Stevens has been of such a character as to result in good administrative and constructive forces and to put the undertaking in such shape that it will be quite possible for army engineers to carry it forward. It may be that under this general supervision by army engineers some of the digging will yet be done by contract, but that is not yet determined.

A NEW DOMINICAN TREATY.

The Senate, by a two-thirds vote, with one to spare, has ratified a new treaty with Santo Domingo. The instrument is quite different from that which was presented in such haste two years ago. Under that, the United States would have established a kind of protectorate over Santo Domingo; and would not only have agreed to attempt to adjust all the obligations of the Dominican government, foreign as well as domestic, but would have undertaken to grant the Dominican government such further aid as it, the United States, might deem proper to restore credit, preserve order, etc. Such obligations to a republic so explosive as Santo Domingo would have involved grave risks. Under the new treaty, the Dominican revenues are to be collected, primarily for the benefit of the creditors, by a general receiver of customs, and assistants, to be appointed by the President of the United States; and the Dominican government is forbidden to increase its debt or to modify its import duties until all its bonds are paid, without the consent of the President of the United States.

A TERRIBLE MARINE DISASTER.

Details of the Larchmont tragedy had hardly disappeared from the columns of the daily papers before news came of a disaster overseas which was equally distressing. The Rotterdam steamship Berlin, which had made her way across the channel from Harwich, Eng., to the Hook of Holland through a tremendous gale, was just entering the latter port when she struck upon some rocks and almost immediately broke in two. One passenger, a sea captain, escaped to shore unaided upon a floating timber; and thirteen passengers and sailors were taken off the wreck, some of them after they had been there for thirty hours or more, but all the rest of the 143 persons on board perished. The life savers who effected the rescue of

the little handful of survivors showed great courage and persistence. They were led in person by the Prince Consort, husband of the Queen, who displayed manly qualities which had not been generally attributed to him.

WAR IN CENTRAL AMERICA.

Just as there appeared to be good ground for the expectation that the differences between Honduras and Nicaragua might be peacefully adjusted by reference to arbitration, there was a collision between the forces of the two republics on the frontier, followed immediately by an invasion of Honduras by Nicaragua and a formal declaration of war by Honduras. Reports of the battles which have since taken place are mostly from Nicaraguan sources and uniformly chronicle Nicaraguan victories. The rights and wrongs involved are obscured by conflicting statements, but Nicaragua appears to be the aggressor, and the presence of Honduran revolutionists in the Nicaraguan army lends color to the charges of Honduras that the whole affair is an attempt to overthrow the Honduran government. The possibility that Salvador may be drawn into the war may make it the duty of Mexico and the United States to force arbitration upon the combatants.

GERMAN POLITICS.

With the assembling of the new Reichstag, and the speech of Chancellor von Buelow outlining the policy of the government, German politics pass into an interesting phase. The government has introduced the same budget which was rejected by the last Reichstag; and the Chancellor's speech, so far from making any attempt to conciliate the Clericals, is calculated to widen the breach between them and the government, for it was full of reproaches for their alliance with the Socialists. The Chancellor defended the government with a good deal of heat against the charge of having interfered to influence the elections illegally. Among the measures which he promised were a reform of the penal code, a limitation of prosecutions, for lese majeste, and a reformation of the laws as to the right of assembly and association. The form of the last-named proposal will be awaited with interest, for it suggests the possibility of such legislation as has so deeply stirred France and Spain.

AN UNEXPECTED HITCH IN FRANCE.

An unexpected hitch has taken place in France in the negotiations for the leasing of Catholic churches to the priests. M. Briand secured the support of the Chamber of Deputies for his conciliatory policy by an overwhelming majority, whatever differences had arisen between the premier and himself having been adjusted. But when the negotiations with the ecclesiastical authorities reached the form of the proposed leases, the bishops objected strenuously to the provision requiring the parish priests to be responsible for

DISCIPLINARY SCHOOLS.

[Continued from page 261.]

critic at Peace Street school, was in Mrs. Esten's place, but a consolidation of the work placed them under the assistant superintendent's charge, Miss Sarah Dyer Barnes.

The Hospital Street school is the largest, having fifty-nine boys in three rooms, Miss Mary L. Young and Miss Leoline N. Mowry being assistants to Miss McCloy. Harrison Street comes second with fifty-five boys, Miss Mary T. B. Kelly and Miss Annie E. Hanley being assistants to Miss Taft. The last report from these schools numbers 292 pupils, all boys, a trifle over ten per cent. of the school population. Every seat in these schools is now filled, but 292 represents the usual maximum number.

During the present school year Miss Barnes has investigated 694 cases of discipline, 551 different pupils having been reported, so the number 292 in the special schools shows that only the worst cases are sent from the classroom. When it is understood that nearly 95 per cent. of these are made over into good school citizens the value of the disciplinary school plan is proved.

One of the odd things that has come from the many visitors these schools have had is the utter disbelief that the pupils are incorrigibles. Enter a special school and you see clean, trig, tidy boys in the majority. Many of them know little of cleanliness in their home lives, but the teacher, who is a veritable mother, has introduced each to soap and hot water, and often bought the collar and necktie he wears. A story is told of one of these boys when asked why he was so dirty, and had he a bath tub in his home, said indignantly to the last interrogation, "Of course I have a bath tub. But I sleep in it!"

Mothers, that are only such in name, are too often responsible for the neglect shown in the boy's physical appearance, and the teacher brings the careless fellow up to a sense of better physical well being and consequent self respect. One school keeps a shoe-blackening box and the boys use it. As there are all ages and sizes in these schools, the room is ungraded, but in music and gymnastics the class works together.

To see these boys go through a hand or dumb-bell drill or the setting up exercises of the United States army with the piano accompaniment, is to see a drill well worth looking at. The schools have no recess, closing fifteen minutes earlier than the general schools, that pupils may get home before the ordinary classes.

One of the plans which Superintendent Small and Miss Barnes have for the future is the introduction of manual training into these schools. It is much needed, not only for its muscular effect, for the occupation it gives, but that it will foster and encourage that creative instinct inherent in every boy, good or bad, prig or rascal. At present much is done with that love of animals possessed by all children, with gymnastics, encouragement to go back to the grades, and with a devotion to the teachers that makes up often for the lack of it to the parent.

Perhaps the greatest compliment that can be

paid to these schools is the fact that parents of so-called "bad boys" prefer once the boy has tested the value of the school, to have him remain in it. And the boy, too, prefers it. Also the truth that all cities now trying the plan copy the Providence schools and wonder how any better place could exist. New York goes a step further and encourages the boys to save the money which would go for cigarettes, and with it supplies chocolate, hot milk, and a few crackers for a lunch at 10 o'clock. This is done in Paris and London, a bowl of hot broth being the substitute for the New York meal. Boston has just opened a school under Miss Henry of the Gardner school in Allston, Mr. Small's account of the Providence schools in his paper read before the Social Education Congress having awakened a remarkable interest.

But what becomes of the five per cent., those incorrigibles, which even the teacher in the disciplinary school cannot redeem? Providence is solving this problem, and with Judge Lindsey in Denver and Judge Mack in Chicago, Judge Frederick Rueckert, president of the school board, deals with this five per cent. in the juvenile court, established several years ago. These are never given up by the teacher in the special school until all else fails. She has always followed him into the highest tribunal, the juvenile court, and to plead for him for "just one more chance." And it is only a question of time when her pleadings and the judge's kindly words of advice will put to rout what was formerly known as the bad boy problem. The bad boy has a heart and the disciplinarian teacher finds it.

SCHOOL INFLUENCE ON PARENTS.

BY ASHER J. JACOBY,
Milton, Mass.

In what way and to what extent does the school affect the parents of the children?

This question is often asked within and without the teaching profession.

In talking with a bookseller some time ago about the large increase in the number of books published on nature subjects, I had this question answered, in part at least.

This man told me that the interest in nature and the demand for books on the subject increased very perceptibly soon after the movement to teach nature in the schools had gained a foothold. He said parents came to the store to buy books on some phase or phases of nature, having become interested through their children's study of the subject in school. As the attention given to nature study increased in the schools, and the subject was better taught, the interest increased in the home.

It would be idle to claim that the schools deserve all the credit for the large interest in nature; but that their influence has been considerable, no one, I think, will deny. Truly, the teacher's opportunities for influencing lives not only in the school, but in the home and community as well, are indeed great. How important it is, then, that he should possess the requisite qualifications to do work commensurate with his opportunities.

PUBLIC SCHOOL MUSIC.

[Continued from page 265.]

we call the beautiful, that which elevates and enriches life.

This phase is the necessary—the other phase merely contributes to it.

The child must have this brought into his life in a most definite, direct, and positive manner if he is to receive the greatest advantage from the study of art, and while it is true that in connection with his effort to get the best out of art it is finally necessary for the child to study certain fundamental and elemental facts and principles it must be constantly borne in mind as a principle of education that these elementary things, these scientific relations, have no value for him, no real interest, no proper influence, except as they relate to and suggest the beauty and the power of the art itself. Consequently, in the teaching of art the necessary begins and ends in art itself—in its highest and best influence. Educationally considered, art is not divided into phases that admit of independent and separate consideration—the beautiful on one hand and the necessary upon the other—the one resting upon the other as an essential foundation. Although we often speak of art as being made up of two phases for the sake of considering the things that we as teachers, as mature thinkers, are able to learn about it, and the facts which we are able to master.

Educationally considered the beautiful in art rests upon its own foundation, just as the spiritual, which has no foundation of flesh and blood, does not partake of the nature of material, although it may dwell in the form of flesh and blood and have its foundation in the material.

Very many people who appreciate music and drawing in the very highest degree, who have the most sensitive appreciation of it and are able to enjoy these arts to the fullest, know little or nothing of the elements of which they are composed. Some of the best singers read music very imperfectly, and it is a question if the great majority of those who have been most influenced by the beauty of music have any knowledge of its elements.

The beautiful in art rests upon its own foundations—it is sufficient unto itself, it is complete within itself.

The beautiful in art must be studied and mastered because it is beautiful and not because the process of mastering it will bring some material power to the mind or some advantage lying entirely outside of the art to the individual.

This thought set in this dramatic fashion in no way contradicts the idea of a thorough knowledge of music as a science or minimizes the importance of the elements which compose it and are necessary to it for its completion as a science. The educator should value the advantages this other phase of music can bring to the child merely as a reinforcement of the influences of the art.

I would warn you against the misapplication of the thoughts of great minds. These great thoughts need comprehensive interpretation. The inexperienced teacher or the individual who has

not thought deeply into things is very likely to misconstrue and misapply such thoughts.

Quotations and axioms are dangerous things; they are true in their proper application only. On the whole it is a question if they do not mislead more people than they direct toward the truth. An axiom is a generalization and it always requires a very nice power of discrimination to adapt general truth to a particular instance.

Quotations possess the same quality and their thought is very likely to be misapplied. I knew a teacher once who under the heading, "Drill Work in Primary Grades," gave this quotation as bearing upon the case:—

"The clay is moist and soft;
Now, now make haste
And form the vessel,
For the wheel turns fast."

This suggestion of the importance of the right kind of influence for the child in the impressionable age was construed into an insistence upon the teaching of technical studies in the early years when the child is impressionable and the mind is plastic.

What a conception of the value of art in education!

Following this quotation were pages and pages of scale and interval drill in the most dreary combination, and line upon line of exercises for practice in the relative length of tones.

According to this conception of the quotation one could not but feel thankful that the wheel did turn fast and that the child would soon become proof against such deadening influence.

REPLY TO "EDUCATION IN GOOD OLD DAYS."

My dear Mr. Winship: In reply to Mr. Faucus' question concluding his article in the last number of your Journal, let me say: "No, thank God, they can not do the work." We are living in a better, happier, and more prosperous age. The drudgery that arrested development, that blasted, stifled, or hindered the formation of higher ideals is rapidly passing away with the other cruelties of a barbarous inheritance,—the dungeon and the rack.

The old theory of mind power in general is also passing away (hasten the day) and a newer and better one of power to do a particular thing is taking its place. The former forced upon the child every cruelty of him who gloried to see the child writhe beneath the so-called greatness of his mental activity, as we now know a horribly distorted and abnormal state, without soul and barren as the moors that surrounded Heorot. The latter has the possibility of a saving grace, for men are led to stop and inquire: "What is all this worth?" If power is particular,—and only general in so much as the particular enters into the life general, then have we not a criterion for the selection of subject matter that must hold good in every given case?

Our criterion, therefore, should not be what can the child do, but what is best for him to do. Neither should our criterion be a preparation for to-morrow, but life to-day, for the best life for to-day is the best preparation for the morrow.

A system of education should give to the child (within its necessary limits) all that he most needs for his perfect growth, physically, morally, and mentally,—and this for each period of his life. There are high ideals to be made and realized; judgments of right and justice to be formed; kind acts to be done; and a soul

brought in harmony with all the beauty of the universe. "How shall we make bricks without straw?"

The strenuous education suggested in the article might have produced a Newton or an Edwards, for they were giants that gloried in tumbling the mountain top into the sea, but the multitude is crushed with fatigue without knowing why. They even look up and laud the system that cheated them and starved them because the giant is so great. The beauty of Greece shines through the tears of her slaves; on the glory of Rome falls the shadow of her crimes; and systems of education are condemned by the cries of the "little ones" they have "offended."

Where must we look for the proof of our system of education, whether it be good or not? The fitness to do the mechanical work of the factory or the office on leaving school? No. Thank heaven we are getting beyond that. Rather in the ability of the employee to rapidly adapt himself to his work; to see in his work high ideals; to take into his home economy, neatness, order, and refinement; to open up his soul to music, art, and literature; to demand of his city health and comfort; to demand of his countrymen honesty; and to give to all justice and good will.

Sincerely,
C. J. Brooks.

Avondale School, Cincinnati, O.

AMERICAN EDUCATION IN 1905.

BY WALTER J BALLARD.

The following statistics, gleaned from the annual report for 1906 of the United States commissioner of education, are of vital interest to all Americans—education being the "chief corner-stone" of American success. Pupils enrolled in public and private schools:—

Grade.	Number in 1905.
Elementary and secondary schools.....	17,903,676
City evening schools.....	292,319
Business schools	146,086
Universities and colleges.....	138,544
Normal and other professional schools.....	126,622
Private kindergartens (estimated).....	105,932
Reform schools	36,500
Government Indian schools	30,106
Schools for the feeble-minded.....	16,240
Orphan asylums and other benevolent associations	15,000
Indian schools (five civilized tribes).....	12,432
Schools for the deaf.....	11,952
Schools for the blind.....	4,441
Schools in Alaska	6,283
Schools of music, oratory, elocution, cookery, etc.	5,000
Total school pupils in the United States.....	18,896,213
Out of a population (bureau of the census) of 82,584,061.	

Thirty-five years' growth in the elementary or common school enrollment has been:—

Year.	Enrollment.
1870	6,871,522
1900	15,503,100
1905	16,469,067

The 1905 enrollment represents 20.03 per cent. of the country's population. Other points to be noted are:—

	1870.	1905.
Number of male teachers.....	77,529	111,195
Number of female teachers.....	122,986	348,532
Total number of teachers.....	200,515	459,627
Annual outlay, common schools, \$63,396,000 \$214,964,000 \$288,582,000		
Outlay per capita of population	\$1.64	\$2.84
Value of school property not given	\$550,000,000	\$731,000,000

A great advance is noted in the number of cities reporting manual training, from 331 in the year 1904 to 420 in 1905, together with an increase of over 8,000 in

the number of pupils reported in schools of this class. In 1904 there were thirty-five reform schools in the United States enrolling 35,124 pupils. One year later the number of reform schools had increased to thirty-nine, and the enrollment to 36,580. It is significant that while only 25,839 were reported as learning useful trades in reform schools in the year 1904, the number of these had increased in 1905 to 30,378.

It should be prominently noted that the United States is in possession of 250,575 common schoolhouses, and that in 1905 no less than 1,724,904,612 days of instruction were given to attending pupils. The average daily attendance was 11,467,826.

The money for the support of the common schools in 1905 was derived from:—

Local taxes (cheerfully paid).....	\$208,146,203
State taxes (as cheerfully paid).....	43,711,562
Permanent funds and rents.....	13,386,247
All other sources.....	33,117,798

Total income

The expenditure was for:—

Salaries (cheerfully paid).....	\$176,395,562
Sites, buildings, furniture, libraries, and apparatus	55,429,720
For all other purposes.....	56,756,995

Total expenditure

Yearly expenditure per attending pupil (well invested)

The facts brought out by the foregoing are the facts which tell more than exports, or agriculture, or mining, or any other form of American wealth and endeavor for the upbuilding of the American nation.

PERCENTAGE OF ATTENDANCE.

PITTSBURGH.

Apropos of the correspondence in the Journal regarding percentage of attendance of boys and girls, Spokane with its 37.6, Benton Harbor with its 40.4, Findlay with its 42.4, may be interested to know that the total of pupils in the South high school, Pittsburgh, is 275; boys, 115, girls 160, making the boys 71.875 per cent. of the girls. At the beginning of the year the total attendance was 334; boys 137, girls 197, making a percentage of 69.5 at the opening of the year. More girls have fallen out than boys. I confess the number fallen out during the first half of the year is not creditable, but there are special reasons for it.

R. H. Holbrook,
South high school.

MEDFORD, MASS.

In your issue of January 31, a correspondent asks for a better showing than 42.4 per cent. of boys in the high school. Medford high school has an enrollment of boys this year that is 47 per cent. of the total. Three years ago it was 49 per cent. boys.

Charles H. Morss,
Superintendent of schools.

WILLIAMSVILLE, ILLINOIS.

Dear Editor: At Greenfield, Ill., where H. G. Russell has been superintendent for ten years and his wife assistant for the same period, the high school has 59.9 per cent. boys, and of the boys who enter high school 52 per cent. graduate (while of the girls entering 51 per cent. finish). It is also worthy of mention that 46.3 per cent. of the high school pupils are tuition pupils. The percentage of boys is the same among the resident and non-resident students. The high school enrollment is 110 in a town of only 1,100 people.

With best wishes to yourself and your excellent periodical, I am,

G. J. Turney,
Superintending principal.

BOOK TABLE.

NEWER IDEALS OF PEACE. By Jane Addams, Hull House, Chicago. New York: The Macmillan Company. Cloth. 243 pp. Price, \$1.25, net.

Jane Addams is the leader among Americans of thought and action. Her girlhood home, near Freeport, Illinois, was that of a genuine country girl. Her education was unusually complete, taking the regular college degrees and post-graduate courses in American and European universities. For nearly twenty years she has carried on the most important social settlement work of this country, and for several years she has been the most attractive woman writer and speaker on the problems of the common people in the United States. Out of her experiences has come this, her second noteworthy book. The title is not a happy choice, although applicable to the general theme on which she writes. The real theme is modern problems in city life. These she has studied with consummate skill, and the remedies she presents with heroic purpose. The book should be universally read. There is nothing hysterical in it, nor is there any timidity at any point.

THE RATIONAL METHOD IN READING. Additional primer. By Mary A. Ward, assisted by Madalene D. Barnum. New York, Boston, and Chicago: Silver, Burdett & Co. 128 pp. Illustrated. Price, 36 cents.

There will be, from this time onward, a large number of teachers who will use and will insist upon using a phonic method in teaching reading; and of the three general forces at work to achieve the creation of such a sentiment, the Ward system as embodied in the Ward Series of Readers has probably been the most potent factor. Mr. Ward was one of the most ardent and convincing champions that a school method has had. The friends of his system are numerous and intense, and they will give a warm welcome to this latest contribution, "The Additional Primer," which follows the lines laid down in the basal books of the Rational Method Series, and is intended especially to supply additional reading matter and thus to supplement the regular primer of the series. It has, moreover, several new features. Part I. consists of twenty-two little stories, composed from a list of about one hundred very simple words—"sight words"—which the child learns from the blackboard before he is asked to read them in the book. These words are introduced at an average of about two new words to the lesson. Interest, variety, and an enlarged vocabulary are given by the use in the text of pictures representing objects. By means of artistic colored illustrations and their accompanying stories, the child is taught the primary colors in an unusually interesting manner. While enjoying the stories of Part I., the little reader is drilled in the "phonograms"—a list of letters and syllables which he quickly learns to blend into words. In Part II., these phonetic combinations are employed together with the sight words learned in Part I., and by continual practice with new phonograms, the child soon holds the key to all English reading. The primer is attractively illustrated, largely from drawings by Ruth Mary Hallock, who has delightfully interpreted child life.

A SHORT HISTORY OF ANCIENT TIMES. By Philip Van Ness Myers. Boston, Chicago, and New York: Ginn & Co. Cloth. 388 pp. Illustrated. List price, \$1.10; mailing price, \$1.25.

Myers' "General History" has had a sale for twenty years that is practically unrivaled. The style of presenting facts and estimates has been highly gratifying to teachers in preparatory schools and colleges, and its prestige has never been seriously challenged. This volume consists of the first half of the "General History," with such changes in section numbers and cross references as were necessary to render the book independent of the last half of that work. In order to adapt the book to the requirements of teachers wishing to make 800 A. D. the division line between ancient and mediæval history, the narrative has been brought down to the restoration of the empire by Charlemagne.

THE TEACHING OF MATHEMATICS IN THE ELEMENTARY AND THE SECONDARY SCHOOL. By Assistant Professor J. W. A. Young, Ph. D., University of Chicago. New York: Longmans, Green & Co. Cloth. 351 pp. Price, \$1.50.

The author of this pedagogic treatise has specially in view prospective teachers in the preparation of his volume. Having a place in the "Pedagogy of Mathematics" in the University of Chicago gives a decided value

to his treatment of his subject, for he must be prepared to advise the prospective teachers he has in mind. In fifteen chapters he carefully traverses the province of mathematical instruction, and seems to leave no valuable points untouched. The chapters on the teaching of arithmetic, geometry, and algebra are specially helpful, if it is fair to make any selections from a work that is so uniformly able. Methods are discussed thoroughly—the analytic, the synthetic, the Socratic, the heuristic, and others, and their values given. Taken all in all, it is just the book that many a teacher has been looking for, and will be the more proficient for perusing.

AN INTRODUCTION TO SHAKESPEARE. By Frederick W. Moorman, B. A., Ph. D., assistant professor in the University of Leeds. Teubner's School Texts. Leipzig and Berlin: B. G. Teubner.

This is an interesting book, both from its inherent merit as a brief presentation of a biographical view of Shakespeare, and because it is distinctly a German study of the master dramatist in English written for German students. It is seeing ourselves as others see us. The chief scholastic merit of the book lies in the critical study of "Julius Caesar," "Merchant of Venice," "Henry IV.," and "Macbeth." Every teacher of Shakespeare should certainly have this German study of the master in its view of his life and time, of the Elizabethan theatre, of Shakespeare's verse, and of Shakespeare's English.

THE HOME ECONOMICS MOVEMENT.—PART I. By Professor Isabel Bevier and Assistant Professor Susannah Usher of the University of Illinois. Boston: Whitcomb & Barrows. Cloth. 67 pp. Price, 75 cents, net.

It appears from this work that the effort to found and maintain a department of home economics in seats of learning was almost everywhere a struggle. But persistency had at last its reward. To make home life intelligent finally appealed to the best sense of educationists, and the state universities of Iowa, Kansas, and Illinois led off in the movement for a special course in home economics for women. The history of this movement is graphically told in this advance volume by its joint authors, who are themselves instructors in this branch of study.

THE SLOVAKS OF HUNGARY. By Thomas Capek, a member of the New York bar. New York: The Knickerbocker Press. Cloth. 214 pp. Price, \$1.25.

The Slovaks constitute about one-sixth of the population of Hungary, and have numerous representatives in the steel mills along the Monongahela river, in the Connelville coke region, and in the anthracite mines of Pennsylvania,—400,000 of them. The aim of this book is to show them in their homeland in Europe. They are a segment of the great Slavonic race, and jostle the Germans and Magyars in Hungary, both of whom have persecuted the Slovaks and deprived them of any representation in the national government. This history is ably written, and all through it the cry pervades for recognition of these people, whom even the fellows of Kossuth neglected when calling out so loudly for liberty,—for themselves.

SIMPLE EXPERIMENTS IN PHYSICS. By Professor John F. Woodhull, Ph. D., of the Teachers' College of Columbia University, and M. B. Van Arsdale of the Horace Mann School, New York. New York: A. S. Barnes & Co. Cloth. 120 pp. Price, 75 cents.

In a very simple and yet effective way the authors deal with physics. Here one may find much luminous information about "Sound," "Light," "Magnetism," and "Electricity." It is a capital piece of work. There are sixty-one experiments in all. It is a good idea to leave each alternate page blank that the pupil may take notes.

BOOKS RECEIVED.

"Good Hunting." By Theodore Roosevelt. Price, \$1.00. New York: Harper & Brothers.

"The Third School Year." By Ellen Reiff. Chicago: A. Flanagan Company.

"A Liberal Education." By C. W. Super. Syracuse: C. W. Barlow.

"Elementary English Composition." By T. F. Huntington. Price, 50 cents. New York: The Macmillan Company.

"Hudson's Essays on English Studies." Edited by A. J. George. Price, 75 cents.

"Alarcon's Novelas Cortas." Edited by W. F. Giese. Price, 90 cents.

"Goethe's Iphigenie auf Tauris." Edited by P. S. Allen. Price, 60 cents.

"Scheffel's Der Trompeter von Sakkingen." Edited by H. C. Sanborn. Price, 90 cents. Boston: Ginn & Co.

"Anatomical Terminology." By L. F. Barker, M. D. Price, \$1.00. Philadelphia: P. Blakiston's Son & Co.

"A School Course of Mathematics." By David Mair. Oxford: Clarendon Press.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

March 27-30: Music Supervisors' conference, Keokuk, Iowa, P. C. Hayden, secretary, Keokuk, Iowa.

April, 1907: Eastern Commercial Teachers' Association, Boston.

April 3, 4, 5: Southeastern Nebraska Educational Association, Beatrice, Nebraska.

May 1, 2, 3: International Kindergarten Union Convention, New York.

May 7 to 10: Joint convention of Eastern Art Association, Eastern Manual Training Association, Western Drawing and Manual Training Association, Cleveland, Ohio.

July 1-2-3-4: American Institute of Instruction, Montreal.

July 2, 3, 4: Pennsylvania State Educational Association, Greensburg, Superintendent R. B. Teitrick, president, Brookville.

July 9-12: National Educational Association, Los Angeles, California.

December 31-January 1, 2, 3, '08: Colorado State Teachers' Association.

NEW ENGLAND STATES.

NEW HAMPSHIRE.

ROCHESTER. The meeting of the Strafford County Teachers' Association was held at Rochester March 1. There was an innovation in the program in that the visiting teachers were permitted to visit schools for the first hour of the day. Superintendent Slayton had arranged that one school of each grade should be in session and all of the high school teachers should be doing their regular work. At the close of the one-hour session there was an informal discussion of interesting points in each room. Under the order of business Superintendent Keyes of Dover presented a report concerning teachers' salaries in the county and suggested methods for their betterment. Principal W. B. Woodbury presented a paper on "The Consciousness of Power." It was an able paper showing the necessity of developing the consciousness of power in the minds of our pupils and suggesting the best means to arouse this consciousness, by encouragement, by concentration, by close connection with previous knowledge, by manual training, by constant practice and exercise. In the afternoon session Miss Mabel Hill of the State normal school of Lowell, Mass., completely won the hearts of her audience by her piquant and delightful address and her sound sense. She spoke upon the subject of "Correlation of Literature and Art with History." The burden of her argument was the close connection that should be made in the study of literature, art, and history. The last speaker upon the program was Stanley Johnson of Boston. He spoke upon "Some Sources of Inspiration from the New York Schools." He showed the great work that is being done in the city of New York for the foreign child, how he is taught our language, how he is cared for physi-

cally and mentally, and how he is made a good American citizen. He told the means of handling the discipline of the schools without corporal punishment and gave as the most important means the inter school athletics. He spoke of the admirable system of pensioning teachers in New York and urged the New Hampshire teachers to work for a state pension law.

MASSACHUSETTS.

BOSTON. School committees can exclude from the public schools during a smallpox epidemic pupils who produce certificates of a physician that they are not fit subjects for vaccination, according to a decision sent down by the full bench of the supreme court, March 1, in the suits of Mary D. Hammond and her brother, J. Forest Hammond, against the town of Hyde Park.

WORCESTER. The Massachusetts alumni of Clark University held their first banquet in Boston on February 23. Dr. Charles H. Thurber of Boston, president of the Alumni Association, was toastmaster. The addresses were by President G. Stanley Hall, Louis M. Wilson, Professor A. G. Webster, A. F. Chamberlain, Tadasu Misawa, Dr. Sandford, Professor Dawson, and Dr. Cowles.

WHITMAN. Sewing has been introduced in the third, fourth, and fifth grades of the public schools. Both boys and girls take the work and enjoy it.

SPENCER. The next regular meeting of the Get-together Club of superintendents will be held at the State Mutual restaurant, Worcester, March 9. Dinner will be served at 1 o'clock. At the business meeting a committee will report on the expediency of changing the name of the club. The subject for the afternoon is: "Some Good Things in Schools, Some Defects and Their Remedies." Superintendents F. E. Corbin of Southbridge and H. C. Waldron of Westboro will open the discussion with fifteen-minute talks, and it is hoped that round-table contributions will be given by each member. Please extend a cordial invitation to any who may be interested.

Francis S. Brick, president.
Charles F. Adams, secretary.

RHODE ISLAND.

PROVIDENCE. Rhode Island educators, under the lead of Principal Charles S. Chapin of the Normal school, are making a heroic effort to secure a pension bill. It is sure to come, the sooner the better. Representative Frank F. Davis of Gloucester introduced the bill and Professor Walter B. Jacobs of Brown University is backing up Mr. Chapin most royally.

CONNECTICUT.

MERIDEN. Paul C. Booth, for the past twelve years supervisor of the north division at the Connecticut School for Boys, has resigned to take up the study of manual training in New York.

NEW HAVEN. The first of two lectures on "Journalism," by Charles Hopkins Clark, editor of the Hartford Courant, was delivered in Farnsworth hall, New Haven, Wednesday

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night, February 27. The lectures are provided for by a fund established in 1900, by Mrs. Adelaide E. Bromley, and named in honor of her late husband, Isaac H. Bromley, a member of the Yale class of 1853.

For the purpose of studying the methods of teaching in the New Haven public schools, Rotaro Kayahara, a Japanese journalist and lecturer, is in this city and will stay a month, making visits to all the public schools.

At a meeting of about 400 public school teachers to consider plans for presenting their side of the salary question to the board of education an organization was effected, W. H.

Hackett being chosen president and A. E. Booth temporary secretary.

HARTFORD. Professor W. R. Martin, for nearly twenty years associate in the department of modern languages and professor of Oriental languages at Trinity College, has resigned to become librarian of the Hispanic Society in New York, founded by Archer M. Huntington.

The Connecticut Schoolmasters' Club will hold its next meeting and banquet in Hartford at the Hotel Garde March 16. The most important educational question now before the people is the trade school. President Roosevelt emphasized it in his last message, and in our own legislature a bill concerning the establishment of trade schools has been introduced. The committee has selected this topic for discussion at the approaching banquet, and has been most fortunate in securing for an address Carroll D. Wright. In addition to Mr. Wright, it is proposed to have a representative from some practical trade school in our country. Those who desire tickets for the banquet should notify the secretary, William A. Wheatley, Fairfield, not later than March 11.

MILFORD. At the annual meeting of the Monmouth County Teachers Association, held at the Chattle high school, Long Branch, New Jersey, on February 9, a very interesting address was delivered before the members by Professor H. I. Mathewson, principal of the Milford high school, his subject being "School Rights."

BRIDGEPORT. "Education for Citizenship" was the topic of the lecture which Dr. Charles W. Deane, superintendent of schools, delivered before the Bridgeport Scientific and Historical Society at Red Men's hall, recently.

NORWICH. Principal H. A. Tirrell has made the announcement to the junior class that a friend of the academy has given \$15 to be divided into three parts of \$5 each to be awarded as prizes to pupils of the junior class making the highest average for the year in Latin, algebra, and English, and history, the last two taken together.

There were about seventy at the Broadway school building for the lecture in the university extension course to hear Professor Adams of Yale in his lecture on Cardinal Newman.

STAMFORD. The will of Miss Annie Lord of Stamford, daughter of the late Dr. John Lord, historian and lecturer, who died in New York, has been presented for probate. The estimated value of the real and personal property is about \$50,000. Among the bequests is one of \$2,000, the income to be used in securing annually in Stamford one public lecture, on some practical educational subject, or for the procuring of books for the library of the Stamford high school.

WALLINGFORD. W. P. Guebelle, who has been teaching at Montville, has been appointed principal of the Washington-street school, at Wallingford, succeeding W. J. McGroty, who has been appointed principal of the Whittlesey-avenue school.

CENTRAL STATES.

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CINCINNATI. President Charles

William Dabney is making a remarkable success as the head of the University of Cincinnati. Already Richmond is talking of doing what Cincinnati has done so successfully. It is not only free tuition that young people need but life at home while in college.

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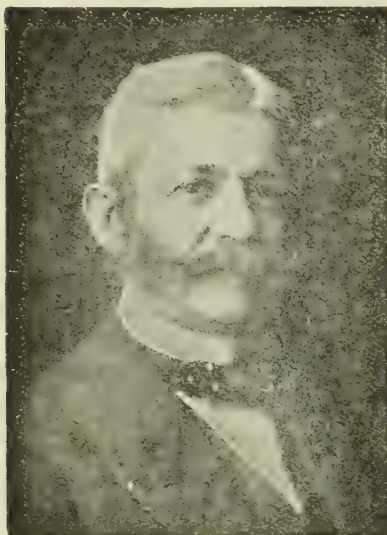
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THE WEEK IN REVIEW.

(Continued from page 269.)

repairs, and still more strenuously to the clauses under which the members of dissolved orders, and foreign priests were disqualified from serving as parish priests. The representatives of the Vatican took the ground that they could not accept these clauses without accepting the Law of Associations, and that they insisted was impossible. There the negotiations were abruptly halted.

BOERS ON TOP IN THE TRANSVAAL.

The Boers have availed themselves of the freedom accorded by the new constitution of the Transvaal to carry the first elections for the colonial parliament by a large majority, and to install General Botha as the head of the ministry. Some of the English papers contemplate these results rather ruefully and intimate that the constitution was a mistaken act of magnanimity. But, with the population divided as it is, nothing else than a Boer triumph was to be anticipated, under free and undiscriminating suffrage. It is to be remembered moreover that the chief issue in the campaign was not that of race, but that of the importation of coolie labor. Upon this point, the English-speaking settlers were in agreement with the Boers, in opposing the selfish policy of the mine-owners of the Rand, and it was these "Outlanders" rather than the English as such who came to grief in the elections.

THE RUSSIAN ELECTIONS.

The final elections to the new Duma are completed, and the returns, although they fall a little short of completeness, suffice to show that, in spite of the repressive measures of the government, the monarchical and reactionary elements in the new parliament will be heavily outnumbered by the liberal and radical forces. With sixty-one of the 524 members to be accounted for, the membership will include ninety Monarchists, thirty-six Octoberists and Moderates, twenty-eight Progressives, eighty-four Constitutional Democrats, 173 of the party of the Left, forty Nationalists, and twelve indefinites or unclassified. A large part of the remaining members will

surely be of the Liberal stripe, and the strength of that party is likely to be further increased by the unseating of certain Monarchist deputations whose election was secured by the wholesale disqualification of Liberal electors. The government having been disappointed in its efforts to control the new Duma will probably dissolve the new parliament as summarily as it did the old.

THE MAGAZINES.

—There are so many good things to delight St. Nicholas readers in the March number that choice for special mention is difficult. Perhaps no feature in many years has made stronger appeal to the mothers than Lina Beard's series of "Hints and Helps for 'Mother'—Rainy-day Amusements in the Nursery," and this month there are jolly suggestions about "Spool Playthings." There is plenty for older brothers and sisters as well, an account of "Warships, Ancient and Modern," by Frank E. Channon; the story of "Old Blue Pottery," by Ada Walker Camehl; an interesting discussion of "Harnessing the Elements," by George Ethelbert Walsh, and the explanation of "How Knives Cut," by C. H. Claudy, with illustrations from photomicrographs by the author. Stories are not lacking. Mrs. Frances Hodgson Burnett's "The Cosy Lion" has a delicious ending; there are the serials, and several short tales beside, with Nature and Science, the St. Nicholas League, Books and Reading, the Letter Box, the Riddle Box, and the St. Nicholas Stamp Page to round out a full number.

—The opening pages of Putnam's Monthly for March present an essay by Maurice Maeterlinck, entitled "The Social Revolution." That those of us who possess should strip themselves of their possessions, in order to bring themselves into the position of those who have nothing, is assumed to be our first and greatest duty; and the writer holds that in any discussion of our obligations to society, we must admit that we failed to perform that primary and essential duty "for lack of courage." M. Maeterlinck has produced in the present paper the most important essay that has yet come from his pen. "The Social Revolution" will be read

and re-read; and Socialism will welcome in its author the most notable recruit it has received since Tolstoy became its advocate and exemplar.

—The March Atlantic fittingly observes the centenary of Longfellow by giving the leading position to an eloquent poem upon the well-beloved poet by Thomas Bailey Aldrich. The number also contains a study of Longfellow's genius and place in American letters by Bliss Perry. Of the more solid contributions to the number, special mention must be given to the first installment of a keenly interesting examination of "The Statesmanship of Cavour," by Andrew D. White, an important and helpful paper upon "Efficiency in Making Bequests," by W. H. Allen, agent of the New York Association for the Improvement of the Condition of the Poor, an instructive presentation of the events of the year in Mexico by Frederic R. Guernsey, and an important paper on "The Study of National Culture," by Professor Kuno Francke. The essays and literary papers include a sprightly and suggestive article on "The Melodrama," by Harry James Smith, an interesting account of "Modern Spanish Fiction," by William Wistar Comfort, and "Society and Solitude," another of A. C. Benson's charming essays. The story-writers in the number are E. S. Johnson, who contributes an amusing story of life in the Pennsylvania coal district, and Clare Benedict, whose "Roderick Eaton's Children" is a magazine story of uncommon quality.

Free—"The Dictionary Habit."

The publishers of Webster's International dictionary have just issued a handsome, thirty-two page booklet on the use of the dictionary. Sherwin Cody, well known as a writer and authority on English grammar and composition, is the author. The booklet contains seven lessons for systematically acquiring the dictionary habit. While it is primarily intended for teachers and school principals, the general reader will find much of interest and value. A copy will be sent, gratis, to anyone who addresses the firm, G. & C. Merriam Company, Springfield, Mass. Write to-day.

A Mendelssohn Program.

Ralph L. Baldwin, music teacher in the public schools of Hartford, Connecticut, is getting results in musical education of which any community may justly be proud. Recently the pupils in the West Middle district gave a Mendelssohn program in the assembly room of the school building. Parents and friends were present and greeted with spontaneous enthusiasm the very creditable efforts of the young performers. Appropriate remarks were made by Superintendent Weaver, Principal Twitchell, and Mr. Baldwin, from which it was gathered that the entertainment was not the result of outside tedious rehearsals, but that it was an accumulation of every-day results in the regular school work. The following Mendelssohn program was given and shows the character and trend of Mr. Baldwin's work:—

Singing—Hymn from "Elijah,"
"Cast Thy Burden upon the Lord."

Entire Chorus.

Recitation—Biography of Mendelssohn.

Marjorie Segur.

Recitation—"How 'Songs without Words' Came to be Written."

Harold Lathrop.

Singing—"Mountain Peak" ("Consolation")."

Grade V.

Singing—"Spring Song."

Grade VIII.

Recitation—"Mendelssohn's First Visit to Scotland and the 'Scotch Symphony.'"

Francis Bronsin.

Singing—"Going A-Nutting," arranged from the "Scotch Symphony."

Grade VI.

Recitation—Description of the Oratorio Form.

Charles Beach.

Singing—"Look Down on Us from Heaven," arranged from "Elijah."

Entire Chorus.

Recitation—Description of the oratorio "Elijah."

Grade VIII.

Recitation—Story of Racine's "Atalie" and Interpretation of Carolotta Allen.

Singing—"The Lord is Great," arranged from "The War March."

Grade IX.

Singing—"Nocturne," arranged from "A Midsummer-Night's Dream."

Grade VII.

Mr. Baldwin believes that his pupils are better able to interpret good music by occasionally hearing the performance of good music by artists. He therefore now and then invites in local professional musicians to give concerts to the pupils. Such a concert was given not long ago at the Brown school, at which the following local artists presented a delightful program: Miss Agnes Chapourian Angell, soprano; Charles E. Prior, Jr., tenor; F. W. Sutherland, cornetist; Robert Prutting, pianist; Ralph L. Baldwin, pianist.

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Fall River	105,762	81,754,247	18.80	18.40	2,764,000
Worcester	128,135	120,865,502	17.00	16.60	5,922,900
Lowell	94,889	71,632,643	20.20	19.60	3,119,751
Lawrence	70,050	46,235,468	16.80	16.00	1,529,625
Springfield	73,540	80,904,477	15.40	15.00	3,619,193
Lynn	77,042	56,157,073	18.40	17.00	1,515,100
New Bedford ...	74,362	64,349,661	19.40	18.40	2,436,860
Amherst	5,313	3,599,900	16.25	16.25	2,909,099
Ware	8,594	4,398,210	19.70	18.00	214,074
Easthampton ...	6,808	3,781,772	17.00	17.00	583,735
South Hadley ...	5,054	2,529,372	21.00	16.50	1,553,850
Northampton ...	19,957	12,739,859	17.00	16.50	4,416,607
North Adams ...	22,150	14,862,527	22.00	20.00	847,000
Pittsfield	25,001	18,330,223	18.50	18.50	1,446,754
Medford	19,686	21,240,150	21.40	20.20	1,119,700
Andover	6,632	5,902,668	16.00	17.50	1,873,061
North Andover ..	4,614	4,462,302	17.50	18.00	64,200
Methuen	8,676	5,178,157	19.30	19.00	118,050
Amesbury	8,840	5,346,227	17.70	18.80	382,692
Saugus	6,253	4,555,686	18.70	19.80	77,358
Danvers	9,063	5,341,280	18.00	19.20	234,608
Rockport	4,447	3,051,252	21.00	18.00	67,000
Williamstown ...	4,425	3,035,747	18.80	18.70	2,120,203
Lee	3,972	1,918,865	18.32	18.05	59,725
Dalton	3,122	3,017,700	14.70	15.70	93,650
Provincetown ...	4,362	1,928,920	20.00	19.50	50,000
Monson	4,344	1,698,168	16.20	17.00	245,613
Belmont	4,360	5,602,650	19.90	18.00	1,664,629
Lexington	4,530	5,957,670	20.40	19.00	131,950
Needham	4,284	4,503,731	18.00	18.50	76,455
Warren	4,300	1,762,743	21.50	19.60	105,300

¹Massachusetts census of 1905.

²Massachusetts Public Document No. 19 of 1905; official returns on file with the Secretary of the Commonwealth.

³Report of Massachusetts Tax Commissioner, for the year ending December 31, 1904.

IF ANY OF OUR READERS

know of any young lady who would like to enter Smith, Wellesley, Mt. Holyoke, or Boston University next September, and who needs special preparation, the Editor of "The Journal" will be happy to tell her of one of the very best Boarding Schools in New England which she may enter at once and complete her preparation at very moderate rates for the balance of the year. Write US AT ONCE.

Thirty-two millions of dollars' worth of income-bearing securities was the gift which John D. Rockefeller announced to the general education board last week. For general education purposes throughout the country is given as the reason for this donation—the largest single prize ever handed out for such purposes. Mr. Rockefeller previously had given the board \$11,000,000 for the same work; his contributions now amounting to \$43,000,000. While the board was in session gifts to five colleges were ordered, amounting in all to \$400,000, as follows: Beloit College of Beloit, Wis., Morningside College of Sioux City, Ia., Lafayette College of Easton, Pa., \$50,000 each; Wabash College of Crawfordsville, Ind., and the University of Wooster of Wooster, O., each \$125,000. In 1903 the general education board was chartered by congress. It employs a force of experts in the continuous and systematic study of educational conditions in all parts of the United States. The object of the organization is promoting education in the states of the Union by means of gifts and otherwise. The organization was started to assist Mr. Rockefeller in the distribution of his gifts to education; but it was not intended to limit the work of the board to the

administration of funds given by him. It was rather designed to meet a wider need and to offer a medium through which other men of means who desire to promote education in its various forms in the United States could do so in a systematic, intelligent, and effective way, and the board is being so used extensively by philanthropists. In March, 1902, John D. Rockefeller pledged \$1,000,000 to the work of the board, confining its use particularly to the study and promotion of education in the southern states. On June 30, 1905, Mr. Rockefeller gave the board \$10,000,000 in securities, the principal to be held in perpetuity as a foundation for education, the income above expenses of administration to be distributed to, or used for, the benefit of such institutions of learning as the board might deem best adapted to promote a comprehensive system of higher education in the United States. These were the simple conditions and the brief form in which Mr. Rockefeller endowed the board. From the income of the original fund of \$11,000,000 conditional subscriptions have already been made to eighteen colleges in Virginia, North Carolina, South Carolina, Georgia, Louisiana, Missouri, Kansas, Iowa, Wisconsin, Indiana, Ohio, Pennsylvania, amounting to a total of \$1,077,500. As a condition of receiving these gifts the colleges are raising the further total sum of \$3,262,500.

Doctor (to wife, whose husband is ill)—"Is not your husband a hypochondriac?"

Wife—"Oh, no, doctor; he doesn't belong to any society at all."—Meg-gendorfer Blatter.

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It seems fitting that the new plan of reserving seats at Keith's theatre, Boston, will go into effect on next Monday, March 4, "Inauguration Day." In making this change it should not be thought that the prices are to be raised, for on the contrary the prices of many of the seats will be less than before, notably the first rows in the balcony, which will be sold for fifty cents instead of \$1.00, while the rows in the orchestra for which \$1.50 has been the price when sold reserved, will now be seventy-five cents for the afternoons, excepting Saturdays and holidays, and \$1.00 for all evenings, including Saturdays and holidays. All seats in the orchestra and first balcony will be reserved, tickets sold for the afternoons being good up to 6 p. m., while those purchased for the evenings will entitle the holder to the seat called for by the coupon after 6.30 p. m. Seats can be secured one week in advance. Another innovation will be the opening of subscription lists whereby patrons can secure the same seats each week, with the exception of Saturdays and holidays. The new plan will in no way interfere with the continuous performance, for the doors will be open at 1.30 and the show will run until 10.30, as usual. The prices of admission will remain as before—Orchestra, fifty cents; first balcony, thirty-five cents, and second balcony, twenty-five cents. There will be reserved seats at both of the first mentioned prices, but none at twenty-five cents, as the seats in the second balcony will not be reserved.

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One of the greatest hits in the history of Keith's theatre was scored by R. A. Roberts when he made his first appearance in Boston last Monday in his wonderfully clever protean sketch, "Dick Turpin." It is one of the finest acts ever seen in vaudeville—a great sketch ably played by a great actor. The quickness of the changes made from one character to another by Mr. Roberts is simply phenomenal and must be seen to be thoroughly appreciated. It is no wonder that Mr. Roberts is to be retained for a second week. Chief among the new-comers will be Theresa Renz, who gives a most attractive equestrian exhibition; Clifton Crawford, one of the most delightful monologue entertainers of the day, always with a fund of new material of his own production; Editha Helena, who is said to possess the most phenomenal soprano voice ever heard in vaudeville; Mr. and Mrs. Gene Hughes in their bright sketch, "Suppressing the Press"; the Six Mowatts, rapid fire club jugglers; the Swor brothers, two western boys who have taken high rank among the blackface comedians and dancers; Dr. John C. Bowker, with an entertaining and instructive short illustrated talk on "Imperial India," and Charles Serra, a remarkable acrobat. Connors and Raymond in a neat singing and dancing act; Waldorf and Mendez, acrobatic comedians; Belle Earl, a pretty vocalist, and King and Stange in a novelty act, with the kinetograph will complete the program. The new reserved seat system has proved a great success and is the cause of many favorable comments from pleased patrons.

AGRICULTURAL WISDOM.

Teacher (in a rural school)—"Why, Johnny, don't you know the difference between an egg and a chicken?"
Voice (from the rear of the room)—"Three weeks."

"But why should I keep books?"
"Well, you would know just where you stood the end of the month."
"But, my dear fellow, why rub it in?"—Life.

THE CASE AND THE EXCEPTION.

Doctor (to maid)—"I am Dr. Curewell. They have just telephoned me to come here immediately. How is the patient?"

Maid—"Oh, doctor, you have arrived too late! My master died not five minutes ago."

Doctor—"Well, never mind. In this case, at least, nobody can say that I was the cause of death."—Le Rire.

IN SPITE OF STATISTICS.

Teacher—"What is the greatest of the so-called world powers?"

Shaggy Haired Pupil—"Gravity, ma'am."—From the Chicago Tribune.

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NEW ENGLAND AND NATIONAL

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MARCH 14, 1907.

A. E. WINSHIP, Editor.

DEPARTMENT OF SUPERINTENDENCE, N. E. A.

CHICAGO, FEBRUARY 26, 27, 28

Nothing trite.
No tangles this time.
There were no rivalries.
There were no "scraps."
Graft was repeatedly hit.
Every speaker was heard.
By far the largest meeting.
There was no absorbing issue.
S. Y. Gillan touched off Eckels.
Every session was fully attended.
"Abnormalities."—Payson Smith.
Criticism was unusually abundant.
Nothing new, only new emphasis.
Democratization was not advocated.
Washington's victory was complete.
The interest was sustained to the end.
The politician was frequently a target.
It was a stand pat body as to authority.
Harmony was never so much in evidence.
The South had nineteen on the program.
There were two women on the program.
The knocker stayed at home—most of him.
Frank B. Cooper, Seattle, president for 1908.
Washington, February, 1908. We told you so!
Fifty per cent. larger enrollment than ever before!

The Chicago situation was frequently in evidence.

S. Y. Gillan has the courage of his extreme conviction.

The Round Table sessions were exceptionally strong.

Practically every appointee on the program was present.

The attention was uniformly intense; the quiet absolute.

Better weather has never greeted the superintendents.

The absence of Mayor Dunne was a great disappointment.

The Pacific coast had two on the program and Colorado two.

The nervous intensity of Rabbi Emil G. Hirsch was electrifying.

It was all one-sided as to the sentiment on the Chicago scrap.

The encores of the week were to Miss Harris and Mr. Eckels.

All in all the first day's sessions were delightfully interesting.

Nearly 1,300 registrations, or nearly \$2,600 in membership fees.

Isn't Dr. Harris a caution? No arrested development there.

Samuel Hamilton threw out a hundred phrases of surpassing merit.

New York, Oklahoma, and Kansas each had one on the program.

Andrews of Nebraska was the only college president on the program.

Canada, England, Argentine Republic, and Bolivia were represented.

Several speakers seemed not to know what progress has been made.

Pennsylvania, Michigan, and Wisconsin each had two on the program.

There were twenty-six state superintendents and four deputies present.

Chancellor's vigor of thought and keenness of expression were appreciated.

Secretary Irwin Shepard never had his hand on affairs more wisely than now.

Arrangements for the Los Angeles program were largely made at Chicago.

It is funny to see a woman try to get into the game who doesn't know how.

Ada Van Stone Harris is now in the front rank, no woman educator leading her.

Boston was officially represented by the superintendent and the six assistants.

There have been greater heights and greater depths, but never a higher average.

The evening addresses were great efforts, vigorous and adapted to the hour.

Miss Amalie Hooper was exceedingly happy in her discussion. She was also heard.

Elasticity of system which will neither break nor stay bent is the ideal of Payson Smith.

W. E. Chancellor was easily one of the two most popular superintendents who spoke.

Chicago is really the only city for the meeting so far as accommodations are concerned.

Dr. F. Louis Soldan was not on the program, but he made the brilliant speech of the week.

The dinner parties were more numerous than ever before and more delightful, apparently.

The Imperial male quartet was highly appreciated. No music has been more acceptable.

Illinois had five, Ohio four, and Nebraska, Minnesota, Iowa, each had three on the program.

Senator James H. Stout of Menomonie, Wis., was an interested attendant upon the meetings.

The South was never so deeply in the game, having nearly half the numbers on the program.

New England had three on the program, one each from Maine, Vermont, and Massachusetts.

Professor Henry Suzzalo of Stanford University made an immense hit. No one was more successful.

The newspapers gave the least attention ever. Only sensations and Chicagoans received attention.

E. H. Mark of Louisville did a good thing when, from the floor, he called out Dr. W. T. Harris.

Dr. P. P. Claxton of Knoxville, Tenn., was the only educational absentee from the general program.

Next to Cleveland was Milwaukee, and next to Milwaukee was Grand Rapids in attendance of principals.

W. F. Gordy spoke with no uncertain sound for the grading of salaries according to the merit of the teaching.

Samuel Hamilton, superintendent of Allegheny county, Pennsylvania, was vigorous, courageous, and well poised.

Maine, Vermont, and Rhode Island are the three New England states represented by the state superintendent.

President Stetson was remarkably skilful in presenting speakers. It could not have been done with better propriety.

J. M. Greenwood of Kansas City maintained his reputation as a leader when it came to good sense and ready wit.

Dr. William T. Harris was listed in "Bruce's Bulletin" in the "Unclassified" group! Of course this was due to his modesty.

Payson Smith of Auburn, Me., was introduced by the superintendent of Maine as probably the next superintendent from Maine.

George L. Towne of the Nebraska Teacher had the best study of the proposed postal laws that I have heard, and that is saying much.

Mrs. Ellor G. Carlisle Ripley of Boston made the best volunteer sectional meeting speech of the week. It was wise and delightfully spoken.

S. Y. Gillan was exceptionally vigorous in the use of English in his denunciation of the crime of special privileges which make swollen fortunes.

John MacDonald of Topeka gave one of the brightest and best papers in the history of the Educational Press Association. We shall print it later.

The railroad arrangements—thanks (?) to the rate bill—never caused so much trouble as they have caused Messrs. Schaeffer and Shepard this season.

Dr. W. T. Harris was not on the program, but he volunteered a notable speech, intense and philosophical, delightfully phrased, and eloquently delivered.

William H. Maxwell was not on the program, but he was there all the same. The same was true of Martin G. Brumbaugh and Stratton D. Brooks.

W. F. Gordy of Springfield, the Massachusetts representative on the program, bore off the honors right royally and made one of the notable addresses of the week.

The response to the welcome by Dr. N. C. Schaeffer was a rare combination of suggestion, scholarship, and geniality. It was an ideal putting of the situation.

Lawton B. Evans, superintendent of Augusta, Ga., always keeps his subject in mind, always elucidates it, and is equally creditable to the South and to the association.

The welcome to Superintendent E. G. Cooley was the most hearty and prolonged on record. It was an ovation worthy the association and honorable to the recipient.

No meeting of the department is quite complete without President G. Stanley Hall. What fun there would have been had he heard Dr. W. T. Harris on "Adolescence."

Dr. William T. Harris demonstrated once more that there is no other American educator who thinks as vigorously, who reveals such scholarly thinking, who can speak more brilliantly than he.

The one noticeable failure of the meeting was a good oratorical effort evidently prepared in defiance of the traditions of the N. E. A. for the glory that will come to him when it is reprinted in his part of the country.

Hon. Henry Sabin of Des Moines is the only man who outclasses William T. Harris in professional honors. He is the only living man or woman who was ever the school teacher of William T. Harris. This is by no means his only honor.

Dean J. E. Russell of Teachers' College was universally congratulated upon having picked up on the aside, as is his custom, \$450,000 for a department for training domestic science teachers and another half million for the endowment fund of his college.

Dr. W. T. Harris was given a grand reception. Superintendent E. H. Mark of Louisville called out Dr. Harris from the floor for discussion, and

the entire audience arose and gave him such a reception as has never been seen before by the department.

The presence of Mrs. Albert G. Lane gave satisfaction to the multitude of friends of the man who was more closely identified with the business management of the N. E. A. in the last twenty-five years than any other man with the exception of Irwin Shepard.

Ohio always leads the states outside that in which the meeting is held. She had more than half as many as Illinois and had just twice as many as Indiana. She had five on the program and Indiana none, but that was not the reason; she always does it.

Superintendent Payson Smith of Auburn, Me., made one of the brightest and strongest addresses of the week. He is a good writer and an intense public speaker. He touched upon the greatest number of subjects in twenty-five minutes to which I remember to have listened, and he spoke adequately upon each.

Superintendent J. M. Greenwood never loses an opportunity to express his opinion of the wastefulness of child life in an eight-years' elementary course of study. Glad he does not know that Pennsylvania and New England quite generally cling to a nine-years' course. He has but seven years in Kansas City, Mo.

New York city, Chicago (except in the welcome), Philadelphia, Boston, St. Louis, Baltimore, Buffalo, Cincinnati, San Francisco, Denver, Minneapolis, St. Paul, Omaha, Pittsburg, et al. were not officially on the program. What programs could have been made out of the material not needed for the excellent program we had.

By far the noblest Roman of them all was Dr. William T. Harris, the longest time United States Commissioner of Education and the most famous living American educator. It was the first time that I ever knew Dr. Harris not to be on the program, but he came all the same, and made the brightest speech of the week. He was called out from the floor.

ELLA FLAGG YOUNG.

Mrs. Young, principal of the Chicago normal school, made as clear, as philosophical, as brilliant a five-minutes' speech as one ever hears. There is no man who is more welcome on this platform than she always is. Everybody hears her.

OVER STATED.

We cannot believe that James H. Eckels really meant that it is better to let ninety-nine grafters and financial wreckers escape than that one innocent man be falsely accused. If he meant it, we think that he ought not to have meant it.

GREATLY MISSED.

The late Albert G. Lane, William R. Harper, and Arnold Tompkins, who had so long been identified with the department of superintendence,

were missed, and the fact was commented upon by Superintendent E. G. Cooley most appropriately.

SENIORS IN ATTENDANCE.

The only men who have been in attendance upon the National Educational Association since before 1870 are ex-United States Commissioner of Education Dr. W. T. Harris, and the editor of the Journal of Education, A. E. Winship.

NOBLEST CITY OF THEM ALL.

Cleveland had her whole supervisory force, some of her school board members, and sixteen of her principals in attendance. They came to visit schools on Monday and Friday, and were at the meetings regularly. Nothing to equal this has been done before.

OFFICERS FOR 1908.

Officers elect: President, Superintendent Frank B. Cooper, Seattle, Wash.; first vice-president, Superintendent Stratton D. Brooks, Boston, Mass.; second vice-president, Miss Ella C. Sullivan, Chicago, Ill.; secretary, Superintendent George B. Cook, Hot Springs, Ark.

VISITING SCHOOLS.

Four hundred from sixty cities from fifteen states visited Florence Holbrook at the Forrestville school, and about as many visited Ella Flagg Young at the Chicago normal school, Flora J. Cook and Mrs. Emmons Blaine at the Francis W. Parker school and the school of education.

COMMISSIONER BROWN.

United States Commissioner of Education Dr. Elmer Ellsworth Brown was heartily greeted, and his maiden official speech won universal approval. Clean cut, well poised, and earnest, he suggested the leadership which he proposes in due time to assume. His praise was heard on every hand.

MISS HARRIS.

Miss Ada Van Stone Harris, assistant superintendent of Rochester, N. Y., was heard by every one, her knowledge of her subject was complete, her art of putting things was masterful, her literary style was delightful, so that the presentation was statesmanlike, heroic, and charming. There is no woman among us who could have done her work better.

JORDAN AND PEARSE.

In a way, C. M. Jordan of Minneapolis and Carroll G. Pearse of Milwaukee were heroes of the day. On Tuesday, the 26th, Dr. Jordan was unanimously re-elected superintendent of Minneapolis for three years at an increase of a thousand dollars' salary, making it \$5,200, and a few days before the meeting Carroll G. Pearse was re-elected superintendent of Milwaukee at \$6,000.

PRESIDENT E. BENJAMIN ANDREWS.

Dr. Andrews, president of the University of Nebraska, enjoys the statesman side of life fully as much as he does the educational. His evening address upon "The Problems of Greater America"

was scholarly, discriminating, and heroic. It was patterned after the old-time lyceum lecture, which added materially to its dignity and effectiveness. Dr. William T. Harris says that that lecture should be delivered in every city and town in the East.

FREE AND EASY SOCIAL SONG.

The parlors of the Auditorium hotel afford the best possible opportunity for social exercises in the open, and Wednesday evening, after the program exercises, for an hour and more there was the liveliest kind of a free-and-easy social song service, with all sorts of tricks of song mingled with patriotic and sentimental medleys. Not fewer than twenty delightful men and women, anyone of whom could have carried off the honors of such a jollification, combined to make one of the events of the week. It ended up with a notable lunch party in honor of the talent.

THE LATEST OF DOUGHERTY.

Apparently the last ray of excuse for apology for the malfeasance in office of Newton C. Dougherty, late of Peoria, Ill., has been dissipated by the arrest of one of his prison associates, who has been arrested for the theft of the incriminating documents from the safe of the school board and the subsequent dynamiting of the safe. This, more than any other one feature of the case, seems to have exasperated the citizens of Peoria. That the details of this last chapter should have been printed at great length while the meeting was in session, was added humiliation.

THE DEATH OF MAJOR CHENEY.

Major A. J. Cheney had not missed a meeting of the Department of Superintendence since its organization, nor of the N. E. A. for a third of a century. Few men were as well known in the Middle West. He had always organized the party by which the superintendents of that region had attended the meetings. He loved the organization and was beloved by its members. He had presided over an informal driving club that has met annually when the department was in session. This year, just when many of the superintendents were coming into the city from all direction, Major Cheney had a stroke of apoplexy, falling in the street near his home in Oak Park, dying on the closing day. His illness and death caused profound sorrow.

ECKELS, THE FINANCIER.

James H. Eckels, president of the Commercial National bank of Chicago, and ex-comptroller of the United States treasury, made a rich, racy, and profound address. He made a heroic plea for just appreciation of honest effort to succeed in financial ventures. His tribute to scientific education was notable. He attributes the fabulous prosperity of the last fifteen years to educational progress. It was a great tribute to the educator for his part in the unfolding of the country. His style of public speaking was refreshing because it was far removed from pedantry. It was a high honor which he paid the superintendents to give them such a masterful address. It is the age in which the for-

tune comes from doing the most at the least cost in the most scientific methods.

ATTENDANCE.

Illinois, as she should have done, led with a round 300, or nearly a fourth of the enrollment. Ohio, as usual, followed with 160, or one-eighth. Michigan was third, with 100, or nearly a twelfth. Wisconsin was fourth with ninety. New York was next with eighty. Iowa followed with fifty; Missouri with forty-five; Massachusetts with forty; Minnesota, forty; Nebraska, forty; Kansas, thirty; New Jersey, twenty-five; Louisiana, twenty-five; Pennsylvania, twenty; Kentucky, twenty; Georgia, twenty; Texas, eighteen; Colorado, eighteen; Alabama, fifteen; Arkansas, fifteen; Utah, ten; Maryland, ten; Connecticut, ten; Oklahoma, ten; California, five; Wyoming, five; New Mexico, five; North Dakota, five; South Dakota, five; Mississippi, five; Tennessee, five; South Carolina, five; North Carolina, five; West Virginia, five; Maine, three.

RABBI HIRSCH.

Rabbi Emil G. Hirsch's evening address on "Many or One" will long be remembered as one of the notable features of the N. E. A. as well as of the department. There was nothing distinctly orthodox in his thinking, nothing conventional in his manner, nothing formal in his phrasing. He had a delightfully free and easy way with him, a nervous intensity in voice and language that was exhilarating. There was not a trite saying from start to finish. His thoughts fairly whirled along like a chauffeur defying the speed limit. It was great sport to follow the complexity of his sentences, in which he never got involved, but in which often you expected him to be. He would coin a word in action as the Japanese would a manoeuvre in battle. I would not have missed that hour for many a dollar. I have heard him several times, but no other address that I have heard from him was in the same class with this.

A DRAMATIC INCIDENT.

Neither the N. E. A. nor its department ever witnessed such a scene as that of Tuesday evening, when President E. Benjamin Andrews of the University of Nebraska, and former superintendent of Chicago, incidentally and accidentally paid Mr. Cooley a notable tribute.

He drifted into and was carried on to the climax by the enthusiasm of the audience. Dr. Andrews was speaking of the problems that the Pacific ocean was putting up to the greater America. This led him to pay a tribute to the Pacific coast states and, in an aside, to the schools over there, saying, in parenthesis: "The best school I have ever seen are in Chicago."

He paused, turned, singled out Mr. Cooley, who was sitting on the platform near by. Absolute silence reigned as Dr. Andrews stood there majestically, as though admiring Mr. Cooley, who, in recognition of the honor done Chicago, rose and bowed.

Then Dr. Andrews lifted himself to his full height and, stepping forward, took Mr. Cooley by the hand, saying: "They were never so good as under your able and courageous administration,

and may God—and all others—uphold you, and continue your noble work.”

Then the audience went wild. It let itself loose, and the applause echoed and re-echoed, and Dr. Andrews held Mr. Cooley by the hand until quiet was resumed.

A PLEASANT INCIDENT.

No small benefit as well as pleasure comes from the meeting of old friends at these annual gatherings. Fifty-nine years ago Henry Sabin of Iowa and Don Carlos Taft, father of Lorado Taft, met for the first time as college classmates. During all the intervening years their friendship has been “without variation or shadow of turning.” Last Thursday they met at the Auditorium, and for two hours they sat together and talked of other days. They called over the old class-roll and remembered only the pleasant features in each classmate’s character. Of the forty-two who constituted the class of ’52, but eleven are left. The others have finished the work which was given them to do.

A pleasant feature was added when twice two men, at least sixty years of age, stopped and gazed with eyes wide open—“Why! is not this Don Carlos Taft? I went to school to you in Illinois. How glad I am to see you.” One of them made this comment: “There was one feature of that school which has been of great benefit to me. You insisted upon absolute accuracy in all our work.”

The time went all too fast. At last a woman interfered. The good wife of one of them, who had been told to go about her shopping and not to worry about the boys, came back and said it was time to go home. The old friends shook hands with a warm grasp and with moistened eyes, as when with the others of long ago they stood around the class tree and sang “Auld Lang Syne” at their last meeting on the campus at Amherst.

Henry Sabin.

WHAT ARE THE ESSENTIALS IN SUBJECTS IN THE ELEMENTARY SCHOOL COURSE?

ELMER ELLSWORTH BROWN,

United States Commissioner of Education.

Simply diving in somewhere near the middle of this wide question, I should like to say that historically the most permanent subject of all seems to me that which we designate as morals and manners. And that is so because it is pre-eminently the subject which lends interest to all the rest and determines the value of all.

Just now in the public schools of America this is primarily a civic matter. It may in the future be primarily an industrial matter. But no one aspect will ever exhaust its significance. And the chief practical consideration for us is this, that all the time we must teach the subject of morals in many ways, direct and indirect. Among these ways, I believe direct instruction in the principles and the particulars of right and honorable conduct has a place of no small importance, and should be more strongly emphasized.

The recent history of education is in large part the history of the expansion of that specialized educational instrumentality, the literary school, to

take in some of the outlying ranges of education, and particularly its encroachment upon the field occupied by one form or another of apprenticeship.

So it happens that our schools are coming to be broadly educational institutions, instead of narrowly literary institutions. And this movement is undoubtedly to continue, for the people will that it shall be so and the whole social momentum of the time carries us in this direction. The three R’s and the other subjects connected with these cannot continue to hold the field against all comers. Some of the subjects taken over from the manual arts are destined to take their place beside them.

Finally, with this inevitable expansion of the functions of the school, certain things will take a high place in the educational curriculum which once belonged solely to the domain of play. For generations our schools have made place for free play, but merely as recreation from tasks.

Now with the tendency to a hardening of social conditions, particularly in our large cities, play becomes almost as important a consideration in the schools as work. We need it more than ever for health; we need it that the few and precious hours of leisure may be made refreshing and not debasing; we need it to give flexibility and freedom to the spirit of the individual, now hard-pressed by the growing crowd and the struggle for existence; we need it that the moving of pure joy among our people may carry us toward the finer forms of expression and give us a spontaneous national art.

Let me speak of only one subject here, which belongs to the common ground of art and play. We need music in our modern life almost as much as we need bread, and we need it in our schools almost as much as we need the multiplication table. We need it in our lives, not only to help us worship, but that we may carry away something better than a ringing headache from our precious hours of diversion. We need it in our schools not as a tolerated fad, but as one of the things that shall make our individual and national character.

In fact the sum of all I have tried to say is this: That the fads of one age may be the necessities of another. We must take on new studies with a new age, and we must bind the old and the new together by an everlasting moral conviction, and an everlasting insistence on intelligence that shall make men free.

THE SEPARATION OF PHYSICALLY AND MENTALLY DEFECTIVE CHILDREN FROM THE REGULAR SCHOOL.

SUPERINTENDENT CARROLL G. PEARSE,
Milwaukee.

I think it will not be denied that children who depart somewhat from the normal or regular type should be kept and taught with normal children so far as is possible without injustice to the children who are normal and without failing to give such instruction as is necessary to those children who depart, either physically or mentally, from the normal. Wherever those children who are somewhat different from the usual normal child can be kept as a part of the school community, wherever they can be educated by the usual methods and

under usual conditions, wherever they can learn to maintain themselves and care for themselves in the presence and company of others who are normal, it is most desirable that they shall have the opportunity to do so. But certain children depart so far from the normal through lack of certain of the senses by which education and knowledge of the outside world are acquired or through lack of the necessary intellectual strength to receive profitably this knowledge from outside by means of the senses, and to classify and organize such knowledge, that some separation for certain definite classes seems advisable. This is true not only for the sake of children who are normal and who might be hampered in their progress if the teacher were required at the same time to attempt to care for the children who are not normal, but also for the sake of the non-normal children, who, under such conditions, would fail to receive certain special and skilled instruction which is indispensable to their most favorable development.

Among those children who should certainly be separated from normal children for a considerable portion of their earlier school life would be children who are deaf. These children, through their lack of hearing, are unable to acquire the usual knowledge and arts of life through the usual instrumentalities. They must have specially trained and skilful teachers who know their peculiar needs and can minister to them; methods peculiarly adapted to their condition must be used in their instruction,—methods which cannot be very well carried on in the presence of classes of normal children without great disturbance to the children who are normal and great embarrassment to the children who are deaf. These facts have been thoroughly established by the experiments which have been made in the conduct of special day schools for deaf children. However, when these children have made considerable progress and have learned to speak and to read the lips of those who speak to them with sufficient skill they may, perhaps, at the high school age, be transferred to the usual classes in the high schools and do, in most respects, the work which other students of their age are able to do.

It will be generally agreed, I believe, that children who are blind or whose vision is seriously defective must be taught in different classes or schools, at least for a considerable portion of the time in the earlier years of their school life. These children, as is the case with children who are deaf, require different school appliances, skilled and specially trained teachers, and the use of methods which cannot well be carried on in the presence of the usual classes without disturbance to these classes and embarrassment to the children thus specially afflicted. As the children who lack good vision advance in their studies they may gradually assume their places in the regular school classes,—at first for a part and later for most of their school instruction. They will for a long time require special help in study and in the preparation of their lessons. This must be given by teachers specially trained to teach the blind; but after the earlier years of separate instruction they will gradually ac-

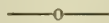
quire the ability to mingle and work with the normal members of the school upon a more and more nearly equal basis.

In some cities schools for crippled children have been established. It may be that for certain classes of crippled children such separate schools are desirable. It is possible that children who are crippled so as to be almost constantly in pain, whose nervous systems are more or less shattered by the sufferings they have endured and do endure day by day, or children who lack even reasonable control of their bodies or their limbs owing to paralysis or similar afflictions, or children whose physical misfortunes are such as to render them unsightly or loathsome in appearance, should be segregated from other children in rooms where special freedom can be allowed them, special appliances if needed can be provided for them, and special help such as they may require can be given. But where children are not seriously crippled, where they are defective only to the extent of an arm or a leg, or have such minor physical misfortunes as do not deprive them of reasonable physical strength and activity, it seems far better that they should remain members of the regular classes. They must, after leaving school, become members of the community, where they will be in competition with and will constantly meet people who are normal. The training they get in school, meeting such pupils in the competition of the classroom and the playground, is a valuable exercise for them in preparing for the work of life. The little courtesies and the consideration which can and ought to be shown them by the other pupils of the school offer, also, excellent training for the other children of the school who are normal. For these reasons it seems to me that only the seriously crippled or incapacitated or the unsightly ought, on account of their crippled condition, to be segregated in separate schools.

For the remaining class, those who are mentally defective, the interests both of normal children, who would otherwise be kept in their company, and the interests of the mentally defective children themselves would require that they be put into special classes, where they may have such consideration, such freedom from conventional methods, such special appliances, and such specially skilled and sympathetic teachers as their unfortunate condition requires. It is especially important that these children should have every opportunity for the training of the hands. Often the sluggish or undeveloped intellect may be stimulated or developed through the work of the hands. The peculiar nervousness which these children often show, the perverseness which often characterizes them, when subjected to the usual school methods or conditions, may, in a multitude of instances, be avoided by placing them under the care of properly skilled teachers and under proper schoolroom conditions.

It is unfortunately true that many of these mentally defective children cannot be so educated as to become self-directing, self-sustaining members of the community. They may be trained to certain useful arts, to certain habits of industry; they may

become useful workers in various lines under wise direction; but great numbers of them will never be able to become self-controlled, self-directing, self-supporting citizens. Special work in these special classes will go far to cultivate in them habits of industry and good conduct, some industrial skill, and finally a good disposition towards the community and towards those with whom they must work and upon whom they must be dependent for direction and suggestion if not for care and support.



HAS THE PRODUCT OF OUR SCHOOLS REASONABLE FITNESS IN SCHOLARSHIP AND PERSONAL QUALITIES FOR CITIZENSHIP?

SUPERINTENDENT SAMUEL HAMILTON,
Allegheny County, Pa.

The ultimate purpose of all school work is character and citizenship. To these ends school makes its contribution through the lessons, the methods, the management, the games, and through the personality of the teacher.

But there is a demand for a higher type of civic integrity. Citizenship needs more oak and less straw in its fibre; more iron in its blood, more honesty in the heart, and more moral courage in the soul.

What knowledge contributes most to citizenship?

(1) A knowledge of American history, especially the personal elements that stir the hero worship of the child and awaken his patriotic emotions. (2) A definite knowledge of how the state legislates and exercises control. (3) A knowledge of the institutional life of the state. (4) An elementary knowledge of political science and economics.

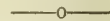
What virtues are most essential to citizenship?

(1) Honesty as a personal asset is of first importance to citizenship. Most of our political evils have their tap-roots in dishonesty. Election frauds, graft in public life, and political machines are due mainly to the misuse of money in politics. (2) The second virtue essential to good citizenship is moral courage. Political evils are entrenched behind the ramparts of vice, secrecy, corruptions, and party platforms. In the presence of these evils the citizen must be a man of courage and conviction. (3) The third quality essential to good citizenship is common sense. It is the power to weigh rival policies, detect political shams, and to select what is wisest and best.

To inculcate these virtues into the life and character of the child the school must operate through two great laws: (1) Moral training must call into exercise the virtues it would inculcate. (2) Moral training must within certain limits, at least, leave with the pupil the right of choice. Without this right authority degenerates into tyranny and obedience into slavery. And slavery contributes little to self government. Czar rule in school gives in the place of self government a sham that is too frail to stand the tests of modern citizenship. (3) Manual training helps to inculcate these civic virtues. It aids in strengthening weak wills, and by dealing with things teaches honesty, accuracy, truthfulness, and caution.

In the making of the courses of study we have some things yet to learn. The average high school course would suggest that we are still living in the age of the Renaissance rather than in the age of science. We worship at the shrines of the past and neglect the altars of the present. We crucify living issues and deify dead ones.

But these conditions will not always prevail. Public education is the deliberate effort of the state to make a better citizen. And to this end it must more directly give the work that will produce the desired end.



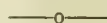
GROWTH: HOW CONTINUED.

SUPERINTENDENT WILBUR F. GORDY,
Springfield, Mass.

The quality of the teaching is the pivotal fact in any school system. The merit system, enforced with fearless and impartial justice in making appointments, constitutes a good beginning. The next step is to provide effective means to prevent teachers from being narrowed by the specialized work of the schoolroom, and to stimulate their continuous growth in professional knowledge and spirit and in cultural breadth.

The superintendent is the director of a complicated normal school system, in which work of a highly professional character is daily carried on, every teacher being a student, and every schoolroom a laboratory where educational principles are tested and applied.

The distinct aim of the merit system of promotional or professional examinations is to increase the teacher's salary as a reward of merit for increased teaching efficiency and for enlarged breadth of view of the relation existing between the school and the life and work of the world. This definitely organized movement to condition the advance in salary upon the value of service rendered, and to measure such value not by length of service, but by increased interest on the one hand and by specialized knowledge and general scholarship on the other, signifies much for the future of American public schools. If it is true, as has often been said, that the teacher makes the school, and if it is equally true, as I believe, that the superintendent and his co-workers in supervision have much to do with making the teacher, the transcendent value of our work in its bearing upon professional interest and scholastic attainment must be strikingly evident to all.



WHAT HAS BEEN THE EFFECT UPON THE INDIVIDUAL PUPIL OF THE MULTIPLICITY OF BRANCHES AND THE REFINEMENT OF METHODS?

STATE SUPERINTENDENT EDMUND A. JONES,
Ohio.

This subject suggests a comparison of results obtained in the old-time schools, when the pupils devoted their entire attention to a few branches, and when teacher and pupil were allowed the largest liberty, and the schools of to-day, with their

greatly enriched courses of study, systematic grading, and close supervision.

Formerly the three R's, with grammar, geography, and United States history, constituted the course in the elementary school. To these we have now added, with but little elimination from any of them, four or more years of language lessons, a good deal of literature, a much more extended course in geography, physiology, civics, music, drawing, art study, physical culture, manual training, and domestic science, and, in some instances, the elements of algebra and geometry.

Many of our city high schools are now offering to the student advantages superior to a good many of the colleges in the early days of the republic.

Colleges have increased their requirements for admission, and in order to meet the demands of individual students have multiplied their courses until the number of semester courses now open to undergraduates at Cornell University is 510; at the University of Michigan, 698; and at the University of Wisconsin, 681.

These changes have come largely as a result of the demands of the times. The old curriculum would not answer for to-day. We are living in a wonderful age. New discoveries and new inventions have revolutionized the industrial and business world. The business methods of our fathers would not answer at all to-day. A spirit of commercialism pervades the atmosphere. It is an age of hurry and get there. Short-cuts are in demand. This spirit of haste is influencing our students. They are anxious to find a short route to knowledge and to enter as soon as possible upon a professional or business career. There is a willingness to sacrifice thoroughness in order to gain time. But time is an important factor in education, and no one has yet succeeded in hastening child development or lessening the time required for reaching maturity.

The multiplicity of branches naturally tends to superficial work. In letters received from several college presidents, the opinion is expressed that students enter college to-day better informed than formerly, but with less power to think and less ability to grapple successfully with the problems of college life.

The remedy is elimination and correlation. We would not go back to the course of former days. A large number of pupils in the elementary schools will never receive high school or college training. They have a right to some knowledge of literature, history, and of the trees, flowers, and birds of their own neighborhood. What is needed is the teacher of superior qualifications and love of children who can correlate these studies with reading, language lessons, and geography.

Any course of study is too much crowded that does not allow the pupils a half hour or more of quiet, uninterrupted study in the preparation of the lessons.

One of the most valuable results that can come to our boys and girls from their training in the elementary and secondary schools and college is the ability to focus the attention upon one subject for a considerable period of time and the power of clear and rational thinking.

ORDER OF DEVELOPMENT OF STUDIES SUITED TO EACH STAGE OF MENTAL DEVELOPMENT.

WILLIAM E. CHANCELLOR,

Superintendent of Schools, Washington.

There are different theories of development; first, that each individual repeats in his own life the history of the race. A second theory, growing out of the first, is that the individual is to be converted, irrespective of his own powers and interests, into a useful member of society by fixed courses and exercises. These are false to human nature and actually injurious to the very civilization whose welfare they are supposed to conserve and to promote. The unrecognized theory behind the prevailing practice of the schools is opportunism, which is calculated to develop unwarranted peculiarities in the educational courses of the various communities. This is a kind of natural evolution, antagonistic to civilization, which is deliberative, intentional evolution. There is a theory of development which is purely psychological, assuming that life is a process of originating motives, of acquiring ideals, and of enforcing values. This process results in an educated adolescent, ready at eighteen or twenty years of age to encounter successfully the realities of the world, because he has become intelligent, efficient, and moral. Intelligence is the activity of the soul, stimulated by motives in action in order to learn what the world is. Efficiency is intelligence obedient to ideals produced by reflection upon the facts of the world when subjected to the criticism of the human reason. Morality is efficiency working in harmony with values as established in the soul that knows both itself and the environing world. To produce intelligence is the aim of the primary grades; to produce efficiency, the aim of the grammar grades; to produce morality, the aim of the secondary grades. We must reject the historical theory, the social theory, and the opportunist or evolutionary theory. The psychological theory must prevail in the construction of courses of study. This theory would greatly change and simplify the school curriculum.

BETTER TRAINING FOR THE NON-AVERAGE INDIVIDUAL.

PRESIDENT JOHN R. KIRK,

Kirksville (Missouri) Normal School.

Training is a term badly overworked. It means repetition, imitation, and unprofitable routine. It magnifies drilling and minimizes initiative and thinking. The dog and pony show illustrates what can be done by training. The most perfect training degenerates into semi-consciousness and irresponsible repetition, as when children solve problems by models set for them by their teachers.

Every class of children or students contains three groups: First, the non-average of a higher group, including the best pupils; second, the large middle group, called average pupils; and third, a non-average lower group, who learn with difficulty.

Grading and classifying pupils is a mere approximation of values. Often a pupil is average or non-average because he is or is not of the

same type of intellect as his teacher. The curriculum and the daily lessons are necessarily adapted to the middle group, or the so-called average persons. The curriculum must be adapted to the highest good of the largest numbers. Hence, the non-average higher group have not enough to do and must be promoted individually. The non-average lower group have too much to do, and must, from time to time, be reclassified into lower groups. The inequalities of instruction and training cannot be wholly remedied through the department of administration. Some would have an extra teacher for each schoolroom to aid backward individuals in catching up and keeping up. This plan is expensive and unfair. A better plan would furnish an extra teacher for both the best and the poorest pupils; but this is impracticable.

Ideal results can only come when all classrooms are presided over by ideal teachers. Efficiency in reaching individuals cannot be secured by the mere training of the mediocre persons in methods of procedure. It can never come through acceptance of the doctrine promulgated from the universities to the effect that a half educated person is good enough to teach in the elementary schools, while a fully educated person is necessary in the high schools. If anyone needs a college education it is the teacher in the grammar school grades. When a normal school diploma covers a good college education, and a diploma from a teachers' college in the university represents knowledge of childhood and adolescence gained through personal experience in teaching, and when teachers are employed in view of personal qualities, as well as degrees, then an approach to universally efficient instruction will be possible. The best that can be said of a diploma is that it is *prima facie* evidence of attainments. It is not fundamental. It is merely a valuable and desirable conventionality.

The non-average individual now has his due share of attention and training wherever he has a teacher of good personality, sound scholarship, and ability to devise methods of procedure adapted to each day's needs without referring back to a book, a normal school, a teachers' college, or the direction of a principal or superintendent.

SUB-NORMAL CHILDREN.

SUPERINTENDENT JOHN DIETRICH,
Colorado Springs.

"It is the function of the state to force men to be free." It is the right of every child to receive an education. The opportunity and the means should be provided by the parent and the state. Even the defective child is capable of taking some sort of education that will make him a happier and a more useful citizen than he would otherwise be. He is entitled to all he is capable of receiving, whether that be five talents, two talents, or one talent—"Every man according to his several ability." "Education is a productive expenditure, not mere charity."

Problems pertaining to the welfare of normal children have been met and discussed, and better ways provided for their development. Until within the last fifteen years little attention has been given

to the defective or backward child. The great progress that has been made in the department of special education during the last decade is another evidence of the whole-hearted educational spirit of the American people.

These problems thus forced upon us by the defective classes must be met. The schools of the small city as well as those of the large city must share in their solution. In many instances the work of the small city, through its school system, will necessarily be indirect. This will be especially true in cities ranging from two to five thousand inhabitants. In cities having from five to fifty thousand inhabitants the work may be direct.

That there is a real need for special work for the betterment of sub-normal children in the schools of the smaller cities is self-evident, but in many of these places the mere suggestion of an attempt to do something for these unfortunates would bring forth the cry so often heard upon the eve of a needed innovation, "Oh, the cost! The cost!" But in this instance the cost need not be alarming. The principal item of expense in the small city would be the salary of trained teachers for this special department. Should it not be desirable to set apart a room in a regular school building, a cottage could be built on some site already owned by the district, at a nominal cost. The average city, to say from fifteen to forty thousand inhabitants, would have enough of defective pupils to warrant the organization of at least one department of such pupils, and if so-called slow and dull pupils are to receive special treatment there would be need for several ungraded departments. The enrollment in these special departments should not exceed, say fifteen pupils. In the smaller cities ranging from one thousand to fifteen thousand inhabitants, special classes for defectives could be organized in the same department with normal children. While this plan is far from ideal and is not conducive to the best interests of normal or sub-normal pupils, it would be found far better than no plan at all for caring for defectives. It is highly important and conducive to the interest of both the normal and sub-normal children that they be in separate rooms. Both classes will do better work when so seated. This will be found especially true of the work of defective children. Every precaution should be taken to have defective children escape from the feeling of inferiority. Very much will be gained by having them associate with their peers. Where there are enough of these defectives to warrant more than one special department in the same school there should be a complete segregation of the sexes in the schoolroom, but not on the playground, provided, however, that the playground is under the supervision of some officer of the school during intermission hours.

It should be the aim of the special department to use the course of study of the regular school, but it will be found necessary to modify it to suit the capacity and the needs of the several grades of defectives. Much may be accomplished for these children mentally and morally through a rigid course of physical development. Much attention should be given to industrial work, nature study,

and physical culture, especially out-of-door exercise. The fundamental branches should be presented in a simple and practical way. No attempt should be made to cover a previously specified amount of work.

Only trained teachers should be placed in charge of these departments. The best teachers will be those who have had experience with the healthy mental type of pupils. Teachers of defectives should be sympathetic. The state should license them and should in some way manifest a complimentary recognition of their skill or fitness for this special work. Such recognition would encourage first-class teachers to seek positions in schools for sub-normal children.

RURAL SCHOOL SUPERVISION.

STATE SUPERINTENDENT J. W. OLSEN,
Minnesota.

The country child is entitled to just as efficient and helpful supervision as is the city child. At present he is not getting it. State superintendents and others in authority, throughout the country generally, agree that school work in our cities is more closely and more ably supervised than that of the country. Some states have practically no supervision of rural schools. Others do not prescribe by law educational or professional qualifications for their rural superintendents, and elect them amid the turmoil incident to political campaigns; and with rare exceptions rural supervision is shamefully underpaid as compared with city supervision. In order to secure highly trained, scholarly, and competent superintendents it is necessary to pay a living wage, all necessary traveling expenses incurred in the performance of duty, and devise some plan whereby the self-respecting educator of scholarly instincts can be selected for this important service without going into a wire-pulling contest in the sawdust of politics.

The appointment of the rural supervising officer by a board of education is proving generally satisfactory, but an election by a direct vote is proving generally unsatisfactory. Why should not the present successful system of selecting city superintendents by boards of education be adapted to the needs of rural school supervision? Why should not boards of education representing the county or some other logical unit of government be authorized to go into the open market of the country, and secure the best superintendents that a reasonable amount of money will purchase, regardless of politics, the accident of residence, or any other consideration, except the best interests of the service? May we not expect that this plan would induce some of our most hopeful young men and women to place themselves in special training for this responsible service?

THE SEPARATION OF THE INSUBORDINATE AND INCORRIGIBLE CHILDREN FROM THE REGULAR SCHOOL.

SUPERINTENDENT W. C. MARTINDALE,
Detroit.

After eliminating those pupils, incorrigible and insubordinate, on account of some physical dis-

bility, we must consider truants and those incorrigible and insubordinate cases arising from environment. Within this latter class, and creating a problem difficult of solution, are those boys who find the regular school routine dull and uninteresting. They like action and physical activity. Being older than their fellows in the regular classes, they rebel against prevailing methods. Their very natures seem to cry for emancipation from the grind. For this class of pupils we have established in different elementary schools throughout Detroit seven rooms, known as "Ungraded Schools." With fewer pupils than the regular grade teacher, the teacher of the ungraded school has more opportunity to study his pupils. The ungraded teacher also has more opportunity to work out his individual ideas in assignment of work.

While manual training is a part of the assignment in the regular grades, in our ungraded schools organized games and manual training are special features. Indeed, methods involving a great deal of physical activity have been found peculiarly serviceable. Five of the ungraded schools are in charge of men, two are in charge of women. Each ungraded school is a centre for a district comprising adjacent elementary schools. Each "district" has its own attendance officer.

Let me sum up briefly then the means which would seem most effective in reducing the number of incorrigible and insubordinate pupils in our schools and of retaining as many pupils as possible through the elementary grades:—

- I. The number of seats in any one classroom should not exceed forty (40).
- II. (a) A thorough physical examination of all pupils should be made as to sight, hearing, adenoid growth, and other physical defects which may be causes of insubordination.
- (b) We should remedy these defects, as far as possible, through treatment.
- III. (a) Temporarily or permanently segregate in special rooms backward children, deaf children, and others who need special methods of instruction.
- (b) Establish ungraded schools for certain classes of boys.
- IV. Modify courses of study by:—
- (a) The introduction of manual training into the middle and upper elementary grades.
- (b) The introduction in the upper elementary grades of other subjects of study more profitable than some of those now pursued. Such changes may be suited to the needs of different parts of the city.
- (c) For every subject introduced a subject previously taught should be omitted.

In conclusion, let me say that such men as Froebel and Pestalozzi divined things which a later science has followed out and justified. The sympathetic and inspired teacher is still the greatest factor. There is as much in knowing and loving children as in scientific training. We want both united in our ideal teacher. In the schools we are

not dealing with commodities; we are not dealing with the mental or the physical alone, we are dealing with the immortal part of man. This may be an archaic doctrine, but I still believe in it, and therefore I believe that the hope of our schools must always be in the personality of the teacher.

THE OVER-CROWDED CURRICULUM.

A SYNOPSIS.

SUPERINTENDENT G. V. BUCHANAN,
Sedalia, Mo.

The public school curriculum of to-day contains more branches of study and more drills than did that of half a century ago. This fact, if taken alone, would suggest an over-crowded condition. To the elementary school course of that date there have been added—in response to public demand—commonly, elementary algebra or geometry, vocal music (as a required study), drawing, nature study, manual training, and civics, with some broadening of the course in English.

This addition looks formidable, but it should be remembered that the length of the school year has been increased and that much time and effort are saved to the pupils of the present by the omission of certain subjects in arithmetic and much detail work in our history and in the geography of foreign countries, as not demanded by present conditions.

It is also true that our present courses in English give a more practical use of our language, and with far less time and effort than in the past. It is the belief of many teachers of wide experience that the time spent on such drill as vocal music, drawing, and much of manual training does not prevent the old-time development in the essential branches, but by being interspersed with them, forms recreation periods that fit the pupils for more effective work on the heavier branches. As the recess time is to the body, so the bright, spirited drill is to the mind.

In the high school curriculum there is but little suggestion of crowding, because the number of branches has not been increased in the ratio of the increase in the length of courses.

There are two evils which might result from an overcrowding of the curriculum—injury to the health of pupils and lack of such complete knowledge as gives efficiency and courage to the pupil.

Both of these evils have always been present, and it seems to me that we have not sufficient evidence to prove their cause generally due to fullness of the curriculum, nor that they are relatively on the increase.

We grant that the curriculum, especially of the elementary school, should not be allowed to outgrow the capacities of a majority of the pupils, yet we should not lose sight of the fact that much of it should be only suggestive, should only open the doors to departments of art, contemplation, and research which invite to unlimited occupation and growth.

We should not be too easily moved by criticisms of the product of the schools. Such criticisms have always existed and there never was a time

when social and commercial life made such heavy demands on the schools as in this opening decade of the twentieth century.

THE CONSOLIDATED SCHOOL AND THE NEW AGRICULTURE.

SUPERINTENDENT O. J. KERN,
Winnebago County, Ill.

The country school affects the welfare of more people than does the city school; hence the improvement of the country school is the most vital educational problem of the hour.

The colleges of agriculture and experiment stations are developing a new agriculture, a scientific agriculture. The work of soil surveys; discoveries in agricultural chemistry and agricultural botany; farm mechanics with reference to improvement of farm machinery and the possibilities of home economics clearly demonstrate the importance of higher education for the American farmer. What is needed is a new educational organization for the great mass of country children who will never pass outside of the boundaries of the home districts so far as school training is concerned.

The union of several country schools with a high school accessible to all the country children is the only solution for universal agricultural education. The consolidated school will do three things at least. First, it will bring about the spiritualization of agriculture by widening the horizon of the farmer, place him in a more sympathetic attitude towards the beauty of country life, enlarge his social interests and the influence of music, art, literature, and science in the country life, and "the man behind the plow," or "the man behind the cow," will become a new man. And with the new man will come a new spirit to his work. Second, consolidation will vitalize the course of study for the country child by including in his training the things in his environment. The course of study for the country child will not be patterned after the city school. The country high school will treat of soil physics, agricultural botany and chemistry, farm mechanics, and home economics. The country child will be consciously in touch with life. Third, the consolidated school will secure better trained teachers for the country children. These teachers will bring the country school and the country home closer together to meet the conditions of a new country life. What is needed is a general educational campaign for several years to make the farmers realize this.

SAYINGS.

Lawton B. Evans: Restricted teaching—because of programs and examinations—and not the enrichment, that is the trouble with the school. The school should interpret and explain life as it is and as it should be.

Payson Smith: There is no need of apologizing for the introduction of any subject into the schools.

Payson Smith: Make the school system fit the children, not the children fit the system.

Samuel Hamilton: Man is better than money; character than cash; growth in grace than growth in wealth.

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NATIVITY OF CITY SUPERINTENDENTS.

Maine is the only state in the North that has only natives as city superintendents.

Maine also furnishes forty-one city superintendents and two state superintendents to other states, leading all other states in this regard.

New Hampshire takes three from Maine, one from Massachusetts, one from Canada, and supplies eight for herself. She also furnishes twenty-two to other states, eighteen of whom are to Massachusetts.

Vermont goes to New York, Illinois, and Canada for one each, furnishing the rest herself. She has sent sixteen to other states, of whom thirteen are in Massachusetts.

Massachusetts has by far the most city and town superintendents, no one of whom receives less than \$1,500 salary. There are sixty who are natives of Massachusetts. This is more than the entire number of city superintendents at such salaries in any other state. There are also twenty-eight from Maine, eighteen from New Hampshire, thirteen from Vermont, twelve from New York, three from Connecticut, two each from Rhode Island, Ohio, and Canada, and one each from Wisconsin, Minnesota, Illinois, Missouri, New Jersey, Maryland, Georgia, Pennsylvania, Iowa, England, and Scotland. In all Massachusetts has more than one hundred and fifty city and town superintendents, to one of whom is paid \$6,000, to six \$5,000, to six from \$4,000 to \$5,000, to twenty-five from \$2,500 to \$4,000, and the rest from \$1,500 to \$2,500.

Massachusetts has no near rival in the matter of city supervision.

Massachusetts also furnishes a goodly number of city superintendents for other states.

Rhode Island goes outside for more than half of her city superintendents, getting five from Maine, three from Massachusetts, and one from Connecticut.

Connecticut goes outside for considerably more than half of her city superintendents, having four from New York, two each from Massachusetts,

and Ohio, and one each from Maine, New Hampshire, and Pennsylvania.

New York, outside of New York city, has several high-salaried city superintendents, in all about thirty-five, of which she furnishes about three-fifths herself, going to Maine, New Hampshire, Vermont, Massachusetts, Connecticut, New Jersey, and Pennsylvania for one or two each.

New York also furnishes thirty city superintendents to other states, Massachusetts leading with twelve.

New Jersey goes outside for considerably more than half of her city superintendents, getting six from Pennsylvania, three from Massachusetts, two from New York, and one each from Maryland, Rhode Island, Canada, and Scotland.

Pennsylvania supplies about three-fourths of her city superintendents, getting five from New York, and others from Virginia, Ohio, Vermont, and Connecticut.

Pennsylvania has furnished city superintendents for Connecticut, New Jersey (six), Ohio, Massachusetts, New York, Colorado, and California.

Ohio provides nearly all of her city superintendents, getting but five from outside. Outside she has supplied city superintendents as follows: Connecticut takes two; Pennsylvania, one; Indiana, two; Illinois, four; Wisconsin, one; Iowa, one; Massachusetts, two; Kansas, one; California, one.

Indiana supplies the larger part of her city superintendents, getting only two each from New York and Ohio, and one each from Michigan and Illinois. She furnishes few city superintendents for other states.

Illinois has comparatively few city superintendents on good salaries outside of Chicago, and she gets four of these from Ohio, and one each from Iowa, New York, Massachusetts, Indiana, Maine, and Canada. She has furnished one or two city superintendents to Indiana, Kansas, Michigan, Wisconsin, Iowa, Massachusetts, and Missouri. The state is not relatively numerous in her supply of city superintendents at home or abroad. Outside of Chicago, probably not more than twenty-five on a good salary.

Michigan gets four city superintendents from New York, and one each from Massachusetts, Indiana, Illinois, Canada, and Scotland, furnishing the rest herself.

Wisconsin supplies most of her city superintendents, getting a few from Massachusetts, Michigan, Illinois, Iowa, and Ohio.

Iowa gets about half of her city superintendents from Maine, New Hampshire, Vermont, Ohio, and Illinois.

Missouri goes to Massachusetts, New Jersey, Indiana, and Illinois for nearly half of her city superintendents.

Colorado gets nearly half of her city superintendents from Michigan, Kansas, Indiana, and Pennsylvania.

California gets half of her city superintendents from Missouri, Kentucky, West Virginia, Pennsylvania, Iowa, and Ohio.

PRIDE IN THE COMRADESHIP OF BOOKS.

Whenever the President of the United States has visited any city in the North, South, East, or West, the school children have been assembled somewhere on the line of march and have formed a prominent feature of the occasion. Invariably he puts his hand on the head of some pupil or shakes the hand of some of the students, and for years this is told of by fond parents, and if, perchance, from some school he accepts a bouquet, the whole school has a kind of sacred halo about it for a long time.

These same children and young people have the privilege of sitting for a whole evening with even nobler and more eminent men than a President. They can be talked to by Irving, Bryant, Emerson, Hawthorne, Whittier, Longfellow, Holmes, or Lowell, when these men are at their best. The quintessence of their thought and love may be the comrade for an evening or a Sunday afternoon of anyone. How many avail themselves of such an honor?

The number will be multiplied many fold when the schools can make authors a genuine delight to children and young people.

This is, then, one of the vital problems of the school, to lead children to find delight, permanently, in the best literary comradeship.

LEADERSHIP IN RURAL SCHOOL CONDITIONS.

Concord, Mass., was the first town in the United States to conceive the idea of consolidation of rural schools, and Massachusetts was the first state to make consolidation well nigh universal. Northeastern Ohio was the first section of the country to agitate consolidation nationally and to apply it under serious difficulties, but to County Superintendent O. J. Kern of Illinois is due the credit of applying consolidation, and, when that was impossible, beautifying and otherwise improving rural school buildings, rooms, and grounds in an entire county. It is almost literally true that not a teacher in his county is working under the disadvantageous conditions which are elsewhere quite general. This has been accomplished by publicity and personal championship and leadership.

Mr. Kern mastered, historically and from observation, the achievement in other places, then by pictures and illustrated lectures he made known all through his county what had been done and what could be done, and by personal work in one district after another throughout the county made the good contagions, until the county is, indeed, beautiful and every way delightful in its rural school conditions. Then he issued reports upon his work, highly illuminated, which were in demand from one end of the country to the other. This made opportunities for him to lecture, so that he is now a national leader in the matter of improving rural school conditions, and this has led to the issuance of a book* which is a revelation as to the possibilities along this line of improvement. It is not too much to say that Mr. Kern has been privileged to do more than any other, I had almost said than all

others, in the promotion of the betterment of rural school conditions.

In a sentence it may be said that he has perfected consolidation and school grounds improvement, has secured local support and general adoption, and has nationalized it by lectures, reports, and a complete story in book form.

SMALLER CLASSES.

One of the next reforms must be in the matter of the size of the classes in the grades. Great improvement has been made in the country as a whole, in that now few schools have so many as fifty to a class, whereas it is not a great while since the school with as few as fifty was the exception.

All in all the best results in the United States are probably obtained in the Francis W. Parker school, Webster street, Chicago, of which Miss Flora J. Cook is principal and Mrs. Emmons Blaine is associate principal. Many conditions contribute to the success, but the greatest element is the fact that no teacher has more than twenty pupils.

Miss Cook thinks that if all other conditions were favorable a teacher might have thirty pupils, but the right kind of work is impossible with so many as forty.

Miss Cook fits her pupils for the best colleges unusually well and at the same time teaches many other things which do not help for college. About half the work looks towards a first-class college preparation and the other half for life work directly. No school could do both as she is doing them if there were forty pupils to a class. With twenty it is comparatively easy.

Of course the change must come gradually. Exceptional schools and exceptional classes should always be reduced. Whenever a class is seen to be one of special difficulty, it should be divided at once. This would not materially increase the expense of the department. Boston is talking of experimenting with the boys' schools, at least with some of them, possibly with only one or two each year, but Boston is going to lead the world in the experiment in small classes in public schools. Not so small as thirty, probably, but relatively small classes.

CHILD LABOR LAWS.

Recent reports furnish striking proof of the value and effectiveness of the present child labor law of Illinois. In 1893, the year of its enactment, one child was employed for every seven adults; last year the ratio was one to sixty-five. The percentage of child labor has fallen from 8.2 in 1903 to 1.5 in 1905.

While Illinois has special cause for congratulation on her "child saving" work, the other states are by no means indifferent to the evil in question. About twenty state legislatures dealt with child labor last year, and some of the statutes enacted were distinctly notable. Here are a few specimens:—

Missouri enacted a compulsory education law, which regulates the employment of children until sixteen years of age; Massachusetts amended her

* "Among Country Schools," Ginn & Co. Price, \$1.25.

education law so as to require school attendance of illiterates up to sixteen; Kansas prohibited the employment of minors under sixteen in places dangerous or injurious to life, limb, health, or morals, and fixed the age limit of employment in all other places at fourteen; Rhode Island raised the age limit from twelve to fourteen; Pennsylvania prohibited the employment of children under sixteen at night and raised the age limit from thirteen to fourteen.

HASTEN THE PENSION LAWS.

The following news item appeared in *School*, New York city, recently:—

"Miss Brady, a former teacher, who was retired before the pension act became a law, was found dead in her room last week. Miss Brady had been destitute of friends, relatives, or means, and she was one of those needy teachers whom the Teachers' Benefit Association has aided the past few years. She was cared for and buried by the Primary Teachers Association, from the balance of the funds which it gave to the work of the relief committee."

TO HIM THAT HATH SHALL BE GIVEN, AND TO HIM ONLY.

President A. W. Harris of Northwestern University does not like the system adopted by the General Education Board in giving money to needy and worthy institutions. Beloit College, for example, might have got \$200,000 in the latest distribution of funds, if it could have raised \$400,000 additional from other sources, which it could not do. Consequently it receives only \$50,000. The point is that if the college could have raised \$400,000 from other sources it would show less need of help from the board, while the demonstration of greater need brings much less help. President Harris is not alone in this sentiment. The whole scheme of these great gifts is that only the institution that has rich friends can have a new rich friend. It is not a question as to whether help is needed, but how many friends have you who will help you?

Friends of school athletics need to be exceedingly careful lest by over-zeal they bring this interest under the same condemnation that has fallen upon the fraternities. Nothing is surer in this world than that whatever assumes to be above the school itself and its officials will not be tolerated.

The demand for teachers is far beyond the supply. Of course there are candidates in abundance where the salary is high and requirements hard to meet, but those seeking satisfactory teachers were never in such straits as now.

Every teacher in the United States should be required to pass an examination on "Town and City,"* and a copy of the book should be presented every teacher at public expense.

The women teachers in New York city can be paid the same salaries as men for \$5,607,932. What

is that in New York? There are twenty men who would pay it if they paid their honest taxes.

The "Mosely teachers" were greatly impressed with our American salaries. Some of them were willing to stay over or come over and enjoy our schedule.

The outcome of legal contests gives the Pittsburgh teachers \$120,000 more a year—25 per cent. increase for principals and 10 per cent. to grade teachers.

In only four out of the forty-eight of the principal cities of the country is the minimum teacher's salary equal to the earnings of the street and sewer laborers.

Lincoln was not aspiring to be president of the United States, but merely to do the next thing in the best way, and that made him president.

Delaware has increased the pay of county superintendents from \$30 to \$75 a month. This is a notable sign of the times.

New York school teachers, 400 in number, have appeared in Albany to demand equal salaries for men and women in the public schools.

President Nicholas Murray Butler of Columbia University has been married to a daughter of Mrs. Auguste La Montagne.

Kansas has a law, recently passed, which makes it unlawful for public high school students to belong to fraternities.

National child labor law has the unanimous support of the press of the country. How could it be otherwise?

Oklahoma has provided for consolidation of rural districts, and the pupils transported at public expense.

Parents' meetings are being formed in rapid succession in Massachusetts. Let the good work go on.

United States is richer than Great Britain and Russia combined, and than Germany and France.

The Peace Society has triumphed, and there will be no military carnival at Jamestown.

The Buffalo teachers are presenting their claim to adequate salaries vigorously.

July 9-12, Los Angeles, National Educational Association.

Indianapolis teachers are expecting a salary increase.

Don't worry over the activities of children.

This is the summer to go to Alaska.

A. I. I., Montreal, July 1-4.

Sense is always sane.

*By Frances Gulick Jewett, Ginn & Co.

THE WEEK IN REVIEW.

THE ADJOURNMENT OF CONGRESS.

The fifty-ninth Congress went out of existence amid demonstrations of good feeling. In the House, Democrats and Republicans joined in praises of the impartiality of Speaker Cannon; the last moments were given up to singing, flag-waving, and expressions of jollity; and there were warm personal tributes to members who had been retired to private life by ungrateful constituencies. In the Senate proceedings were more dignified, but everything was tranquil. Senator Carmack of Tennessee had filibustered successfully against the ship subsidy bill, which passed the House with difficulty two or three days before; and held the Senate through a bootless Sunday session while he killed time with the reading of ancient documents and various digressions. But the Senate stood the experience good-humoredly, the more so perhaps because it was Mr. Carmack's last effort.

THE WORK OF THE SESSION.

Not much is expected of the short session of any Congress in the way of general and constructive legislation. The ten or twelve weeks of actual time devoted to work are hardly more than enough for maturing the necessary appropriation bills. But the session just closed was far from being without fruit. It witnessed the enactment of legislation prohibiting the contributions of corporations to campaign funds, giving the government a limited right of appeal in criminal cases, limiting to sixteen the number of consecutive hours that any railroad employee can be on duty continuously, giving a service pension to all veterans of the Civil war of sixty-two years and over, and amending the immigration laws with special reference to the Japanese.

SENATOR SPOONER'S RESIGNATION.

One of the surprises of the closing days of the session was the announcement of the resignation of Senator Spooner of Wisconsin. Mr. Spooner has been sixteen years in the Senate and had two years more to serve. The reason which he gives for his retirement is that he is no longer able to make the personal sacrifice which is involved in giving up his profession of the law for service in the Senate. This is a fresh reminder of the inadequacy of present salaries for the holding in Congress of men of the highest rank, who have not private fortunes with which to sustain themselves and provide for their families. Mr. Spooner is one of the ablest men in the Senate. He is a fine orator and a great constitutional lawyer, and he has shown a happy faculty for finding a way out of difficulties and providing satisfactory compromises at just the nick of time. He will be greatly missed in the Senate.

FOREST RESERVES.

On March 2 President Roosevelt signed proclamations creating or increasing thirty-two forest reserves in various western states, covering an area altogether of 17,000,000 acres. If he had waited a day or two, his authority to issue the proclamations would have been cut off by an

WHO'S WHO IN EDUCATION.

REV. A. D. MAYO, LL. D.

Rev. A. D. Mayo, LL. D., celebrated his eighty-fourth birthday and sixtieth anniversary of his professional and public life January 31 in Washington. Dr. Mayo is a native of Warwick in Franklin county, Mass., was educated in the common and private schools of his day, but left Amherst College in freshman year at twenty-one, because of poor health. He became an intimate friend of Thomas Starr King and with him studied for the ministry in Boston with Dr. Hosea Ballou, 2d, afterward first president of Tufts College. Beginning with a ministry of eight years to the Universalist Independent Christian Society at Gloucester, Rev. Mr. Mayo remained in the ministry from 1846 to 1880 in Cleveland, Albany, Cincinnati, and Springfield, Mass. From 1856 to 1866 he was interested in general political and educational lecturing in New York and the West. In 1880 Dr. Mayo resigned from the Church of the Unity in Springfield to assume his "ministry of education in the South," to which he has been devoted for twenty-six years; twenty years to a field campaign in behalf especially of the public school for all classes and both races in every southern state. This "ministry" has been in co-operation with the state and local authorities, befriended by the national government and foremost educators of both sections, conducted through visitation, instruction of teachers, public lecturing, personal work in legislatures and school committees; free everywhere, with the exception of entertainment and to some extent of transportation. During these twenty years Dr. Mayo has traveled 200,000 miles, and the expense of his work has reached \$75,000, all collected by himself, with no other than personal contribution, save for an annual grant for several years by the American Unitarian Association. Until 1900 Dr. Mayo had taken no summer vacation, being engaged at the headquarters in Boston in the literary work of his mission. In 1893, at the request of Dr. William T. Harris, late United States commissioner of education, Dr. Mayo began writing the first detailed history of the American common school, from its colonial beginnings in Massachusetts, including every state, with especial reference to its establishment in all the ex-confederate states since the close of the Civil war. During the past six years Dr. Mayo has concentrated his attention upon finishing his work, "The History of the American Common School," now nearly completed. He is still busy upon it with the hope of bringing his "ministry" to its close by the republication of this work as a whole in several volumes.—Springfield Republican.

It is little short of idiotic to have the laws in many states class everybody under twenty-one as of school age. Six to fourteen is what everybody understands as the school age.

PLANTING AND CARE OF SCHOOL GARDENS.

BY GEORGE D. CARRINGTON, JR.,

Auburn, Nebraska.

The ground which is to be used for the growing of flowers, vegetables, or other small plants should be very carefully prepared early in the spring. If the plat is small, spading would be more satisfactory than plowing. It should be spaded rather deeply. If it is possible to secure some fine, well-rotted barnyard manure, a good dressing of it should be applied to the ground and spaded in. A light dressing of the same manure might well be added after the ground has been spaded. Never use coarse, strawy manure for garden or flower beds, as this loose material is apt to keep the ground so loose that it will dry out badly during summer. Care should be used to break up any lumps which there may be. After spading, the garden should be thoroughly raked until the surface at least is fine and mellow. Don't be afraid to step on the garden in raking. After deep spading it will be all the better for some firming. Never disturb the ground with spade, rake, or hoe while it is wet. This is especially important in heavy soils. If the ground is worked while too wet it will puddle and later bake in the sun and wind.

SOWING SEED, SETTING PLANTS, ETC.

Care must be exercised not to cover small seeds too deeply. The smaller vegetable seeds should not be planted more than an inch deep. Of the larger seeds, peas may be planted three or four inches deep, but beans are best not covered more than an inch or two. (It will be interesting to the scholars to notice how the peas and beans come up. They may be able to explain why peas can be planted deeper than beans.) Some of the finer flower seeds, such as petunia, for instance, should be covered very lightly, just a little earth sprinkled over them. It is important that the ground be firmed about seeds so that they can absorb moisture and germinate promptly.

In setting trees, shrubs, and plants see that the holes are dug large enough for the roots and deep enough so that the trees will stand fully as deep as they stood before being moved. It is very important to see that the earth is firmed well about the roots. Let some of the larger boys pack the ground by treading it with their feet, being careful not to bruise the roots. Fill the holes, firming the soil as the earth is shoveled in, to within four inches of the surface of the ground. Then fill the remainder of the hole with dry, loose dirt and leave it loose and dry.

If it is thought necessary to water trees at the time they are set, a good time to apply the water is just before the loose, dry dirt is added. It is not always necessary to water trees. If the ground is moist and the weather not too dry and windy, they will usually do well without watering. If it is thought desirable to water the trees water

them thoroughly. They had better be left without water than to use a single pail of water for two or three trees. Two or three pails of water are none too many for a good-sized tree. A little water simply moistens and packs the surface ground, increasing the evaporation afterwards.

CARE OF THE GARDEN.

Keep the weeds down at all times, since if they are allowed to grow they will rob the vegetables and flowers of much needed moisture. Cultivate the surface of the ground frequently with hoes and rakes. These implements are much more useful than watering pots in holding moisture in the ground. Don't wait until you can kill large weeds by hoeing. Keep the weeds from growing by stirring the surface of the ground.

Trees, shrubs, and the larger vegetables and flowers may be mulched to advantage, using straw, hay, or any coarse material which can be obtained.

The straw should not be applied to the tenderer vegetables and flowers until the ground has become thoroughly warm, say late in May or, early in June. A good time to apply a mulch would be just before school is out for summer. The very best way to kill weeds and hold moisture in the ground is to cultivate the surface soil with the hoe and rake until just before school closes and then to apply a mulch of straw to kill the weeds and hold the moisture for you during the vacation.

LIST OF PLANTS.

A considerable number of flowers, shrubs, and trees are listed below. Almost any of these can be grown easily. It would be best, however, to plant a few things the first year. It is much better to plant a few things and care for them well than to plant many things and neglect them.

Trees very desirable for school grounds.—Elm, hackberry, honey, locust, Russian olive, green ash, Russian mulberry. The last is especially good to attract birds.

Quick-growing trees, not so desirable.—Soft maple, box elder-cottonwood, willow.

Shrubs from nurseries or dooryards.—Tamarisk, Van Houtte's spirea, mock orange, lilac, and snowball.

Native shrubs.—Sand cherry, snowberry, coralberry, dogwood, elderberry, buffalo berry, wild roses.

Hardy vines.—Wild grape, Virginia creeper, trumpet creeper, honeysuckle.

Wild flowers.—Blazing star, golden rods, wild phlox, spiderwort, wild asters, penstemons, etc.

Perennial herbaceous flowers.—These are more desirable when once established than annuals. Many of them blossom early and they are better every year. Phlox, coreopsis, columbine, peony, golden glow, German iris, tiger lily, etc.

Annuals.—For climbers use gourds, morning glories, hyacinth, bean (*Dolichos*), sweet pea, wild cucumber, tall nasturtium, etc. For large-growing plants for the background use castor bean,

Stella sunflower, double sunflower (chrysanthemum-flowered). Of the smaller plants, the following are desirable and easy of culture: Coreopsis, zinnia, coxcomb, petunia, poppy, phlox, portulacca, larkspur, balsam (touch-me-not), verbena, and aster. The last is especially desirable on account of its flowering so late in the fall.

TALKS ON SCULPTURE.—(VII.)

BY LORADO TAFT.

Nothing could be more characteristic of Greek "reserve" than the treatment of the relief which we show to-day. Its theme is one of the tenderest of ancient legends, the story of Orpheus and Eurydice, a tale whose sweet pathos has appealed to men of every language and of every time.

Orpheus was a mortal, gifted with supernatural powers as a musician. With his lyre he could tame the most ferocious animals, and even the rocks and trees would dance at the sound of his magic instrument. His skill was his ruin, however, for it won the undying enmity of Apollo, who was "something of a musician himself," and the irate god struck his victim in the tenderest spot. He tore fair Eurydice from the arms of her loving husband and confined her in the gray land of shadows. Orpheus wandered inconsolable for many days, but finally learned where his treasure was imprisoned. By means of his art he passed fierce



ORPHEUS, EURYDICE, AND HERMES.

Cerberus, the three-headed watchdog of Hades, and such was the persuasive magic of his lyre that King Pluto finally consented to his leading forth his long-lost companion.

There was one condition. He must not look upon his wife's face until they should arrive in the upper world of sunlight. With exultant heart, the happy man retraced his groping way until suspicion seized him. Could it be that this silent shadow which followed him so closely was in truth his beloved Eurydice? Or was he being tricked by the powers of darkness? Just as they emerged into the light his resolution forsook him. He turned, and—she was gone. Hermes, the messenger god, had once more laid his inexorable hand upon her.

The sculptor of this beautiful relief is unknown, but as the style is that of the Parthenon frieze, we may believe him to have been of the time of Phidias or a little later. That he was a true artist and a master of the difficult problems of low relief is proved by this one work. It is worth living

to have done a single thing as perfect as this. With true poetic instinct, the artist has allowed the fond lovers a moment of parting while Hermes waits patiently and sympathetically. But notice that in this supreme moment there are no hysterics; no paroxysms of grief.

There is dignity in all Greek sculpture of this period. "In all things avoid the too much" was their motto, and their art was great because of this moderation.

It is so easy to overdo the dramatic—as in later periods of art when the emotions became grotesque—but even the great tombstones are masterpieces of dignity and reserve. Our ancestors used to festoon their monuments with sculptured skulls and crossbones, and fairly reveled in the horrors of death and decay. The Greeks marked their graves with gentle farewells like this, or pictured family gatherings where the loved one is shown preparing for a journey. The very self-control of these touching tributes grips fast the heart.—Used by permission of the Chicago Record-Herald.

THE BATTLE OF LEXINGTON.

[AN EXERCISE.]

BY FRANCES H. TURNER, BOSTON.

SINGING—Patriotic Selection.

1. On the afternoon of the day on which the provincial congress of Massachusetts adjourned, General Gage secretly prepared an expedition to destroy the colony's stores at Concord. But Samuel Adams and John Hancock, at Lexington, received a timely message from Warren, and the committee of safety removed a part of the public stores and secreted the cannon.

2. On the night of the 18th of April, 800 British troops crossed from the foot of the common to East Cambridge, where they received a day's provisions, and near midnight, after wading through wet marshes, that are now covered by a stately town, they took the road through West Cambridge to Concord.

3. Already, at ten o'clock, General Warren had dispatched William Daves through Roxbury to Lexington, and Paul Revere set off by way of Charlestown, stopping only to engage a friend to raise the concerted signals. Five minutes before the sentinels received the order to allow no boats to pass, two friends rowed him past the Somerset, man-of-war, across Charles river.

4. RECITATION—"Paul Revere's Ride."

5. The British troops had not advanced far when the firing of guns and ringing of bells announced that their expedition had been heralded before them. From day-break to sunrise the summons ran from house to house. Express messengers and volleys from minute-men spread the alarm. The mighty chorus of voices rose from the scattered farmhouses,—“Come forth, champions of liberty; now free your country, protect your sons and daughters, your wives and homesteads.”

6. At two in the morning Lexington common was alive with the minute-men. The captain, John Parker, ordered every one to load with powder and ball, but to take care not to be the first to fire. Messengers, sent to look for the British regulars, reported that there were no signs of their approach. A watch was therefore set, and the company dismissed with orders to come together at beat of drum.

7. The last stars were vanishing when the foremost party, led by Pitcairn, was discovered, advancing quickly and in silence. Alarm guns were fired, and the drums beat,—not a call to village husbandmen only, but the

reveille to humanity. Less than seventy obeyed the summons, and stood side by side on the village green, under the provincial banner, silent and fearless; the ground on which they trod was the altar of freedom, and they were to furnish the victims.

8. The British van, hearing the drum and the alarm guns, halted to load, the remaining companies came up, and half an hour before sunrise the advance party hurried forward at double quick time, almost upon a run, closely followed by the grenadiers. Pitcairn rode in front, and when within five or six rods of the minute-men, cried out, "Disperse, ye villains, ye rebels, disperse! Lay down your arms! Why don't you lay down your arms and disperse? The countrymen stood motionless in the ranks, witnesses against aggression, too few to resist, too brave to fly. At this Pitcairn discharged a pistol, and with a loud voice cried, "Fire!" The order was instantly followed, first by a few guns, which did no execution, and then by a heavy, close, and deadly discharge of musketry. In the disparity of numbers, the common was a field of murder, not of battle. Parker, therefore, ordered his men to disperse. Then, and not till then, did a few of them, on their own impulse, return the British fire.

9. Day came in all the beauty of an early spring. The trees were budding, the grass growing rankly a full month before its time, the bluebird and the robin gladdening the genial season, and calling forth the beams of the sun, which on that morning shone with the warmth of summer, but distress and horror gathered over the inhabitants of the peaceful town. There on the green, lay in death the grayhaired and the young; the grassy field was red "with the innocent blood of their brethren slain," crying from the ground unto God for vengeance.

10. That death stain on the vernal sward
Hallowed to freedom all the shore;
In fragments fell the yoke abhorred,—
The footstep of a foreign lord
Profaned the soil no more.

—W. C. Bryant.

11. Seven of the men of Lexington were killed, nine wounded,—a quarter part of those who stood in arms on the green. They gave their lives in testimony to the rights of mankind, bequeathing to their country an assurance of success in the mighty struggle which they began.

12. SINGING.—"Battle Hymn of the Republic."

13. After the surviving Americans had withdrawn, the British troops fired a volley, huzzaed thrice by way of triumph, and after a halt of thirty minutes, marched on to Concord.

14. About seven o'clock the British marched with rapid step into Concord, under the brilliant sunshine. Left in undisputed possession of the hamlet, they made search for stores. To this end one small party was sent to the South Bridge over Concord river; three companies were stationed as a guard at the North Bridge, while three others advanced two miles further, to the residence of Colonel Barrett, where arms were thought to have been concealed. But they found nothing to destroy except some carriages for cannon. His wife, at their demand, gave them refreshment, but refused pay, saying, "We are commanded to feed our enemy, if he hunger."

15. By ten o'clock more than four hundred Americans had assembled on the rising ground above Concord Bridge. They saw before them, within gunshot, British troops holding possession of their bridge, and in the distance a still larger number occupying their town, which, from the rising smoke, seemed to have been set on fire.

16. They had as yet received only uncertain rumors of the morning's events at Lexington. No independence had been proclaimed, no war declared. The husbandmen and mechanics who then stood on the hillock by Concord River were called on to act, and their action

would be war or peace, submission or independence. Prudent statemanship would have asked anxiously for time to ponder, and would have missed the moment for decision. Wise philosophy would have lost, from hesitation, the glory of opening a new era on mankind.

17. The officers, meeting in front of their men, spoke a few words with one another, and went back to their places. Barrett, the colonel, then gave the order to advance, but not to fire unless attacked. As the Americans neared the bridge the British began to take up the planks; the Americans, to prevent it, quickened their step. At this the British fired, and four of the patriots fell.

18. In an instant, Major John Buttrick, of Concord, cried aloud, as if with his country's voice, "Fire, fellow-soldiers, for God's sake, fire!" Two of the British fell; several were wounded. In two minutes all was hushed. The British retreated in disorder toward their main body; the countrymen were left in possession of their bridge. This is the world-renowned battle of Concord,—more eventful than Agincourt or Blenheim.

19. By the rude bridge that arched the flood,
Their flag to April's breeze unfurled,
Here once the embattled farmers stood,
And fired the shot heard round the world.

20. The British, in apparent uncertainty, marched and countermarched about the town. At last, about noon, they left, to return the way they came, along the crooked and hilly road that wound through forests and thickets. The minute-men and militia who had taken part in the fight ran over the hills opposite the battle field into the east quarter of the town, and acting each from his own impulse, placed themselves in ambush a little to the eastward of the village. There they were re-enforced by men who were coming in from all around, and at that point the chase of the English began.

21. Every piece of woods, every rock by the wayside, served as a lurking-place. Scarce ten of the Americans were at any time seen together, yet the hills on each side seemed to the British to swarm with rebels, as if they had been dropped from the clouds, and the road was lined by an unintermitted fire from behind stone walls and trees.

22. The British, galled by this constant fire, fatigued, and left without ammunition, broke ranks and ran like sheep. The timely arrival of Lord Percy, with 1,200 men and two field pieces, at length afforded them protection, and thus re-enforced they finally made good their retreat, arriving in Boston shortly after sunset.

23. During the day forty-nine Americans were killed, thirty-four wounded, and five missing. The loss of the British, in killed, wounded, and missing, was 273.

24. RECITATION.—"The Battle of Lexington," by Oliver Wendell Holmes.

PERCENTAGE OF ATTENDANCE.

LEBANON, N. H.

Though our high school at Lebanon is a rather small one, may I bring the following facts to your notice?

	Boys.	Girls.
Total registration, 1905-'06.....	49	44
Registration, September.....	52	49
Registration of boys, 1905-'06.....	52.7 % of the school	
Registration of boys, September, 1906.....	51.5 % of the school	
Lebanon high school has increased from 55 to 101 since 1903.		

Our present senior class is composed of nine boys, no girls, and of this number seven expect to enter college and one hopes to enter a business trades school. This allows us to say that 77.8 per cent. of our graduating class will go to college next fall.

C. A. Crowell, Jr.,
Principal High School.

Lebanon, N. H.

BOOK TABLE.

LITERATURE AND LIFE IN SCHOOL. By J. Rose Colby. Boston: Houghton, Mifflin & Co. Price, \$1.25, net, postpaid.

Here is a delightful book in a class by itself, opening new possibilities. Miss Colby has a mission for the schools, aye, for the future, through making real literature supplant unworthy writings in the interest of children. She not only tells how to do the right thing in the right way but she makes a plea for the doing of the right thing in the right way. Miss Colby's book is a persuasive appeal for the study of literature as literature in all the years of a child's school life. To her love for and knowledge of books the author adds an understanding of what is known as the educational process, and her views are founded upon actual experience in teaching. The titles of the five chapters of the book are: A Plea for Literature in School, Literature and the First Four Years of School Life, Literature and the Second Four Years of School Life, Methods of Handling Literature in School, Literature and Life after the Elementary Years. To these is appended a full list of books, single poems, and pieces of prose to be read in the schools. The lists are arranged in three sections,—for the first four years, for the second four years, and for the high school; and each list is printed in the order in which the books should be read. Books are marked to be read aloud in class, to be read by the teacher to the class, or to be read silently by the class. Every effort is made to make these directions explicit enough to be of practical value. This volume delivers a message that is worth delivering, and is an original contribution to literature of this kind, inasmuch as Miss Colby presents both theory and practice.

RALPH WALDO EMERSON. English Men of Letters Series. By George Edward Woodberry. New York: The Macmillan Company. Cloth. 205 pp. Price, \$1.

This is the most unsatisfactory biography that has come under our eyes. In the preface the author would have us understand that he has thoroughly consulted the thirteen chief sources of information about Emerson, but there is little in the book to bear out this assumption, for there is little by way of biography that is not generally known to intelligent readers, and the author has not taken time or trouble to see the significance of any thing that is not apparent on the surface, as, for instance, when he speaks of the American Institute of Instruction as "a Boston institution." Despite its lack of real value or importance, the book is fascinating because Mr. Woodberry has a charming literary style and he has made up a book, not of Emerson but of his own opinions upon a thousand different subjects, more or less. The book is in a class by itself as a biography and as a study of literature, and therein lies its literary charm.

OUR CHILDREN. Hints for Practical Experience for Parents and Teachers. By Paul Carus. Chicago: The Open Court Publishing Company.

Here are twenty-eight chapters on children from an unusual point of view. There is a philosophy underlying the entire book, but the chapters are often intensely practical, as the following will show: Worldly Providence, The Use of Money, Square Dealing, Sympathy with Animals, Don't Say Don't, Treatment of a Naughty Child, Do Not Punish, Direct and Divert but Do Not Suppress.

FIRST BOOK IN ENGLISH. Designed especially for foreigners. By Isabel Richman Wallach. New York, Boston, Chicago: Silver, Burdett & Co. Cloth. Illustrated. 152 pp.

It is astonishing that no one has earlier brought out a book in English for foreign youths and adults, especially for evening schools. It has been scandalous, the way we have required bright young men and women to begin to learn to read. Here is a first book that gives foreigners a practical working vocabulary of the simpler English words and idioms which they require for colloquial intercourse in private and in commercial life. The importance of accomplishing this aim in the briefest possible time has led to the introduction of certain features that have proved most helpful in teaching English to the crowded foreign classes in the evening schools of Greater New York. Although a First Reader is the right thing in its own field of teaching the art of reading to children whose mother-tongue is English, its gently graded lessons fail to satisfy the foreigner who desires to learn English without unnecessary delay. The English language has peculiarities that those essaying to learn it encounter from the very outset. Hence the need

of idioms in the earliest lessons, despite the pedagogic rule of leading up to the complex from the simple. Instances of this may be seen in the immediate introduction of the homophone (see, sea), and of the different uses to which the adverb "there" may be put. There is no attempt to teach rules of grammar in this first book in English, because the book can accomplish its purpose without them. The pages that picture familiar things are of valuable assistance toward self-effort, presenting to the pupil, at one and the same time, the new word and its meaning.

ANATOMICAL NOMENCLATURE. By Lewellys F. Barker, M. D., professor of medicine, Johns Hopkins University. Philadelphia: P. Blakiston's Sons & Co. Illustrated. Cloth. Price, \$1.00, net.

The Basle Anatomical Nomenclature—popularly referred to as the [BNA]—is the result of an earnest, concerted effort to systematize and simplify a nomenclature which has grown in haphazard manner, become burdened frequently with multiple designations for one structure, and in general has deteriorated in scientific accuracy and value. The expression [BNA] is a shorthand title for a list of some 4,500 anatomical names (nomina anatomica) accepted at Basle in 1895 by the Anatomical Society as the most suitable designations for the various parts of the human anatomy which are visible to the naked eye. The names are all in correct Latin and have been selected by a group of the most distinguished anatomists in the world, working six years at their task, as the shortest and simplest available terms for the different structures. One name only is given to each structure, and the mass of synonyms which encumbered the text-books can thus be swept away. Even more important is the exclusion from the list of all obscure or ambiguous terms, each name employed having a definite and easily ascertainable meaning. The construction of the list has led, too, to the establishment of certain general principles regarding the formation and use of anatomical names, and these principles promise to be of great service in simplifying nomenclature and keeping it uniform as anatomical science continues to develop.

EARTH AND SKY. A Graded Series of Nature Readers. Revised edition. By J. H. Stickney, author of "The Stickney Readers." Boston, New York, Chicago: Ginn & Co. Book I., cloth, 122 pp. Illustrated. List price, 30 cents; mailing price, 35 cents. Book II., cloth, 128 pp. Illustrated. List price, 30 cents; mailing price, 35 cents.

The Stickney School Readers have had few rivals in the last twenty years. Their staying qualities have been almost unprecedented and the author's ability to produce a new series along the best of modern and progressive lines is a great tribute to her mastery of the art of teaching. The broad title "Earth and Sky" stands for a series of graded reading which aims to put children into sympathetic relation with the physical world in such a way as to awaken living interest and lead to reflection which shall go on after the lessons themselves are forgotten. In Book I. the author suggests the entire world as it lies about us in our infancy. Earth, sky, water, wind, plants, animals, sounds, colors,—the whole realm of nature lies before the children as an open page. Book II. follows naturally with a consideration of the elements of nature in their relation to the needs, pleasures, and uses of man. The lessons centre about the question. What have the earth and sky to give and do for a little child who comes to make this world his home? The Readers are intended not as books of learning, but to provide for a graded school what intercourse with older people supplies in intelligent outside life,—beckoning hands to attract to something which will reward investigation. Taken separately or in sequence, the books should win children to a greater, truer love for nature, and should stimulate an interest in the later study of the physical sciences.

THE FRIENDLY TOWN. A Little Book for the Urbane. Compiled by E. V. Lucas. New York: Henry Holt & Co. Holiday binding. Gold flexible covers. Illustrated. Cover linings. Two hundred selections in prose and verse. 380 pp. Price, \$1.50, postpaid.

This is a charming book of rare gems from the masters, old and new. The two hundred selections are from almost as many different writers, and the choice has been made by one who knows human nature and touches its many strings with an appreciative sympathy.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

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Buckwalter's Second Reader.

By GEOFFREY BUCKWALTER, Principal of Mt. Vernon School, Philadelphia.

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MEETINGS TO BE HELD.

- March 27-30: Music Supervisors' conference, Keokuk, Iowa, P. C. Hayden, secretary, Keokuk, Iowa.
April, 1907: Eastern Commercial Teachers' Association, Boston.
April 3, 4, 5: Southeastern Nebraska Educational Association, Beatrice, Nebraska.
May 1, 2, 3: International Kindergarten Union Convention, New York.
May 7 to 10: Joint convention of Eastern Art Association, Eastern Manual Training Association, Western Drawing and Manual Training Association, Cleveland, Ohio.
July 1-2-3-4: American Institute of Instruction, Montreal.
July 2, 3, 4: Pennsylvania State Educational Association, Greensburg, Superintendent R. B. Teitrick, president, Brookville.
July 9-12: National Educational Association, Los Angeles, California.
December 31-January 1, 2, 3, '08: Colorado State Teachers' Association.

NEW ENGLAND STATES.

MAINE.

BRUNSWICK. South Main hall of Bowdoin College was burned out March 2. The fire caught in the closet of a room on the second story. All the sixteen rooms in the end were more or less damaged by smoke and water, but only about three were badly damaged by the flames. The cause of the fire is unknown. The occupants of the room, Allen W. Lander of Bingham and John B. Hanrahan of Lawrence, Mass., lost all of their clothes, books, and furniture. The occupants of the room directly above lost heavily. The other students were able to save a part of their furniture, clothes, and books, but all lost more or less. The greatest damage will be by water. It is roughly estimated that the loss to the students will be somewhere between \$500 and \$1,000. The damage to the building is over \$1,000. The building is fully insured, but the property of the students is not covered at all.

MASSACHUSETTS.

To establish public school gardens in every city, village, and country town in Massachusetts is the aim of the Massachusetts School Superintendents' Association. This was the unanimous decision of the members at their conference held recently at Lorimer hall, Tremont temple. The following officers were elected: President, Charles E. Stevens; vice-president, Albert L. Barbour; secretary and treasurer, Frank M. Marsh. A special committee of the Middlesex County Teachers' Association has made an exhaustive study of the matter of tenure of office and has drawn up a plan of action. It says that two systems are possible, definite tenure for a limited term and indefinite tenure for an unlimited term. Until recently definite tenure has been the universal rule. Teachers were

formerly elected for the school term, and of late, especially in Massachusetts, the election has been for the full school year. Since 1886 the statutes have authorized committees to employ teachers to serve at the pleasure of the committee, that is, for an indefinite period, and it is sometimes called permanent tenure. The term is a conventional one and is properly employed in a limited sense; but no obstacle is interposed to the removal of a teacher. It is permanent only in the sense of being uninterrupted by elections. If it is upon the whole more lasting, this is due wholly to its being more satisfactory to both parties, and this system is the one which the association desires to hasten in establishment. The committee suggests that the school committees begin by investigating and learning which of the two systems is better for the schools. They point to the report of the state board of education of two years ago for a list of the cities and towns which have adopted the permanent tenure, and say that the state authorities also approve of the change. It continues that the indefinite tenure is preferred by all teachers who have worked under it, and it becomes an added inducement for school boards to secure and retain good teachers. It establishes a better relation between teacher and pupil, for the annual elections invite gossip about teachers, often in the presence of their pupils, and worn-out teachers often imagine a critical attitude where there isn't one. It identifies teachers with the community and encourages them to take part in community affairs, in a way they do not feel free to with an election pending. Whatever makes the teacher a better citizen benefits the school. Teachers are encouraged to make their schoolrooms homelike and attractive; this is one of the greatest improvements in schoolrooms of recent years. An element of anxiety is removed from the teacher. Cheerfulness and good spirits are essential to a good school, and it is a well-known fact to those who deal with teachers that the best of them are often too susceptible to fear regarding their own value. The bestowal of tenure is regarded by teachers as an evidence of confidence, and confidence is an inspiration to teachers. The opinion that the anticipation of the annual election is a stimulus for effort by a teacher is denied, but it is claimed that such condition does stimulate a teacher to seek another place, and it also incites restlessness. The election of teachers by the list does not tend to as intelligent or effective scrutiny as does the consideration of individual scrutiny. The right method of permanent tenure makes the calling up of individual cases easier, the removal of inefficient teachers more practicable, and the removal of efficient teachers less probable. The important thing is that teachers be protected from removal under the cover of filling a vacancy. The report suggests that school committees adopt rules as follows: Teach-

ers who have served less than two years shall be regarded as temporary teachers and shall be elected annually. The election of teachers who have served for two full years shall be to serve at the pleasure of the school committee; teachers so elected shall constitute the permanent list. A teacher on the permanent list may be transposed to the temporary list by a vote of the school committee upon the recommendation of the superintendent and the subcommittee in charge; but such vote shall not be taken until one month after the recommendation is presented. A teacher so transposed from the permanent list shall thereafter be subject to annual election unless restored to that list by a vote of the school committee. The report is signed by W. D. Parkinson, superintendent, of Waltham; F. A. Douglas, superintendent, of Winthrop; Henry D. Hervey, superintendent, of Malden; Alton M. Briggs, principal of the Chelsea high school, and V. V. Thompson, superintendent, of Ashland.

BOSTON. It will be of interest to hundreds of teachers and their friends to learn of the great enthusi-

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IF ANY OF OUR READERS

know of any young lady who would like to enter Smith, Wellesley, Mt. Holyoke, or Boston University next September, and who needs special preparation, the Editor of "The Journal" will be happy to tell her of one of the very best Boarding Schools in New England which she may enter at once and complete her preparation at very moderate rates for the balance of the year. Write US AT ONCE.

SEEDS for SCHOOLS

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The School Garden Association,
Station A BOSTON, MASS.

asm manifested at the annual meeting of the Teachers' Annuity Guild of Massachusetts, held March 7; an enthusiasm justified by the good fortune experienced by the Guild during the year. Cheering reports came in of enthusiastic public meetings held in several cities, addressed by Dr. A. E. Winship and others; of an unusual increase in membership; reports of gifts of some five thousand dollars from friendly donors; several of whom sent five hundred dollars each; of financial reports, crediting the Guild with some \$124,000 of funds, of which some \$108,000 is in the permanent fund. It is very gratifying to know that this fund is rapidly increasing, as forty per cent. of the yearly assessment, together with all gifts, are placed in that fund, the principal of which cannot be touched; the income from the same only being available, together with the annuity fund, for the payment of annuities. In this way, the Guild rejoices in absolute security against any danger of being stranded as have been other mutual insurance associations. Superintendent G. A. Southworth was again elected president. All of the trustees were also continued in office, with W. F. Bradbury, treasurer, and George M. Wadsworth, financial secretary.

The Teachers Geography Club met at the Horace Mann school March 13 at 7.45 p. m. William L. W. Field of Milton spoke on "The Flood-plain Regions of the Rivers of China."

AMHERST. The next meeting of the Connecticut Valley Round Table of School Superintendents will be at the Cooley hotel, Springfield, March 16, with the following program: "Results of Investigation and Tests in Spelling," Fayette K. Congdon; discussion will be continued by Clarence E. Brockway, Robert J. Fuller, I. Freeman Hall. Usual reception before dinner, from 11.30 to 12.30. Audubon L. Hardy, secretary.

FITCHBURG. Fitchburg's new school building, to replace the old South-street school, is to be called the Hosmer school, after Miss Clarissa D. Hosmer, who has been for thirty-five years principal there and is still in the service.

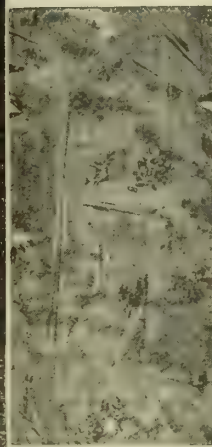
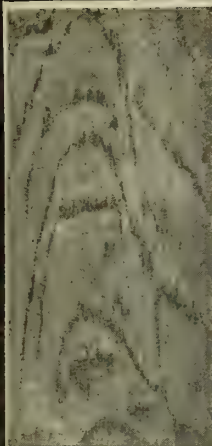
WINCHESTER. Robert C. Metcalf, superintendent of schools for several years, has resigned to devote himself to some literary work that is pressing him for early completion. Mr. Metcalf has been in active school work for nearly sixty years, without interruption. Most of this time he was connected with the Boston schools and most of that time he was assistant superintendent.

AYER. Another interesting movement for the establishment of social centres is under way in this town. Citizens have been endeavoring to arouse interest in and popular support of a community centre, not in the schools. To enlist the interest of the children prizes were offered for the best papers on "Needs and Opportunities in Ayer for a Social Centre." The agitation promises to bring concrete results.

SWAMPSCOTT. The high school seniors recently spent ten days in Washington, accompanied by the principal.

RHODE ISLAND.

The fourth annual conference of the League for Rural Progress will be held at Newport, R. I., March 25



Floors and Health

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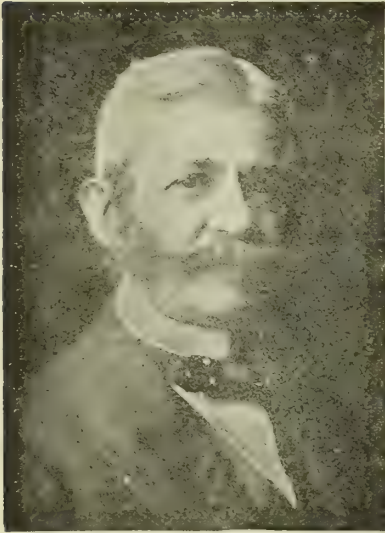
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and Station, and others will speak. It is also hoped that some one may be secured to speak on the gypsy and brown-tail moths and the San Jose scale. All interested in any way in rural progress in general, in good roads, school gardens, injurious insects, and civic improvement are cordially invited to be present.

PROVIDENCE. At a meeting of the Providence school board February 1, Asa G. Randall, director of manual arts in the schools of Fitchburg, Mass., was elected director of drawing.



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THE WEEK IN REVIEW.

(Continued from page 297.)

amendment to the agricultural appropriation bill, which was on its way to him when he signed the proclamations. He showed characteristic boldness and determination in acting when he did and as he did. The western timber and land grabbers had made desperate exertions to get Congress to legislate in their interests and had got so far as to secure a clause in the agricultural appropriation bill under which the President could not establish forest reserves except with the express authority of Congress. But the studies and surveys for these particular reserves had been made a year or more ago, and it would have been a public misfortune if the timber grabbers had got ahead of the President.

AN ANCIENT STEAL STOPPED.

A long-standing abuse has been terminated. For years it has been the practice, in the official weighing of the mails which determines the basis on which the railroads are compensated for carrying them, to weigh them for seven days in the week but to divide the total by six instead of by seven to determine the daily weight. How this practice came in and why it has so long been allowed to get by successive congresses and postmasters-general cannot be now told. But any change in it has been strenuously resisted by the railroads, which have been well content to profit by this arithmetic. An effort was made at this session to stop the practice, but the measure which passed one branch for that purpose was quietly strangled in the other. Mr. Cortelyou, however, just before he went out of the post-office department, issued an order directing that "the whole number of days the mails are weighed shall be taken as the divisor for obtaining the average weight per day." So ends an ancient steal, which has cost the government about \$5,000,000 a year.

EXIT SWETTENHAM.

Official announcement has been made in the House of Commons of the resignation of Governor Swettenham of Jamaica. He will leave the island as soon as he can make the necessary arrangements. His departure closes an unpleasant incident of a sort which under some circumstances might have had serious consequences. An official in his position who was capable of going out of his way deliberately to insult the representative of a friendly power engaged in a humane and friendly act is manifestly unfit for responsibility. There could be no predicting where he might break out next. From the free comments of the Jamaican press upon his general official conduct, it would appear that he had succeeded in getting himself generally disliked also among the people over whom he was set in authority, so that there is a double reason for the recall which is put in the merciful form of a resignation.

THE NEW DUMA.

The new Russian parliament met at St. Petersburg on Tuesday, March 5, and the first session passed off peacefully. Feodor Golovin, president of the Moscow zemstvo, and a constitutional Democrat, was elected president by a vote of 331 to 91 for his Conservative opponent, M. Khomiakoff, with seven votes scattering. This close approach to unanimity on the part of all of the groups except the extreme reactionaries is a good omen. No one, however, expects that the Duma will last long, or that it will be permitted to enter upon any serious work of legislation. A great eruption of the political volcano may be expected any day. The opening session of the Duma was followed by a riotous street demonstration of socialists and revolutionists, to the number of 40,000, which was with difficulty broken up by police and Cossacks. A search of the buildings of the Polytechnic Institute a few days before the opening of the Duma, by a heavily-armed force of 1,500 police, disclosed twelve infernal machines, a lot of hand grenades, stacks of repeating rifles, and 600 pounds of dynamite and other explosives besides great stores of revolutionary manifestoes. The existence of such an arsenal in such an institution suggests the character of the revolutionary forces which are gathering in Russia for a life-and-death struggle.

A BLOW TO MUNICIPAL OWNERSHIP.

London seems to have had enough

of municipal ownership, if the elections to the county council just held afford a basis for judgment. The so-called Progressives have been in power for eighteen years and they have introduced a good many schemes which have heavily burdened the rate-payers. At the recent elections they appealed for support on the ground of what they had already done in this direction and of other things which they meant to do, especially the taxing of the ground landlords. They had a majority of forty-eight in the last council, but in the new council their opponents, the Moderates or Reformers, will have a majority of forty. While the election turned upon this purely local question, it has some bearing upon national politics, for the Progressives are mostly Liberals and the Reformers mostly Conservatives.

THE MAGAZINES.

—Edward Everett Hale, one of the editors of the Woman's Home Companion, contributes an editorial page each month to the magazine. His present theme is American clubwomen and their real duties to the nation. In the March number Dr. Hale talks on "Good Deeds," as applied to clubwomen's work.

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National Educational Association.

Los Angeles, Cal., has been selected for the fiftieth anniversary meeting of the National Educational Association, July 8-12. It was expected that this meeting would be held in Philadelphia, Pa., where the association was organized in 1857. While negotiations were going on there was received a very cordial invitation from the city of Los Angeles to hold the anniversary convention in that city, providing satisfactory rates could not be secured for Philadelphia. This invitation was unanimously supported by the members of the State Teachers' Association held in Fresno and of the Southern California Teachers' Association held in Los Angeles, both during the recent holidays. It was accompanied by a guaranty of 5,000 advance members from the state of California, and assurances of 5,000 more from the other Pacific coast states and the Rocky mountain states. The California terminal lines of the Trans-continental Passenger Association; viz., the Santa Fe and the Southern Pacific, accompanied this invitation with a guaranty of a rate of one fare for the round trip, plus the N. E. A. membership fee, from Chicago westward, the membership fee to be collected in the usual way, with all other arrangements precisely as agreed upon for the San Francisco convention last July. Their legal advisers, as indeed the legal advisers of many other lines, find nothing in the law contrary to the collection of our membership fee, since it has always been and so declared not a part of the railroad rate but an addition to the rate, specified as a membership fee. The executive committee voted by telegraph to accept the invitation of Los Angeles and the tender of rates by the railway lines in interest. In this connection we wish to say that the teachers of Philadelphia and of Pennsylvania, under the leadership of Superintendent M. G. Brumbaugh of Philadelphia, were making preparations for a great anniversary meeting next July. We also desire to acknowledge with appreciation the untiring efforts on the part of Superintendent Brumbaugh through the local lines to secure the necessary railroad rates and ticket conditions. In view of these circumstances we are confident that the officers and members of the N. E. A. will be pleased that Los Angeles has so happily come to our relief in this emergency and that all will heartily join in making the fiftieth anniversary meeting in Los Angeles worthy the event, the association, and the state and city which invite us.

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BOSTON THEATRES.

KEITH'S.

Julius Steger and company in the highly successful sketch, "The Fifth Commandment," will top the bill at Keith's next week. Mr. Steger, who will be remembered as one of the leading light opera tenors a few seasons ago, has surprised even those who knew him best by the manner in which he plays one of the best character parts ever seen in a vaudeville act. The player and the playlet have scored heavily all over the western circuit this season and are now repeating their triumphs in the East. "The Sunny South," a big "real coon" act in which a score of darkies present a real plantation scene, with plenty of songs and dances, is sure to please. The American Four in some amusing travesties on "Poor John," "Waiting at the Church," and other songs made famous by Vesta Victoria, who is soon to be heard at Keith's, by the way; the three Mouliere sisters, who perform feats on the horizontal bars that are beyond the skill of most male acrobats in the line; Ford and Swor, a firm of comedians and dancers new to Boston; Hawley and Olcott, in an odd conversational comedy sketch; Max Millian, the talented young violinist; Dick Lynch, with some amusing burlesques on illustrated songs; Margaret Webb, a bright soubrette, and J. Waldo Connelly, for a number of seasons the pianist at Keith's, in a sparkling comedietta; Les Jundts, in extraordinary equilibrium feats; the Ward brothers, great dancers; Earl and Curtis, in a sketch by George M. Cohan, called "To Boston on Business"; the De Voie Trio, in some novel stunts on the Roman rings; George Whalen, baton juggler, and new pictures shown by the kinetograph will complete the program.

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A girl has beauties which amaze;
But when they would attune their
lays,

How do her lovers sing her praise?
See Bartlett.

A statesman fights and toils and frets
To save the land or pay its debts;
What is the eulogy he gets?
See Bartlett.

In short, this glory we call Fame
Is but a gambling poker game,
Wherein each player has for aim—
See Bartlett.

—New York Sun.

TRANSCIENCE.

How fast our chances fade away!
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Ere you've hitched up your horse and
sleigh,
The snow, alas, has vanished.
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WHAT THEY SAY.

SUPERINTENDENT JOHN KENNEDY, *Batavia, N. Y.*: Mental slowness is often latent superiority.

PRESIDENT G. STANLEY HALL, *Clark University*: The greatest mission in life and the greatest service we can render to the world is to add what little we can to knowledge, which is power.

SUPERINTENDENT E. L. SILVER, *Portsmouth, N. H.*: The connection of home and school is too little thought of, even by superior teachers. Since "boarding 'round" days the home and school have known too little of each other.

J. B. MONLUX, *Los Angeles*: There may be no other way of reaching an unruly boy except through the skin; but I am fully persuaded that three or four cases of corporal punishment a year, even in our largest schools, are quite sufficient.

SUPERINTENDENT A. H. KEYES, *Dover, N. H.*: Care must be taken under the stress and pressure that we do not run our educational train beyond the safety limit of speed and wreck the lives of the passengers upon the rocks of shattered nerves and chronic disease.

SUPERINTENDENT C. E. TILTON, *Bangor, Me.*: The better the work, the better the pay, ought to hold good in school work as elsewhere. I submit that the even scale of salaries is not just and should be abolished, if a suitable method of adjustment can be substituted.

DR. J. E. BRADLEY, *Randolph, Mass.*: We forget that pupils bring their moral and physical powers as well as their mental powers to school. During the years of school life the tastes, the settled preference, the habits of thought and conduct are rapidly forming. The school is one of the factors in this adjustment and growth. It is of the utmost importance that its influence should be clear and strong.

GEORGE D. CARRINGTON, JR.: Our first interest should be the children; we should be ever vigilant concerning their welfare and education; we should make it our business to see that their surroundings at school and at home are such as will give them health, reduce the chances for sickness to a minimum, make them strong of mind and body, and withal that they develop into honorable, noble men and women.

AUTHORS WHO ARE A PRESENT DELIGHT. (XXI.)

WILLIAM DEAN HOWELLS.

From the opening day of March Mr. Howells will be living on what is often styled "borrowed time." But it will be the unanimous wish of his hosts of friends that the added days may know nothing of the "labor and sorrow," of which the ancient psalmist wrote so confidently as the sure attendant upon advanced years.

As the phrase goes, Mr. Howells is largely "a self-made man." The early years of his life in Ohio were years of struggle and stress in his father's newspaper office first, and afterwards in other similar offices, as compositor, correspondent, and editor. But in those years aims were born and subsequently amply realized which have made him for certainly thirty years a brilliant and unique figure in American literary circles.

When Mr. Lincoln became president, Mr. Howells was appointed consul at Venice, a post which he retained until the Civil war was ended. There amid the lagoons and palaces he studied faithfully the Italian language and literature, and wrote those charming descriptions of people and scenes that delight one as he turns the pages of "Venetian Life."

On his return from abroad, he entered upon his editorial relationships with the *Atlantic Monthly*, which gave him a post of privilege and honor for the next fifteen years. Up to 1871 he had essayed nothing definite in the line of fiction, but then he published his "Their Wedding Journey," which was warmly and widely welcomed as a new form in the American novel. Its success led him to other ventures, and soon it appeared that he had won for himself a large and interested constituency of readers, a constituency which he has steadily held up to the present.

Mr. Howells had insight sufficient to see that there was "a rich field in America for realistic fiction," and he has sowed and reaped in that field unintermittingly, and not without ample reward. Not even his most devoted friends have claimed for him the ability to produce great character portraits. One of his warmest admirers alludes to his work as the "normal and average unfoldings of character rather than in striking and unusual revelations of what is in life." Yet what he does in his chosen realm is admirably done, as must be admitted by a perusal of "A Chance Acquaintance," "The Lady of the Aroostook," "A Woman's Reason," "The Rise of Silas Lapham," and others of his full repertoire. The people one meets here are real people, whose sayings and doings are reported by a kindly-disposed scribe; and which interest others, who seem to recognize in them their own blood and kin. And the author's diction is elegant, while it is free from any attempt at vulgar linguistic adornment.

It was not until more recent years that Mr. Howells began to feel the attraction of the strenuous American social problems, which have been so conspicuous a feature of our later literature. But at last he was drawn into this field of tournament, and as a competitor in its lists. In his "A Hazard of New Fortunes" and "A Traveler from Altruria" he deals with present currents and tendencies in American life; and with saneness and caution as well as courage. But it is not so much in his fiction that he treats of these insistent social and economical problems as in his essays and miscellaneous writing. His love of and yearning for brotherliness is perhaps most conspicuous in his poems. For Howells has made a place for himself also as a poet. His last book of verse, published in 1895, and with the somewhat singular caption of "Stops of Various Quills," reveals his deep interest in this restless modern life, and the

problems which that life is continually thrusting into prominence.

A feature of Howells' poems is the simplicity of their language. Take "The Bewildered Guest," a poem of only fourteen lines, ten words to a line, or one hundred and forty words in all. Only five of these words are other than monosyllables. Compare it with one of Tennyson's sonnets of equal length, and there are twenty-nine words in it of more than one syllable. The advantage for simplicity in poetic diction lies with Howells.

Some critics have thought they could trace the influence of Longfellow on Howells' diction as well as on the range of his work, both in prose and poetry. There certainly are some striking correspondences between the two, and such as give a more than ordinary meaning to Howells' words at the Longfellow centennial: "The happiest days of my life were those I spent with Longfellow."

EDUCATION ABROAD AND AT HOME.—(II.)

BY ELMER ELLSWORTH BROWN.

It was a Yale graduate, William Livingston, of the class of 1741, who blocked out the first large scheme for an American state university. His plan failed of adoption then and there—it was in colonial New York—and in its stead there arose King's College, known to-day as Columbia University. When, three or four generations later, our state universities came into the fulness of their career, they justified the foresight of William Livingston. He planned an institution in intimate union with the commonwealth in its entirety. Yet even he could hardly have guessed how intimately the American state university would become interwoven, in manifold relationships, with all the economic and higher life of the state. A group of Yale men had much to do with the making of one of these institutions, with which I am best acquainted, the University of California. Your "Mother of Colleges" does not forget, but goes on calling the grandchildren back to her. Bakewell, Blumer, Cook, Day, and I know not how many others, she has called back to her from California. The Universities of California, Michigan, Minnesota, Nebraska, Wisconsin, Missouri, Illinois, and others, a goodly number, each with its strong-lined individuality—these are institutions which are deeply inwrought and forever working in deep unison with the very forces that make the living state. There is hardly an occupation or an interest of any great number of the people with which they do not have to do, in some actual and influential connection.

Such a condition cannot be described. One has to live with it and live into it to see what it really is. Gold mines, coal mines, bridges and ditches, cows and calves and nesting hens, lady birds that fight the scale on orchard trees, the ears of corn with their perfect kernels crowding down to the tip, the forest preserve, the weather, the earthquake, and a thousand other things in which men have a material interest, all have their "intellectual coefficient" and find their scientific place and

meaning in the university. Through one or another of its departments the university deals with them all; and so it deals with problems of state taxation, of insurance, of banking, of charities and corrections, of library administration, of journalism. It is intimately concerned with the learned professions, and every occupation which it touches takes on somewhat the character of a profession. Its influence is felt in education of every kind and grade.

I would not have it appear that this close connection with manifold public interests in the prerogative of state universities in contrast with universities of other types. All universities, and particularly all American universities, are engaged in the service of the state. Those under public control and those under other than public control are simply approaching that service from different sides. The end is the same. But the additional fact cannot be overlooked that in the case of the state universities this connection with public interests has an intimacy, and is weighted with a sense of immediate responsibility, which result more or less directly from their organization under public control.

In the better institutions of both types, the growth of public spirit is so marked in recent years that we have come to regard it as an essential characteristic of the one American university type. It is public spirit of the American kind—not mere devotion to the state as represented by the government, but a democratic identification with the aims and interests of the people. The people have come to expect such public spirit in institutions of learning, and are not reticent as to expressions of disapproval if it be wanting. Even a strong institution may suffer disadvantage in a variety of ways if it fail to come into appreciative touch with the great body of the people. I do not mean material disadvantage, which we need not stop to consider here, but loss of the university's rightful participation in the larger life of the time,

an abatement of its fulness of enjoyment, power, and service.

No university, however, should seek that larger share in the life of the commonwealth unless it is prepared to take the trouble and pay the price. For no merely incidental addition of popular pieces to its program can do the work. The intramural life of the institution cannot continue to be its only real life, to which its life abroad is a mere provisional addendum. Its life abroad must be as real as its life at home, and of one piece with its life at home. And that life at home must suffer change for the sake of the whole life, of which it is but a part. Such change calls for the most serious and well-considered purpose to make the university serviceable to the higher life of the whole people and to that economic life which is the ally of the higher life. Nothing can more shrewdly defeat this high aim than any popular doubt as to the sincerity of the movement, even though such doubt be wholly without foundation. It must be clear that the university, in drawing near to the people, is not seeking primarily certain advantages for itself, but is rather seeking to fulfill a freely recognized and cherished function of co-operation. And such co-operation must be without condescension—carried on in frank recognition of the wisdom and the endeavor after righteousness that lies beyond the university's narrower, institutional borders.

I fear that what I have just said partakes a little of the homiletic character. But I trust that such a preachment will not seem to pass the bounds of courtesy, when I remind you that it is not intended to apply to one university alone, but to all; and that before saying the words in this ancient university, where I am a guest, I had repeated them for many years, and doubtless to the point of weariness, in that younger state university where I was, for the time being, at home. Others have said the same things, better than I, in many an institution of our land. And at best the words will sound to you here only like a restatement of that call to public service which three centuries have heard from the men of Yale.—Address.

"THIS, TOO, SHALL PASS AWAY."

Art thou in misery, brother? Then, I pray,
Be comforted! Thy grief shall pass away.

Art thou elated? Ah! be not too gay;
Temper thy joy; this, too, shall pass away.

Art thou in danger? Still let reason sway,
And cling to hope; this, too, shall pass away!

Tempted, art thou? In all thine anguish lay
One truth to heart; this, too, shall pass away!

Do rays of loftiest glory round thee play?
Kinglike art thou? this, too, shall pass away!

Whate'er thou art, where'er thy footsteps stray,
Heed the wise words: this, too, shall pass away!

—Paul Hamilton Hayne.

James H. Eckels: Common sense is never so much needed as when the agitator is abroad. There is no such thing as dishonesty by an honest man.

THE PREPARATION OF TEACHERS FOR THE RURAL COMMON SCHOOLS.

BY ERNEST BURNHAM,
Kalamazoo, Mich.

When it is known that at present 75 per cent. of the teachers in graded schools in the villages and cities of this state have had some professional training by the state, while less than 2 per cent. of the teachers in the country schools have had such training, the fact is patent to all that the campaign for professionally trained teachers for rural schools is hardly begun.

Before such a campaign can proceed there must be developed a sufficient demand, on the part of the patrons and supporters of country schools, for trained teachers. A sufficient demand will induce an increasing number of ambitious and worthy young people to seek that particular kind of training which will prepare them for successful work in country schools. Such a demand has been created in recent years, by farmers' institutes and other agencies, in many districts; in fact this new demand has outrun the supply, and as a result a study of the whole question of trained teachers is being made.

The brief study of this question here attempted is based upon the confident belief that all honest, patriotic citizens, whether they happen to live in the city or in the country, when they know the facts, will unite in the demand that our proud American boast of equal rights to all and special privileges to none be made as true to children as to older people. Public sentiment, the drawn sword of justice in this country, will enforce the demand for trained teachers for all boys and girls.

A trained teacher is: First, one who has fullness and accuracy of knowledge in the subjects which are to be taught and who is determined to become intimately familiar with all the sources at his command to which he may go or send for the increase of his knowledge and the proof of its accuracy; and secondly, he is one who by patient teaching under competent criticism has been shorn of careless, haphazard, slovenly, weak, and wasteful methods and has by observation, instruction, and practice acquired efficient, time-saving methods. Thirdly, a trained teacher is a manly man or a womanly woman who, by association with nature and humanity through books and by personal contact, has grown into a compelling soul-power sufficient to interpret, to cultivate, to vivify, to individualize, to inspire in children and youth the best ideals of life in general and of the humanity and nature about them in particular; to banish laziness and self-satisfying stagnation by giving the conscience a better grip on the will.

Progress in the training of teachers for country schools must find its starting point in existing conditions. There must be systematic study of these conditions. The facts which underlie the present status of the matter must be discovered, correlated, and proved. This is too vital a question to find a basis for action in mere theory or speculative opinion. The necessary facts may be known, and only in so far as they are known can there be any safe basis for the reasonably permanent, construc-

tive work which the spirit of the times demands. This work is sure to be done because the conditions are being provided which insure to this great work the necessary able, trained, experience-proven, constructive leadership.

Teacher training has been carried on successfully at state expense for many years, and the agricultural population has cheerfully borne its share of the taxation which has been necessary for the support of normal schools, without ever demanding with sufficient unanimity and emphasis that these schools try at least to solve the problem of doing equal justice to both urban and rural population.

It has evidently been thought by those in authority that the rural districts did not want trained teachers, and that even if they did, they could not afford to have them. This may have been true of many districts and it is possibly still true of some districts which, recognizing their financial inability to maintain an up-to-date school, take no advantage of a convenient law enabling them to better their financial condition.

It has doubtless been the purpose of administrative officers to do the best for all concerned, but they have been baffled until recently by the circumstances hedging in the country schools. As a consequence, the whole normal school machinery has been largely adapted to the work of providing teachers for graded schools in particular.

The natural consequences of this plan of work needed but the additional circumstances of the better organization and better wages of village and city schools to make it yield the present unbalanced, unjust, and un-American status of 75 per cent. of state-trained teachers in the urban schools and less than 2 per cent. of state-trained teachers in the rural schools.

Fortunately for country children normal school training, while it ought to be the best, has not been the only training available for young people desiring to become teachers. The method of practically unguided, experimental practice in real schools has been in operation throughout the years. The time-honored, experimental method to which the state is indebted for 98 per cent. of its rural teachers has been in a measure successful. This method is familiar to all. By it, at least one-fourth of the total number of country teachers enter the teaching force every year.

These new teachers are entirely without professional training and a majority of them have never before tried to carry independently any responsibility. They have come up to a minimum standard of scholarship; but their qualifications in general culture and physical and moral tone, if estimated at all, are largely guessed at from clothing, figure, face, and manners. Careful investigation in one county, Calhoun, shows that of fifty-five beginners in one year, twenty-two were graduated from city

high schools, nineteen were graduated from village high schools, eight had had part of a high school course, and six were graduates of the eight-year common school course.

During one term of the same year in the same county, the active teaching force of 155 rural teachers consisted of fifty beginners, thirty-seven who had had one year, eleven who had had two years, nine who had had three years, and forty-eight who had had four or more years of teaching experience.

There has been a slight increase in the proportion of beginners to the whole number in recent years, but approximately these proportions persist in the county studied; one-third of the rural teaching force with neither special training nor practical experience, one-third who have had from one to three years of largely unobserved and undirected trial; and one-third who have had four or more years of the same sort of training.

Five years of almost daily observation of the work of these teachers establishes the conviction that this independent and largely uncriticised experience may produce a first-class teacher, and again it may be practically worthless. The balance turns on the health and temperament of the teacher and his attitude toward his work. The vital element here is the spirit of the teacher. This is the open door through which walk into the school the disorganizing and dissipating power of low ambition and indefinite ideals or the pride-invoking, self-arousing power of clear ideals and ennobling ambitions.

Observation seems to prove that weak and time-wasting work anywhere in the public school system tends to reproduce its kind, but with lessening vitality, while definite and efficient work anywhere in the public school system tends to reproduce its kind with ever-increasing vitality and power for good.

If this is a true general principle its application to the question under discussion is far-reaching. The poorly-trained, undeveloped teacher is handicapping, for all time, the plastic lives he fails to bring to their best possibilities. In like manner the developed, skilled teacher is expanding and recreating in larger mould the lives before him every day.

In concluding the discussion of this most used method of preparing teachers for country schools, ignoring the mass of failures and all that these failures have meant in dwarfed and stunted human souls, it is but justice to state the truth that this method supplemented by county supervision, associations, institutes, and reading circles has brought into the service of the state very many noble men and women, some of whom, although in the service but a few years, have aroused and safely started in life many of the best men and women in the country's history.—Address.

COMMON SENSE.

Common sense is the name which practical people give to the best and easiest way of doing their work, and the simplest and completest way of gaining knowledge or explaining any difficulty. Common sense consists of reasoning on the evidence of the senses, but without keeping account of the process. When this common-sense method is made precise and accurate, it becomes the scientific method of gained knowledge.—Hugh Robert O'Neil.

LOOKING ABOUT.—(VI.)

BY A. E. WINSHIP.

VALPARAISO UNIVERSITY.

At Valparaiso, Indiana, about fifty miles from Chicago—and in Chicago, at the corner of Wood and Harrison streets—are about twenty college buildings worth \$1,000,000 with a student registration last year of 5,141, with a tuition income for college purposes of \$200,000, and this aggregation and combination, once known as the Valparaiso normal school, then as the Valparaiso College, will hereafter be known as the Valparaiso University. It has never had a dollar in endowment, has not a building given in whole or in part by any man of large means. Not a dollar's help has been solicited; no real estate scheme has backed it. No denomination has bid it God speed. Still it has more money in buildings and more income than any one of a third of the colleges, not state supported, in the United States.

These facts put Valparaiso in a class by itself. Think of a college president who never went before a legislature for assistance, who never solicited a dollar, who never spent an hour away from the college town in search of funds, who never made a speech from pulpit, in prayer meeting, or convention, for assistance, who never had in his pocket a subscription book, who never employed an agent to canvass for money, who has taught in the classroom practically every college day for forty-eight weeks in the year!

A million-dollar plant, practically earned out of the tuition, while the president and his associate have taken out for themselves a sum sufficient to yield an income to live on comfortably, leaving their families so provided for that they are turning over the entire million-dollar plant to an incorporated board of trustees without one dollar's remuneration, content to draw a moderate salary so long as they shall remain with the university.

This year they have built three noble college buildings at Valparaiso at a cost of about \$150,000. Last year they bought the famous Dental College buildings in Chicago, valued at a quarter of a million dollars. A few years ago they bought the Western Medical College buildings, and assisted in erecting the Frances Willard hospital. How has it been done?

Thirty-four years ago, in the famous panic of 1873, H. B. Brown opened a private school at Valparaiso, and for eight years he saw the plant grow slowly but surely. He did much of the teaching, ran the boarding house, administered the institution, until in eight years he had run up the registration to about nine hundred. Then the possibilities began to suggest themselves, and Mr. Brown invited O. P. Kinsey to join him, and for twenty-eight years they have worked with undivided purpose.

It is possible for any earnest young man or woman to come in at the beginning of any term and get whatever he needs, and as much as he needs, and leave when he must. Here is a faculty in the languages, in mathematics, in sciences, in engineering, in literature of college standards, with laboratories to match. There are also commercial, industrial, art and music departments. In connection with the university there is one of the best medical colleges in the West, and there is no better equipped dental college in the United States, or a better school of pharmacy.

The tuition at Valparaiso is uniform, with no extras,—fifteen dollars a term for four terms, or fifty dollars for the year. For this one can take whatever he may choose.

There is the best of living for the least cost. For \$1.20 a week, or \$57.60 a year, they give good table board; and for 37½ cents a week, or \$18 a year, they give a comfort-

able room. For \$125.60 one can have tuition, board, and room. But most of them live better than that. They can have a room in the elegant new dormitory, steam heat, sitting room, sleeping room, hot and cold running water, large closet,—two in a suite,—for 75 cents a week, and can live "like princes" as to food and service for \$1.40 a week, making the cost for the "swells" for tuition, board, and room \$153.20 a year. This is no country academy living, but it is absolutely good living. There are, this term, upwards of a thousand students on the swell basis. There are twelve at a table. There is a waiter for each table, a supervisor of service for every eight tables, a head of each of the three dining rooms.

The charge of \$1.40 a week means five cents for breakfast, five cents for supper, ten cents for dinner. From this one cent is deducted from each meal for the cost of preparation and serving, leaving four cents each for breakfast and supper and nine cents for dinner for raw material. This means \$40 each breakfast and supper, and \$90 for dinner for 1,000 students. The theory is that good things are the cheapest, that absolute cleanliness is indispensable to economy, that variety is advantageous, that prompt, attractive service pays.

The day I was there the dinner was so good that I did not believe that it was possible to provide it for nine cents for raw materials, and asked for the exact figures. Here they are for 1,000 persons:—

Three hundred and thirty-eight pounds halibut at 10 cents, \$33.80; 10 bushels potatoes at 40 cents, \$4.00; 24 gallons tomatoes at 30 cents, \$7.20; 15 dozen cans corn at 55 cents, \$8.25; 100 quarts cranberries at 8 cents, \$8.00; 100 pounds sugar for sauce at 5 cents, \$5.00; 124 loaves of bread at 2 cents, \$2.48; 26 pounds butterine at 11 cents, \$2.86; pudding for dessert, \$6.00; pudding sauce, \$1.50; salt, pepper, sugar, etc., \$3.00; coffee with milk and sugar, if wanted, \$3.70; total, \$85.29. Here is a meal of fish, three vegetables, bread, butter, cranberry sauce, dessert, and coffee. Everyone has all that he wishes.

Except in the summer term fully five-sixths of the students are young men.

The Dental College is of especial interest. There are nearly 250 young men taking the three-years' course. Here the tuition is on a different scale from that at Valparaiso, and there is no attempt to look after their living. The building is large, and fully equipped with all sorts of laboratories, libraries, and museums, in some respects the best in the country. The clinic feature is not surpassed in the United States or Europe, so that seven foreign countries are represented by students who have come to America especially to take the course in dentistry in this college. Some of them have already graduated at the best schools in their own land. There are seventy chairs in the large clinic hall. Here the work is done by the students under the observation of demonstrators. They often have as many as three hundred patients in one day. No charge is made for the work, and cost price only for material. They used \$5,000 worth of gold last year. This Dental College is twenty-five years old. For a few years past its relation to the university has been merely nominal, but within two years it has been purchased by the university, though it is managed as independently as before, and by the same faculty.

In Chicago alone there are 1,000 former students of the university, and nearly 300 were seated at the banquet at the auditorium recently, and it was a body of men professional, commercial, and official as interesting as one often sees together.

THE TEACHERS' ADVISORY COUNCIL OF WASHINGTON, D. C.

BY IDA M. DALY.

The necessity of some sort of link in educational systems between the teaching force and the superintendent has been felt for some time, especially in those systems where the teacher is four or five steps removed from the superintendent. The recent reforms in education in Chicago and Washington, which may be said in the main to have sprung from the teachers, would seem to attest this. Sometimes prayers for reform die with the first supine officer, who fearfully anticipates failure of the pleadings to the powers above. The writer of this article twenty years ago in Washington, about the time that Dr. Harris inaugurated the system of semi-annual promotion in St. Louis, asked the superintendent if it would not be a good thing for the Washington public schools. Since that time a small band of high school teachers have repeatedly urged the wisdom of it upon superior officers, most of whom prayed "that it would never come to pass."

Upon the installation in Washington of the new superintendent of schools, Dr. William E. Chancellor, formerly superintendent of Paterson, N. J., this same band smiled cynically and proposed to judge the new superintendent wholly upon whether he would make as his first recommendation the system of semi-annual promotion. Strange as it may appear, without suggestion from anyone here, the superintendent in his first communication to the board of education recommended the establishment of the system of semi-annual promotion.

It took twenty years to accomplish one simple educational reform!

If there had been a legitimate road for the suggestions of teachers to reach the superintendent, Washington might have had this salutary educational measure twenty years ago.

A teachers' advisory council to the superintendent was inaugurated by Dr. Chancellor in the school system of Bloomfield in 1902, and in Paterson in 1904, where it has operated very successfully. One of the first of the many progressive changes that Dr. Chancellor has made in Washington is the establishment of a teachers' advisory council.

The teachers' advisory council in Washington consists of the superintendent of schools and eleven members of the teaching force,—one from the kindergarten, two from the primary, two from the intermediate, one from the principals, one from the teachers of special subjects, three from the high schools, and one from the normal school,—whose term of office is practically permanent, or lasts until the resignation is accepted by the majority of the council.

The method of election at Bloomfield, at Paterson, and at first in Washington was as follows: The superintendent appoints the first member; the superintendent and the first member choose the second; the three members choose the fourth, and

so on until all the members are appointed. In Washington after the third member was chosen, the method of election was changed by the council. The teachers in the various classes mentioned above were invited to meet and ballot for five candidates as representatives from their respective classes as suggestive names for the council to act upon, which then made a selection.

The officers are a chairman and a secretary elected by the council, the chairman for one year only, and the secretary during the pleasure of the council. The superintendent is not eligible to any office.

The committees of the council, which are assigned annually by the chairman and ratified by a majority of the board, are as follows: Committee on laws, rules, regulations, committee on outlook, committee on courses of study, methods, and devices, committee on text-books and teachers' books, committee on forum and lectures.

The committee on laws, rules, and regulations keeps informed of the latest rules and regulations of school boards throughout the country and of the most progressive statutes of the states for the regulation of education and the betterment of teachers, which it reports to the council.

The committee on outlook keeps watch over educational periodicals and literature and advises the council as to the progression of educational ideas.

The committee on courses of study, methods, and devices advises the council similarly as to the most recent changes in the courses of study and methods throughout the educational world.

The chairman of the committee on text-books, as well as of all other committees, keeps in touch with the chairman of the similar committee of the Teachers' Association.

The committee on forum and lectures nominates a board of governors of five members, who arrange with the teachers for professional study cycles, seminars, and lecture courses.

Meetings of the council are held every two weeks, and all information regarding its proceedings is transmitted to the public by the written communication of the secretary under the direction of the council.

The purpose of the council as stated in the constitution is two-fold, "to promote the welfare of the teachers and to advise the superintendent as to measures and policies."

Measures and policies are debated by the council, but the superintendent is not bound by its conclusions. The great advantage is that it gives the superintendent the teachers' point of view, which he could not otherwise obtain.

BRAIN SURGERY.

We have been slow in believing that brain surgery would cure bad boys, first, because the evidence was too slight; second, because the tests were too brief; third, because it puts the responsibility for badness too largely upon the physical conditions. Wait for a better demonstration.

COLLEGE ENGLISH.

BY EDITH GILES.

"LORNA DOONE."—(III.)

First make a general reading for plot and points of external structure.

The plot is the framework of the structure of the romance as well as of the novel. This framework is made up of the different stories, which in turn are made up of the incidents. The purpose of the plot is to unify the series of events which make up the narrative. The author conceives his plot and has it clearly in mind throughout the shaping of the narrative. The narrative may or may not be so shaped that the plot is plainly evident to the reader.

The dramatic force of a romance rests in the actions and incidents which make up the plot, rather than in the personality of the characters.

The incidents which make up the plot are the single details which move the story on. The actions are the series of incidents or events which make groups of related events important.

The way in which the author groups related events and makes them take a place in the story in such a way that they could not be spared, is what gives unity to the story.

By his technical ability to so shape his story that unconsciously we feel its unity and enjoy with an artistic sense the way in which it moves from one scene to another, the author holds our interest and makes us appreciate both him and his work. Blackmore is a master in this technical ability. When he leaves us at the end of certain chapters to shift the story into other scenes, we are breathless until we have put these scenes together again. Yet by this very suspense he whets our interest in the main theme, and when he returns to it we find after all we could not spare what goes between. It is especially important that the interest should be so kept up in a romance where the force of the story depends upon the incidents. The dramatic excitement of it depends upon what happens, not upon what people think, or from what motives they act, under the given circumstances. Added to the interest in the action of the story, the romance receives a peculiar interest of its own from the time and place where it is laid, and in turn reveals its true place with a peculiar sympathy from the imaginary associations which it has attached to them. A romance makes a place more beautiful and more real to us than even history does, for we have heart memories of it from the book we love whether they are true or not. The romance writer has more license to deal with improbabilities, particularly in the matter of his local inaccuracies, than has the novelist. We do not object to the glamour of unreality in the romance, if in imagination we are introduced to brave men and beautiful women amidst associations that shall be forever dear.

Blackmore, in "Lorna Doone," has felt this, and made the moors of Devonshire inseparable from the story of "Lorna Doone."

The scene of "Lorna Doone" is laid in the

moors of Devonshire. Devonshire is a mountainous, interior county in the south-central part of England. This county is particularly romantic in the literary sense. It is covered with rough hills and close valleys, difficult of access and easy to lose oneself in—good hiding places for retreat or for strongholds for the lawless. Cut by numerous streams into wild, rocky gorges, it is naturally a home for superstition. There is plenty of chance to attach legends of adventure to such a place, and also plenty of chance for folklore to weave the supernatural into the real, and out of both to shape romances full of the spirit of the place and of local scenic color.

The story of the Doones and of big Jan Ridd is an old romance of Devonshire. One of the wildest glens in the Devonshire hills is known* as Doone valley, and little heaps of rocks spotting it are said to be the huts of the Doones.

To this glen the Doones retreated, Blackmore tells us in the course of the story, after they were driven from their estates in the North by some circumvention of a king's partiality or a king's prejudice. The event happened in the wild days of the middle of the seventeenth century. For some reason not told the Doones were outlawed as well as dispossessed, and they established themselves in their Devonshire hiding place, full of rancour which made them what they were called—outlaws—in the most unlicensed sense of the word.

So Doone Glen became a robbers' camp, whence terror and destruction ravaged the county. No man nor beast crossing the moors from one little village of its more open valleys to another was safe to call his life his own. The Doones must live, and there was only one way for them to live,—by slaughter. We have many types of outlaws in literature, from Robin Hood down. The Doones represent the extreme type. They were of noble family, and carried with them into their wildness their aristocratic spirit. The clan idea prevailed. The head of the family, Sir Ensor Doone, was as much a robber baron as if he had lived in his fortified castle during the Norman dynasty. There was no passing beyond his word or his judgment. Also the prejudice of blood and birth was cherished by the band as if they were cavaliers. Beyond this they were as wild as if they had been born to the mountains. They had withdrawn thither in a fury of anger and disappointment; this fury instead of turning to plans of retribution or revenge spent itself in unrestrained lawlessness, whose only purpose seemed to be to provide themselves a living and glut their hatred on devastation.

What has brought this about has happened before the story opens, but Blackmore makes it plain to us in the introduction which comprises the first five chapters.

*See photogravures from pictures by Dr. Mitchell and others in the edition published by John C. Winston & Co., Philadelphia.

BIRD DAY EXERCISE.

BY M. B. C AND M. A S, BOSTON.

SPRING'S CONCERT.

Spring should be represented by a pretty girl, taller than the others. She may be dressed in white, like a fairy queen, with small crown of gilt paper, a star-tipped wand, and wings of white muslin or tissue paper over a foundation of bonnet-wire. Her wings, and those of the other fairies, should be fastened to the shoulders by means of elastic tapes. The March fairy may be dressed in brown, with yellow-bordered, dark wings like those of the mourning-cloak butterfly, and carry a bouquet of twigs and catkins. The April fairy should have a green dress, with light green wings like a luna moth; she carries a large bouquet of leaves. The May fairy may have a yellow dress with yellow wings like the cabbage butterfly, and be profusely trimmed with flowers. Each fairy introduces the birds appropriate to her own month.

The boys and girls who take the part of birds should each carry a colored picture of the bird represented. Some of the boys have little flat tin whistles concealed in their mouths, while a few have regular bird whistles containing water to make the notes sound liquid. The golden-winged woodpecker carries a drum.

OPENING CHORUS (by the school). Tune: "The Birdies' Ball," in Walker and Jenks' Songs and Games.

Spring once said to her fairies three:
"Call the birds to each bush and tree.
Make them welcome, bid them come
To live and love in their northern home."

Cho.—Tra la la, la la, etc.

Soon there came, at the fairies' call,
The birds and birdies great and small.
Singing sweet their songs of glee,
They flocked around the fairies three.

Cho.—Tra la la, la la, etc.

(Enter Spring with her three attendants, March fairy, April fairy, and May fairy. Spring sings; tune: "Old Black Joe").—

These are the days when all hearts are light and gay,
Call now the birds from their southern haunts away.
Tell them to make all the fields and forests ring
With laughter, love, and joyous music, while they sing.

(Fairies answer—chorus of "Old Black Joe").—

They're coming, they're coming,
They now are on the wing.
They're coming now to join your chorus,
Lovely Spring.

(Chorus of birds in the distance, accompanied by bird whistles and drumming, same tune).—

We're coming, we're coming,
Just hear the songs we sing;
We're coming now to join your chorus,
Lovely Spring.

(Spring seats herself upon a throne in centre of stage.)

March fairy advances and speaks.—

Come hither, come hither, my brave, bright birds,
Who fear not the wind in his glee,
As he laughs through the forests all naked and bare,
Or tosses the waves of the sea.
Our dear queen-mother, sweet Spring, is here;
Since last time we looked on her face,
She has traveled the whole broad earth around,
And brightened with smiles every place.

And now she is waiting to hear your songs
Ring out on the cool morning breeze,
Or catch the gleam of your garments' sheen,
As you flit through the leaf-budding trees.

Come hither, my Bluebird, so bonny and bright,
With your dress like Italian skies,
Come, say, have you seen in your short winter's flight
Where the Land of the Beautiful lies?

Enter Bluebird.—

Here am I, an early comer,
As I cannot wait for summer.
I must build my nest, you see,
In some hole in stump or tree,
While I sing of purity,
Purity, purity.

March calls again.—

Come hither, friendly Robin,
You will be late, I fear,
Sometimes you hide all winter
In sheltered groves, I hear.
But now we want an army
The cut-worms to destroy,
And oh, we want your music
To fill our hearts with joy.

Enter Robin.—

Cheerily, cheerily, cheer up!
In rice fields far away,
Or orange groves of Florida,
We have no wish to stay.
We sing our sweetest songs for you,
Our northern home is best;
And on the grape-vine trellis
For years has been our nest.

Cheerily, cheerily, cheer up!
We've surely come to stay.
My precious little sweetheart
Is now upon the way.
And she will plaster up our house,
And make it snug and neat,
And soon some darling baby birds
Will make our home complete.

Cheerily, cheerily, cheer up!
Through long, bright summer hours,
We still will work and still will sing
Amid the bees and flowers.
But evermore to thee, our best,
Our sweetest songs we bring,
And hail thee, queen of life and love,
Our dear, delightful Spring!

March calls to Meadow Lark.—

Come in, come in, my sweet, shy bird,
I cannot let you pass;
I know you only wait to build
Your nest amid the grass.
Dear Meadow Lark, we love your song,
So liquid, sweet, and low,
As tripping o'er the dewy fields
At early dawn you go.

Meadow Lark enters.—

I see you, you can't see me
In the grass beneath the tree!
Here my dainty nest I hide,
Twisted grasses, snugly tied,
Arching roof and open door,
Four eggs nestling on the floor,
Four white eggs with touch of brown
Waiting for the breast of down.
Birdlings they will grow to be;
I see you; you can't see me.

March to Phebe-bird and Red-winged Blackbird.—

Phebe, Phebe, yes, I hear you,
Master Redwing, too, is near you,
You and he may walk together,
You have shared some stormy weather.
Each has but a note of song
Which the wailing winds prolong.

But the brighter days appear
And the nesting time is near,
So we know you gladly bring
Welcome to our queen, fair Spring.

(Enter Redwing and Phebe.)

Phebe.—

Phebe, Phebe, Phebe,
Where are you, my mate?
Don't you hear me calling?
We are surely late.
All around are happy,
Sunshine in the sky,
Moth and dusty miller
Slowly sailing by.
We will build together
On the rafter near,
Come to me, my Phebe,
For our queen is here.

Redwing.—

From the southern fields we come
Gayly to our northern home.
Large our party, wide of wing,
Glad to welcome thee, O Spring!
In the marshes damp and low,
Where the reeds and rushes grow,
We will build our nest with care.
Roots and grasses twined with hair,
And our flock of birdlings five
Make for us a busy hive.
Though we win the farmer's scorn
When we sometimes pull his corn,
More than full reward we pay
Eating grubs day after day.
We're the farmers' friends, you see,
Con-ka-ree, oh, con-ka-ree.

(March steps back with her birds around her, and April advances and speaks).—

People call me fickle April,
Full of smiles and tears,
But I bring the showers and sunshine
For the coming years.
And for me the farmer waiteth
Ere he sows his grain,
But for me the grain and labor
Were alike in vain.
No more loyal, busy fairy
Has our good queen, Spring,
And a merry crowd of workers
With me now I bring.
Come, my ever-busy swallows,
Darting here and there,
Cease a moment with your twitter,
Tell us how you fare.

Enter Swallows.—

Under the eaves, up high, up high,
Hither and thither, we fly, we fly,
Building our nest of mud we bring,
Catching our food forever on wing.
Flies and mosquitoes, indeed, were a pest,
If to destroy them, we did not our best.
We dive and swoop and watch for prey,
And twitter and scold like children at play,
Upon the rafters, under the eaves,
Are nesting places the farmer leaves.

April.—

Come in, my merry Golden-Wing,
Come make your bow, and greet fair Spring.
You have for food the busy ant,
But is your portion sometimes scant?
Do April rains disturb you, dear,
For nest or birdlings, do you fear?

Enter Golden-Wing.—

Wicker, wicker, wicker, wicker,
Here am I a jolly flicker,

You can tell when I am coming
For you're sure to hear me drumming.
Wicker, wicker, wicker, wicker,
In a hole quite like a pitcher,
"High-hole," sometimes people call us,
But the name does not appall us,
There my mate so bright and gay
Helps me drum and bore all day,
Till the place is fashioned queerly,
For the home we love so dearly.
There six eggs of pearly white,
We will watch with great delight
Till the dainty shells of snow
Into noisy flickers grow.
Snow or rain do not annoy us,
Storms of wind do not destroy us.
Neither care nor labor minding,
Food abundant ever finding,
Why should not our lives be jolly,
Why give way to melancholy?

April.—

Here comes our northern mocking-bird,
Brown Thrasher is his name,
If you should hear a dozen notes
They all are his, the same.
For sometimes in a cage he learns
To whistle at his will;
From "Yankee Doodle" to a waltz,
With equal grace and skill.
But tell us, pretty bird of brown,
Where best you love to dwell,
In April woods, or in the town,
Where fairies weave no spell?

Enter Brown Thrasher.—

Shuck it, shuck it, sow it, sow it,
Plough it, plough it, hoe it, hoe it,
Every farmer boy must know it,
April winds abroad will blow it,
Woods and fields triumphant show it—
Where we love to dwell.
Rush and brake our nest surrounding,
Always there our food abounding,
Ever there our songs resounding,
Will the story tell.

(April steps back with her birds.)

May.—

I'm here to welcome you, sweet Spring,
Your youngest fairy, and I bring
A wealth of song, by me unsought,
The chorus other charms have wrought,
For all my fairy sisters willed,
I hold, in promises fulfilled.
The nesting time is here in truth,
I keep the unfledged in their youth.
The callow brood, of life possessed,
Beneath a mother's downy breast,
Which by my gentlest breezes fanned,
Will rise and occupy the land.
New birds uncounted come to me,
Long journeying o'er land and sea,
New songs each little warbler sings,
And all the air is rife with wings.
I need not number great nor small,
To you, who know and love them all—
There comes our sprightly Yellowthroat,
Speaks for himself and sounds his note.

Enter Maryland Yellowthroat.—

"Which way, sir, which way, sir?"
That's my song, to-day, sir.
For I'd have you know, sir,
You are not to go, sir,
Where my wife upon her nest
Keeps beneath her yellow breast
Spotted eggs of pearly white,
Shelters them both day and night.
If you're surely going by,
I will catch for her a fly,
Caterpillars, too, sir,
They're not good for you, sir,
So once more, I say, sir,
"Which way, sir, which way, sir?"

COVERS FOR GRADUATION PROGRAMS.

The class that is to graduate from the grammar school this summer are making their own programs. Designs for book covers came in as a part of their regular course in drawing this spring, so they were encouraged to make designs suitable for this purpose. From the whole number of designs submitted several of the best were chosen and these were copied by each one in colors upon water-color paper folded to form a cover. The program itself will be written upon white paper cut a little smaller than the cover and fastened with narrow ribbon of the class color. Drawing has been introduced into the schools but recently, and this was done partly to show the parents some practical results of the course.

Kathleen Abbott.

TALKS ON SCULPTURE.—(VIII.)

BY LORADO TAFT.

Phidias and Polycleitos, the great sculptors of the fifth century, B. C., were succeeded by Praxiteles and Skopas. The growing tendency toward refinement and perfection of skill is illustrated in their work. Praxiteles chooses subjects very different from those which delighted Phidias. The days of monumental grandeur are past. The later man represents the gods, to be sure, but he selects the subordinate, more human divinities, and pictures them with a less reverent touch.

There is an air of easy familiarity in his approach. His first object seems to be the expression of geniality and grace. Only one original from this hand remains, but we trace his style in many copies and adaptations. We know that he was celebrated for his statues of Aphrodite (Venus) and Eros (Cupid). Indeed, it has been said of him that "whenever he put his chisel to the stone the little god of love was peeping over his shoulder."

Pausanias, who traveled in Greece in the second century A. D., tells us that he saw in the Hera Temple at Olympia "a Hermes of stone carrying the young Dionysos; it was made by Praxiteles." In 1877 a party of German archaeologists made a careful survey and did much excavating at Olympia. They revealed the foundations of the two principal temples, but found few remains of value. The sacred city had too long been a shining mark for the Roman robbers. The students were preparing to leave, somewhat disappointed at their small harvest, when one of the number proposed to turn a few more shovels of dirt within the inclosure of the Hera Temple.

Scarcely had they begun when the spade struck a stone which soon proved to be a statue. And such a statue! With the greatest care it was freed from the soil which had been its bed and protection through so many centuries, and gradually its beautiful form emerged to the daylight. No doubt these happy scholars were familiar with the passage in Pausanias, and recognized the figure at once, though it must have seemed too good to be true. At any rate, they appreciated the noble workmanship

of the figure—there is nothing finer in existence—and we can imagine that there was a great deal of excited German spoken around there that May afternoon.

The legs and arms were broken, but the body and head were intact, and here at last was a Greek statue with its nose in good order. As fortune would have it, they even found the baby Dionysos later, used as a stone in the building of a wall. Thus the Hermes stands to-day almost complete in the little museum of Olympia. He leans comfortably upon a high stump, over which he has



HERMES OF PRAXITELES.

thrown his mantle, and seems to be looking with gentle, dreamy eyes at the funny baby perched upon his left arm. The grace of the pose, the firm, yet softly rounded forms, the combination of strength and gentleness so well shown in both the subject and the treatment, were a new revelation to the world. Here at last was an original directly from the hands of the great master. It was as fine as men had dreamed. If this was one of the minor works of Praxiteles, what must have been the beauty of his more celebrated achievements!—Used through permission of the Chicago Record-Herald.

PLAN FOR AROUSING INTEREST IN COMPOSITION WRITING.

The following plan was used by one teacher with great success to create an interest in composition writing: "I first secured the co-operation of a teacher in a Western state, and then I outlined my plan to the pupils. They were to collect natural history specimens of all kinds, leaves, flowers, minerals, etc., and bring them to school, where they were properly pressed and labeled by the pupils. Compositions upon the subjects illustrated by these specimens were mailed to our Western friends for examination, and similar compositions and specimens were duly received from them. The plan worked admirably. Before the specimens were ready the pupils had selected their topics, some of which were: Our Wild Flowers, The Games We Play, Autumn, Our Forest Trees, Our Minerals, Wild Animals, 'etc.'—Teachers' Gazette.

Obedience is the most misunderstood word in the dictionary. Obedience cannot come from conquest.

NATURE LESSONS.

BY ALICE G. MC CLOSKEY, CORNELL UNIVERSITY.

JACK-IN-THE-PULPIT.

As soon as the snow begins to go off the ground children should be encouraged to observe the first evidence of plant life. Each year they should have a more extended interest in the early spring blossoms. I know a school in Buffalo where a teacher



JACK-IN-THE-PULPIT.

and her pupils have been interested in a certain Jack-in-the-pulpit that they have taken into the schoolroom for observation for several years. The spot where it grows is marked. As soon as it begins to appear above the ground the pupils take it up very carefully with the soil around it and place it in a flower-pot. Then they watch its development until it has passed the blossom time, after which they again plant it out-of-doors. This particular Jack-in-pulpit is much more flourishing than others of its kind. It has grown very tall, and the leaves and blossoms are extremely large.

I would suggest that instead of children being encouraged to gather all the flowers they see and leave them carelessly on the desk to fade, they be taught to study the entire plant. Jack-in-the-pulpit gives opportunity for many valuable lessons in plant life. Following are some questions that might be asked as the children study it.

Where do you find Jack-in-the-pulpit? In what kind of soil does it grow? How does it first come up?

What is the shape of the root? One is enough for the whole class to study, and it should be planted again. We do not want the Jack-in-the-pulpit to disappear from our woods.

Does the little hood fold over at first?

The hood or "umbrella" is not the flower. You will find the flowers on the central stalk that you call "Jack." See whether the blossoms are alike. Look at the blossoms on several plants. Place a stick by the side of one of these plants so that you will know it later in the year when the Jack-in-the-pulpit has disappeared.

Notice whether there are insects in the lower part of the flower stalk. If so, can they get out?

When the blossom has gone, look for the seeds. What color are they in June? In August?

Have you any house plant that you think is related to Jack-in-the-pulpit?

EASTER TIME AT SCHOOL.

There should be a "Flower Day" once a year, at least, in the public schools—a day in which children should be given a special interest in plants. Such a day will be worth the effort, since it will furnish much material for language lessons during the week when it is held.

The Monday following Easter might be a good time for this. Encourage the children to bring a plant to the schoolroom for this day, if possible one that he has grown himself. If he has not taken care of a plant, encourage him to bring one from the home collection. In the more advanced grades a history of the plant brought to school would make very interesting material for composition



A SCHOOL ON FLOWER DAY.

work. Then a description of the plant might be given, and some suggestions for its care.

Perhaps the children will be willing to leave

[Continued on page 326.]

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TEN MILLIONS MORE.

Mrs. Russell Sage has done nobly in establishing the "Sage Foundation," with \$10,000,000 as a starter. This should produce about \$400,000 a year. The object is the improvement of social and living conditions in the United States.

The means to that end will include research, publication, education, the establishment and maintenance of charitable and beneficial activities, agencies and institutions, and the aid of any such activities, agencies, and institutions already established.

It will be within the scope of such a foundation to investigate and study the causes of adverse social conditions, including ignorance, poverty, and vice; to suggest how these conditions can be remedied or ameliorated, and to put in operation any appropriate means to that end.

It will also be within the scope of such a foundation to establish any new agency necessary to carry out any of its conclusions and equally to contribute to the resources of any existing agencies which are doing efficient and satisfactory work, just as the present General Educational Fund, organized to promote higher education, is aiding existing colleges and universities.

While its scope is broad, it should preferably not undertake to do within that scope what is now being done or is likely to be effectively done by other individuals or by other agencies with less resources.

It will be its aim to take up the larger and more difficult problems, and to take them up so far as possible in such a manner as to secure co-operation and aid in their solution.

In some instances it may wisely initiate movements, with the explanation of having them maintain themselves unaided after once being started.

In other instances it may start movements, with the expectation of carrying them on itself.

Income only will be used for its charitable purposes, because the foundation is to be permanent and its action continuous. It may, however, make investments for social betterment which themselves produce income.

While having its headquarters in New York city, where social problems are most pressing and complicated, partly by reason of its extent and partly because it is the port of entry for about a million immigrants a year, the foundation will be national in its scope and in its activities.

LEADERSHIP IN IMPROVING RURAL SCHOOL TEACHERS.

Michigan, Wisconsin, and Nebraska have clearly taken the lead in providing training school instruction for rural teachers, and hundreds of county superintendents have been uplifting their teachers by bringing the Chautauqua with valuable educational attachments to their counties, by the development of a local summer normal school, and by inspiring their teachers to attend the larger and better summer schools at the colleges, universities, and state normal schools. The good that has been done in this way is beyond expression, notably in the Middle West.

But it was left to Superintendent George A. Gordon of Amador county, California, to give a new turn and a new impetus to the improvement of the rural school teachers.

Mr. Gordon is an Amador county man. When he became superintendent forty per cent. of the teachers had never been outside of the county. Think of the children in forty per cent. of the schools being taught by young people who had never been outside of the county; most of these had usually been taught by teachers who had never been outside of the county. Some of these teachers upon the threshold of the twentieth century had never seen a train of cars or even dreamed of a street car.

This was true of a large number of other counties when George A. Gordon, as superintendent, undertook the solution of the problem. He said: "We do not want teachers from outside. They will not stay if they come. They will not adapt themselves to our necessities. It is much better to use our own young people. But they must see something of the great world beyond."

He was entitled to a teachers' institute each year. The teachers were required to attend. They were to be paid their regular salaries while in attendance. He conceived the idea,—he was the first man in the world, so far as is known, to entertain the idea,—of holding a county institute far outside of the country. He held his first outside institute 137 miles away, at the famous State University at Berkeley. His first great fight was with the railroads for a very low rate for the round trip. The officials laughed at him at first, but he convinced them that once established it would become contagious, as it was, and in December, 1905, twenty-eight counties held their annual institute at Berkeley.

The present United States commissioner of education, Dr. Elmer E. Brown, was then head of the department of education at Berkeley, and Mr. Gordon went to learn what would be done for the teachers if they came. "Where did you get the idea?" said Brown.

"I didn't get it anywhere, it is my own," said Gordon. It was indeed his own. And it was arranged that for half a day there should be special lectures for teachers at the university and the other half should be spent in visiting the schools of Oakland under the guidance of Superintendent J. W. McClymonds and the university professors who had been lecturing to them.

Two years later his teachers all went to the San Jose normal school, 187 miles away. He had a round trip rate of \$4.35, or a trifle over a cent a mile for the distance traveled. They had four days at San Jose normal school, a trip to the famous Lick Observatory at Mt. Hamilton, with lectures in the evening by the specialists there.

At the normal school there were special lectures and special demonstration of work in the training school. They had a day at Stanford University, with special lectures, and there was a day in San Francisco.

Mr. Gordon went ahead and arranged specially low rates for rooms and meals, and in one instance got a ten-cent round trip bus ride as against the regular fifty-cent rate. There were eighty Amador county teachers who took this trip.

What has it done for the schools of Amador county? The teachers read much more than ever before. They read much better books and papers. They have something fresh and fascinating to talk about in school and out. They think in larger units. Many of them go to the university or San Jose summer school. They are vastly better in every way for the great view of life they have had. Half the counties of the state in 1905 held their county institutes at Berkeley or Los Angeles, all fruiting from the seed planted five years earlier by George A. Gordon.

In a sentence Gordon secured the best blood of the county for teachers, he kept them at their homes, led them out into the larger educational world, did it without materially increasing the expense to them, and incidentally their salaries have been increased about thirty per cent.

"MOLLYCODDLES."

Harvard University board of overseers, after two years of exhaustive study of the entire situation and every phase of the proposition, with full knowledge that its eminent and devoutly esteemed president has said to them officially that even reformed football is neither fit to be played nor to be witnessed, has voted to retain the game with mild modifications.

It is interesting, though not important, that a few days before this decision President Roosevelt, the most distinguished alumnus of Harvard, in a speech at the university, spoke in unqualified terms of football, rough and rugged football, and of those who opposed it as "Mollycoddles," and the

university students and alumni were wildly enthusiastic over his speech.

The two distinguished "Mollycoddles" are President Eliot and President Butler. There is no possible complication for President Eliot for two reasons: First, he has been at the head of the university too long, and is too ardently and universally admired and adored to permit of any disturbance for any cause; secondly, he is always content to say his say and abide by the action of his official board without using any personal influence to establish his personal opinion in law. It may be an annoyance to Dr. Butler: First, his reputed nearness to President Roosevelt receives a slight shock to be thus publicly and emphatically classed as one of the "Mollycoddles"; secondly, his presidential term has been brief; third, he made his opinion in the matter the law of Columbia; fourth, the student body persists in antagonism to President Butler because of his attitude on the game.

The whole country is in the three classes represented by Roosevelt, Eliot, and Butler. There is a host of modern men who see in football the typical game of the new century, and as such enjoy it despite the danger that lurks in its vigor. There are many college leaders whose convictions are as decided and expressions as outspoken as are those of Dr. Eliot, but who refuse to mingle in any personal scramble in order to make a touchdown. They are confident that time will vindicate their judgment. In the present state of the public mind it is not wise to make an issue in a pugilistic manner over college football. With high school football other conditions enter in.

INDIANAPOLIS PENSIONS.

By a unanimous vote the legislature of Indiana has provided for a pension of the Indianapolis teachers. To my mind it is the best pension scheme yet devised. About \$25,000 a year will be available for pensions and disability, this amount increasing from year to year. The city tax-payers will provide one cent on every \$100 of assessed valuation, yielding this year nearly \$17,000. Every teacher in the city who has taught for fifteen years or less will contribute monthly one per cent. of her salary, and those who have taught more than fifty years will contribute two per cent., provided always that no teacher shall contribute more than \$20 a year.

A teacher who has taught forty years (thirty-five of it in Indianapolis) may retire on \$600 a year. If thirty-nine years, she will draw thirty-nine fortieths of \$600, or \$585. Each year drops off \$15, or one fortieth, down to twenty-five years of age, when it will be \$375. At any time after twenty-five years of service a teacher may apply for retirement.

For disability while in city service, regardless of length of service, draws \$100 a year, and if she has taught fifteen years or more, she draws fifteen fortieths of \$600, or \$225, in addition to the \$100.

Every teacher in the city favored the plan and every member of the legislature voted for it. The pension scheme is to be administered by a board

consisting of three school commissioners chosen by the school board, the school superintendent, and one principal and two teachers, chosen by the city teachers. In the meeting to choose the board the teachers were represented, as follows: One representative from each building having eight rooms or less, two representatives from buildings having more than eight rooms, five representatives from each high school, and four representatives for the assistant superintendent, special teachers, directors, and permanent substitutes.

HARVARD WILL PLAY FOOTBALL.

The Harvard overseers have decided in favor of a continuance of intercollegiate athletics, including football, at the university, under certain restrictions, especially with reference to the professional coaching system and the management of contests. The receiving and discussion of the special report of a sub-committee on the question of athletics at Harvard was the chief item of business before the last meeting of the board of overseers.

The agitation for and against football at Harvard has been long and bitter. President Eliot has expressed himself as against the game time and again, and in his annual report made public last week he again characterized it as a game which was too fierce for either students or spectators. Those in favor of continuing football were so fearful that they would lose in the contest that they called President Roosevelt to their aid, and at a recent meeting at the Harvard Union he spoke at length in favor of the game. It is believed that the remarks of the President stayed the hands of those opposed to the sport and that while Harvard will play football in the coming season it will be under restrictions.

MAKING HOME MAKERS.

Senator James H. Stout of Menomonie, Wis., is to install a home makers' school with no burdensome academic standards of admission. By this means they will enable the humblest girls and women to learn how to manage domestic affairs skilfully. The expense will be so slight as to bring it within the reach of all who would equip themselves for domestic science.

SCHOOL FURNITURE OUTRAGE.

At last the school furniture manufacturing monopoly would seem to be in a fair way to be put out of business. The announcement is made that F. A. Holbrook and nine church and school furniture manufacturing companies have been indicted in Chicago by the federal grand jury. In addition two petitions were filed in the United States circuit court for an injunction restraining the furniture companies from further violations of the Sherman antitrust act, under which the indictments were returned. The indictments charge the defendant corporations with controlling 80 per cent. of the church pew and school desk business of the United States.

This has been the one combination in the educational work of America that has in our judg-

ment handicapped education, and it will be a glorious day for the schools when it is put out of commission. Unless we are mistaken we will have some school furniture worth while when there is a free field.

MILITARISM AT JAMESTOWN.

If, as looks liable, at this writing, the management of the Jamestown exposition persists in magnifying the warlike features of the exposition display, instead of the educational and industrial as heretofore, or even in connection with them the better sentiment of the country will be outraged. The peace movement is no longer merely incidental or sentimental, but it is now one of the most persistent and insistent convictions of the American people, and every demonstration is becoming little short of an insult to the best patriotic sentiment.

Weyerhaeuser, who came to America a poor boy at the age of eighteen, fifty-five years ago, is said to have larger wealth than Rockefeller, largely made fabulously wealthy by the advance in the value of timber lands. Next!

Plainfield, N. J.—Henry M. Maxson, superintendent, leads the country by raising the grade teachers' salaries \$100 and other teachers correspondingly. The city is wealthy and scholastic and this leadership is most fitting.

Washington State Association is but twenty years old. It has an annual enrollment of about 3,000 paid members. The eastern states have greater age but less hustle.

Arizona has two superintendents of high schools, recently appointed by the governor. She also has a state examiner. Both are new provisions of the law.

C. G. Schulz, assistant state superintendent of Minnesota, says that regularity in attendance is more important than increased attendance. That depends.

California has made extra good provision for the rural schools within the past year. Practically no rural teacher now receives less than \$600.

The Japanese war in the schools of San Francisco is at an end. Another peace trophy for Theodore Roosevelt.

President Roosevelt never played in greater luck than when he got into the football game with President Eliot.

It never harms a man to be envied, but it poisons the very heart's blood to be envious.

It is not that Harvard loves President Eliot less, but football more.

Waltham, Mass., increases grade teachers' salaries \$50 each.

All honor to Mrs. Russell Sage.

THE WEEK IN REVIEW.

PRESIDENTS AND THE PRESIDENT.

A diverting change has come over the attitude of the railway magnates toward President Roosevelt. Only a short time ago they could not find language strong enough to denounce him and all his works. Now they are deferential to the point of obsequiousness, and through Mr. Morgan have besought of the President a chance for a conference with him. Mr. Morgan's rather naive explanation of the conference is that it is to consider "what steps may be taken to allay the public anxiety as to the relations between the railroads and the government." Now the fact is that there is no trace anywhere of such an anxiety. It is not the public, but the railroad presidents, who are doing the walking. And they have a three-fold cause for the sudden panic which has seized them: The attacks made upon their interests in nearly every legislature in session this season; the difficulty they are experiencing in marketing new issues of their inflated securities; and an uneasy apprehension as to the program which the President may lay before the new Congress next December.

POSSIBLE PRESIDENTIAL COMPLICATIONS.

The composure with which the average American regards grave national possibilities which would greatly stir a less philosophic person is illustrated by the way in which we drift along without taking steps to secure the Presidential succession against the possibilities of accident. Congress has had under consideration a bill which extends the line of succession through the secretaries of agriculture and commerce and labor, which offices had not been created when the present law was enacted in 1885. This is all very well, but it leaves untouched some of the most serious possibilities. For example, there is no authority to determine when "inability" on the part of the President begins or ceases. There is nothing to determine whether, if an election were ordered in case of a vacancy in the presidential office, it would be for the unexpired term or the full term of four years. If a President-elect were to die before becoming President, there is nothing to determine who would be President. To be sure, this never has happened, but it might happen after any election, and it would seem to be the part of wisdom to provide against it rather than take the chances of confusion, turmoil, and possible strife after the emergency has actually arisen.

MRS. SAGE'S BENEFACTIONS.

Mrs. Russell Sage has justified the expectations which were entertained regarding the distribution among charities of a considerable part of the enormous fortune accumulated by her husband. The needy public has been keenly alive to its claims upon her and has poured in upon her appeals which have swollen her mail until sometimes it has reached 900 letters a day. But she has disregarded these personal appeals and has

given on her own account, in ways which interested her. Besides smaller gifts, she has bestowed \$1,000,000 each upon the Rensselaer Polytechnic Institute and the Emma Willard school, and \$250,000 upon the international committee of the Young Men's Christian Association. These gifts she has followed with the creation of a \$10,000,000 endowment to be known as the "Sage Foundation," the income of which is to be used both for investigating the conditions of present-day distress, and, so far as may be, for relieving them. She has constituted seven active philanthropists a board of trustees.

THE DEATH OF DOWIE.

The death of John Alexander Dowie, otherwise "Elijah III," directs attention anew to one of the most astounding manifestations of credulity in modern times. How such a man as Dowie obtains so strong a hold upon thousands of people that they yield every interest to him, follow him abjectly in all his religious and supernatural pretensions, and trust to him all their fortunes and industries is simply inexplicable. Calling it magnetism or hypnotism is merely giving it a name. It does not explain it. Dowie's "Zion City" stands to-day a monument of the delusion which he fathered and from which he profited. The misdirected and spectacular campaign which Dowie and his "Restoration Host" made upon the wickedness of New York a few years ago was the crowning manifestation of his power, and it also marked the beginning of his downfall. Later dissensions have rent the Dowieities asunder, and the sect will probably not long survive the death of its founder, though material interests may hold it together for a time.

THE SUFFRAGE QUESTION IN ENGLAND.

The strenuous agitation for woman suffrage in England had rather a tame culmination when the matter came up in the House of Commons. There was general rejoicing naturally among the promoters of the movement when it appeared that the bill offered by a private member, Mr. Dickinson, had secured the right of way for a given afternoon. The members of the House had been actively canvassed and it was believed that a considerable majority of them were in favor of the measure, which proposed to confer full parliamentary suffrage upon women. The prime minister, although he admitted that he was not enamored of this particular measure, announced his willingness to vote for it. The government left the matter wholly to the free decision of the House, and if a vote had been reached, it would doubtless have cut across party lines. But, alas, the opponents of the bill talked it out, and so it went over for the session. A petition was presented to the House, signed by 21,000 women, protesting against having the ballot thrust upon them.

A TERRIBLE ACCIDENT.

The appliances of modern warfare seem almost

NATURE LESSONS.

[Continued from page 321.]

their plants in the schoolroom for the remainder of the year. This would provide some cheerful window boxes. I know a school in which this has been successfully carried on. When the plant day comes, the children bring their plants to school, having made the flower-pot as attractive as possible, so that the effect on the desk will be good. The illustration shows a school on "Flower Day."

FORCING TWIGS.

March is a good month for the study of buds. This can best be carried on by forcing twigs in the

schoolroom. Try to get as many different kinds as possible, and place the branches on the nature study table in bottles. Lilac, willow, beech, and horse-chestnut branches will give material for interesting observation. It might be well to have a few branches that the children do not know, and perhaps they will recognize the kind of tree as the leaves appear. The branches for forcing should be cut long, at least a foot-and-a-half. Have the children note as they study the specimens whether the buds are opposite or alternate. Is there a difference in the size of the buds on the same branch? Do you know whether there is any difference between blossom buds and leaf buds?

THE RELATION OF THE BEAUTIFUL IN ART TO THE NECESSARY.—(II.)

BY ROBERT FORESMAN.

In the days when the old education was trying to defend itself against the newer thought, that is, in the days when methods of reading were being reformed, and methods of language were being evolutionized, those who were on the defensive used arguments and theory and illustration. They said, look at results! See how the children read or how accurately they spell, or how correct they are in mathematics; because they added numbers like calculating machines precision, definiteness, and thoroughness in the elements of the subject,—all were in evidence. And when one questioned the process and criticized the quality of the result and the influence of such kind of training upon the real growth of the child in the particular subject under consideration, the reply was always something about the "value of independent effort," or relating to "developing the child in power," in enabling the child to do for himself," etc., so that it was impossible to answer the defenders of the old education in the spirit of their defence. And this is the explanation as to why it was such a task to reform the old methods of teaching other branches, and it is the explanation, too, why it is such a task to reform the teaching of the arts.

But the methods of presenting the studies of the regular school curriculum were modified and reconstructed by the power of the new thought. The mistakes in the application of axiom and quotation and argument and logic were pointed out, and finally educational methods were evolutionized. Finally it was discovered that the mechanical regime that dominated the regular studies of the school, dominated the studies of the arts of drawing and music, etc., even to a greater degree than it had ever dominated the study of the three R's.

Let us for a moment look into the causes that tended to delay the application of the principles of psychology and pedagogy to the teaching of music.

The influences of music are very subtle; they least of all admit of test and measurement; the power of music cannot be estimated from the standpoint of immediate results or actual tests.

Although the advocates of the newer education finally made their point in regard to reading, writing, language, and arithmetic, they were aided in

their arguments and experiments by being able to prove better results even in technical knowledge by the newer education than by the old.

It was only necessary to prove that the child actually learned to read more quickly as far as correct expression was concerned by the new method than by the old, and that he learned to speak better and with more fluency by the new method of language teaching than he did by the old. These points were finally established and the new thought in those branches of education became fact.

But in teaching the arts it is not possible to show apparent results in the same proportion. For instance, children do not read music as well in the lower grades according to the new thought and education as they seem to read it by the old method of simplified sight-reading exercises; it has required much illustration and much argument to explain to many teachers that this apparent power in sight reading is merely apparent, that the processes involved in it are purely perfunctory, and that practice of this kind in the early years of the child's training does not give him a real knowledge of the elements involved, but that on the other hand it has a harmful influence on the musical nature and the musical development of the child. It is not my purpose here to trace the evolution in the method of music teaching that has been sweeping over this country. It has already gained a lasting footing in all the leading educational centres of the country. Suffice it to say that, according to this newer thought, song is made the basis of the child's early training, and all that preliminary training in the study of elements as mere elements has been discarded. The children are taught to love the beautiful for its own sake from the very beginning, and music is made to furnish its own stimulus for the child's mastery of it.

In conclusion it will appear that the beautiful in art furnishes all that is necessary for the education of the child—that it cannot be reinforced or made effective through any means that in themselves contradict and deny the very essence and the power of the art itself. Then, too, it will be evident that many of the simplest songs are the greatest; that it is possible to discover songs that are simple and are as easily taught as any technically conceived exercises; that it is easiest to teach these songs by recognizing the child's natural tendencies to sing by ear first of all, and that later on it is the simplest

and most fruitful method to use these same songs as a means of teaching the children the elements which underlie them.

"The beautiful rests upon the foundation of the necessary," but the beautiful includes the necessary. It subordinates the necessary to its own power and its own significance. Without the beautiful in art, the necessary cannot exist, and in the art education of the child those things that are necessary for his understanding can only be brought to his conscience with real art significance through the medium of the art itself in all its power, beauty, and completeness.

Finally, the beautiful in art is the necessary.

COLLEGE ENGLISH.

[Continued from page 317.]

There is a very definite purpose in this introduction, and we could not spare it, though it may seem long in leading up to the story.

It locates the story for us in Oare, in the county of Somerset. Oare is in the farm country and some distance away from the stage road to Dulverton. It places the story in the latter part of the seventeenth century and confines the story to the section and the people of the country where it is laid.

Like all isolated habitations the local interest to the people living there is the great interest in life. Blackmore makes us feel in the first five chapters that the interest in his romance, too, is connected with the family of Jan Ridd; that the affairs of this family are to be connected with the affairs of the Doones, but that the author's purpose is not to tell the story of the Doones, but rather to tell the story of John Ridd. To do this the more effectively he makes John Ridd tell his own story; at the same time he makes us see John Ridd as he sees himself. Thus he gives us at once two points of view: One, the character's own point of view of events that are to follow, and one, an outside point of view, looking at the character through his own mind, as we would look at him if the story were told about him, and not by him, as if it were told in the third person.

The point of view taken by John Ridd of himself is that which we should naturally expect of a country farmer boy, overgrown of body, clumsy of intellect, unsophisticated in worldliness, with little education,—what education he might have had being cut short with the untimely murder of his father by the Doones,—primitive in the simplicity of his affections and his judgment, naively accepting situations as they are, and particularly the social position of the English yeoman, but always John Ridd, with a very loving heart, made rather for loving than for hating. This is John Ridd as Blackmore makes us see him as he sees himself; whether this is the John Ridd of the story or not remains for us to judge later in the story. This is the John Ridd that is carried right through the story before the story proper begins. Already we are in sympathy with him and anxious to see what will be done with him in the story.

The Doones are a group of people temporarily out of their natural social environment. The cir-

cumstances of their story result from this fact. John Ridd and his family, on the other hand, are a group of people placed in their natural social environment. All the circumstances in their story depend upon this fact. It is well to bear this in mind, by force of contrast, in studying the story.

"Lorna Doone," although told in the first person, is told as a reminiscence; that is, the author uses the influence of memory to give perspective to the story. The story is always before the reader, yet he is kept in personal sympathy with that backward view of the narrative. This reminiscence gives a tenderness and sweetness to the theme that could come in no other way.

A SHORT METHOD.

Here is a short method of solving problem, page 215, Journal of Education:—

$$2\sqrt{11} = 3^2 + 2 \text{ Therefore value of } x = 3 \text{ and } y = 2.$$

$$\text{2nd. } 2\sqrt{7} = 2^2 + 3 \quad \text{"} \quad \text{"} \quad \text{"} \quad x = 3 \text{ and } y = 2.$$

Why have so much trouble over a little thing? Of course if the object is algebraic gymnastics the more exercise the better. In this age let us use short cuts to results.

Problem given: =

$$x^2 + y = 11; \text{ then } 2\sqrt{11} = 3^2 + 2.$$

$$x + y^2 = 7; \text{ then } 2\sqrt{7} = 2^2 + 3.$$

$$x = 3.$$

$$y = 2.$$

George W. Colborn,
Grand Forks, N. D.

PERCENTAGE OF ATTENDANCE.

SANTA BARBARA, CAL.

May I add a few more statistics of attendance to the list you have been publishing?

Total school enrollment in all departments (except high)	1,286
Number pupils of school age who are not in any school (we have no truant officer)	72
Number of pupils who quit school during year January 1, '06, to January 1, '07, before completing the eighth-grade work	52
Per cent. of loss	4

As far as we are able to determine there are a little more than 94 per cent. who complete the sixth grade before leaving school, and more than 90 per cent. get through the eighth grade before dropping out.

Per cent. of boys in the sixth grade	50
Per cent. of boys in the seventh grade	46
Per cent. of boys in the eighth grade	41
Total enrollment in the high school	286
Per cent. of boys in the high school	43.4
Number in graduating class	26
Per cent. of boys in graduating class	42

H. A. Adrian,
Superintendent of schools.

WHITE PLAINS, N. Y.

I note communications in the columns of the Journal of Education concerning percentage of boys and girls registered in the high schools the present year. I wish to say that the number of boys registered in the White Plains high school last year exceeded the girls, our registration being boys 108 and girls 105. This year our registration is as follows: Boys, 112, percentage 45.5; girls, 134, percentage 54.5.

Guy H. Baskerville,
Superintendent of schools.

BOOK TABLE.

A TREATISE ON ROCKS, ROCK-WEATHERING AND SOILS. By George P. Merrill. New York: The Macmillan Company. Revised edition. Illustrated. Cloth. 400 pp. Price, \$6.00, net.

This is the masterpiece in English on this subject. The author is the head curator of geology in the United States national museum. No other man in England or America is so thoroughly equipped for such a work as this, and no one could better put his knowledge into attractive English. With all the recent developments along the lines opened up by petrologists it has been left to Professor Merrill to turn the microscope upon the rocks in their weathering as a supplement to the contribution made by the chemists. Mr. Merrill has brought together the results of all specialists in this field, producing a book of surpassing value laying a foundation for geological geography that is indispensable.

SCHOOL HYGIENE AND THE LAWS OF HEALTH. By Dr. Charles Porter, B. Sc., of Sheffield, Eng. New York: Longmans, Green & Co. Cloth. 313 pp. 119 illustrations. Price, \$1.25.

A very able and almost exhaustive treatment of a most important theme. The author has had wide experience as a practising physician, a medical lecturer, a sanitary inspector, and an official of the board of health, and thus writes as an expert. Part I. deals with "The School Child," treating of respiration, digestion, the eyes, ears, infection, etc., and Part II., "The School Building," treating of ventilation, warming, lighting, sanitation, etc.; and all on a broad, sensible, and scientific manner. The illustrations are not simply pictures but real aids to the text, well-chosen and to the point. All parties interested in healthy school premises and pupils will be assisted by such an able volume.

A SHORT HISTORY OF MEDIAEVAL AND MODERN TIMES. For Colleges and High Schools. By Philip Van Ness Myers. Boston, New York, Chicago: Ginn & Co. Cloth. Illustrated. 438 pp. Price, \$1.10, net; mailing price, \$1.25.

This exceptionally welcome short history is in reality the last half of Myers' famous General History, the first half having been brought out as "A Short History of Ancient Times." There are forty chapters, taking the student from the Dark Ages, through the Age of Revival, the Renaissance, the Modern Age, the French Revolution, to the Russo-Japanese war. It closes with a graphic view of the World State, or the dawn of universal peace.

HEROES OF EUROPEAN HISTORY. By Louise Creighton. New York: Longmans, Green & Co. Cloth. 196 pp. Illustrated. Price, 75 cents.

It is not the easiest of tasks to select a hero, but if any one can do so successfully this author seems to have made good her aim. She has carefully sifted the men who have been conspicuous in the long history of Europe, and has selected a considerable number who are certainly worthy of study, if not in all cases of deserved renown. The one fair criticism that may be made is that nearly all the heroes of the book are soldiers. Were there no other European heroes than men of arms? How long is this idolatry of the warrior to mar our literature? The book needs supplementing by the records of some other heroes; and a few heroines would not be amiss.

PRINCIPLES OF SECONDARY EDUCATION. A Text-book. By Charles De Garmo, Cornell University. New York: The Macmillan Company. Cloth. 300 pp. Price, \$1.25, net.

This is a valuable contribution to the cause of secondary education which Dr. De Garmo has here made. One-fourth of the book is given to a general study of secondary school principles, one-third to study of the educational values of the various subjects, one-fourth to the organization of studies into curricula, and the remainder to elaborate appendices which are packed with information. The book is prepared specifically as a text-book for class use.

A BRIEF OUTLINE OF MY GEOGRAPHY LESSONS. Designed and arranged by Leonard Wilbur Guess. New York: Hinds, Noble, and Eldredge. Paper. 80 pp. Price, 25 cents.

Certainly an excellent plan for aiding the pupil in his or her work in geography. It is uncomplicated yet thorough. A sample of the work done by one pupil accompanies the book, which goes to prove the wisdom of the

design and arrangement. Superintendents may profitably consider it as an advance upon many methods of instruction in geography now in vogue.

STORIES OF LONG AGO IN THE PHILIPPINES. By Dudley Odell McGovney, A. M. New York and Manila: World Book Company. Many original illustrations. Cloth. 128 pp.

This is a beautiful reading book for the little people in the Philippines, beautiful, indeed, for any children, but especially for those pupils because it is written of their own hand, their own customs, traditions, and history. It is in the fullest sense a Philippine book for the children of that land, and yet, I found myself reading practically every page of it just because of its strangeness and interest.

MELODY IN SPEECH. By the late Robert R. Raymond, A. M., of the Boston School of Oratory. New York: R. W. Raymond. Cloth. 188 pp. Price, \$1.50.

This posthumous volume deals with the chief features of speech, expression, and interpretation, and is by one who himself was one of the finest readers of Shakespeare, and for some time was at the head of the Boston School of Oratory. The principles, precepts, and practice of oral expression are set forth in this volume with great lucidity, and cannot but be of value to any one in love with elocutionary culture.

RHETORIC AND ENGLISH COMPOSITION. By Professor George R. Carpenter of Columbia University. New York: The Macmillan Company. Cloth. 432 pp. Price, \$1.10.

A carefully revised edition of a work published a few years since, and containing as it now appears all the material necessary for secondary school training in this subject. The author goes over all the ground of composition in English, aided, as he is, by his experience as an instructor in this branch of study, and gives us invaluable suggestions about the art of commendable composition which every pupil should aim to thoroughly master. Instructors will certainly find it one of the most helpful productions of its kind.

KING'S ILLUSTRATED PORTFOLIO OF OUR COUNTRY. Springfield, Mass.: W. C. King. Cloth. 17x18.

This is a combination of information,—geographical, historical, industrial, commercial, educational, biographical, political, and literary,—in this graphic atlas such as is to be found nowhere else. There is no one who does any thinking out of the ruts who would not find this "Illustrated Portfolio" invaluable. Here are some of the features skilfully set forth: Discoveries, ancient ruins, colonization, founders, leading events, portraits by the hundreds, and historical scenes. All desirable facts regarding manufactures, mines, and agriculture. The political chart is especially complete. In every respect the information is interesting and important.

STORIES TO TELL. Compiled by Julia Darrow Cowles. Chicago: A. Flanagan Company. Paper. 124 pp. Price, 35 cents.

This collection of stories is based by the compiler on the theory that a story to be told must essentially differ from a story that is simply to be read. The stories grouped herein have been tested, especially in the Minneapolis schools, and they have won the interest of the children who heard them. There are thirty-eight stories in all, and of the brightest and most tellable kind. Some of them are capable of being dramatized or used as the foundation of games. It certainly is a choice collection.

BOOKS RECEIVED.

"Birdcraft" By Mabel Osgood Wright Price, \$2.00. — "German Science Reader." By William H. Waite. Price, \$1.00. — "Hawthorne's Tanglewood Tales." Edited by Robert H. Beggs. Price, 25 cents. New York: The Macmillan Company.
 "A Little Journey to Historic and Picturesque Shrines of Central New England." By F. J. Koch. Price, 50 cents. — "South Africa Today." By Jennie R. White and Adelaide Smith. Price, 40 cents. Chicago: A. Flanagan Company.
 "The Broadening Path." By William Byron Forbush. (2 vols.) Indianapolis: B. F. Bowen & Co.
 "Short Papers on American Liberal Education." By Andrew Fleming West. Price, 75 cents. New York: Charles Scribner's Sons.
 "Composition-Rhetoric" By Stratton D. Brooks and Marietta Hubbard. New York: American Book Company.
 "University Hymns," arranged for men's voices. By Horatio Parker and H. B. Jepson. New York: A. S. Barnes & Co.
 "Oxford and the Rhodes Scholarships" By R. F. Scholz and S. K. Hornbeck. London: Oxford University Press.
 "Isaac Pitman's Short Course in Shorthand." Price, \$1.25. New York: Isaac Pitman & Sons.

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THIRD YEAR LANGUAGE READER. xvi+284 pp., 12mo, 40 cents net.

By Franklin T. Baker, George R. Carpenter, and Miss Mary E. Brooks, Head of Department, Public School No. 181, Brooklyn.

FOURTH YEAR LANGUAGE READER. xiv+345 pp., 12mo, 45 cents net.

By Franklin T. Baker, George R. Carpenter, and Miss Ida E. Robbins, Instructor in Horace Mann School, New York City.

FIFTH YEAR LANGUAGE READER. xv+477 pp., 12mo, 55 cents net.

By Franklin T. Baker, George R. Carpenter, and Miss Mary F. Kirchwey, Instructor in Horace Mann School, New York City.

SIXTH YEAR LANGUAGE READER. xxiii+482 pp., 12mo, 60 cents net.

By Franklin T. Baker, George R. Carpenter, and Miss Jennie F. Owens, Instructor in Jersey City Training School.

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EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

- March 27-30:** Music Supervisors' conference, Keokuk, Iowa, P. C. Hayden, secretary, Keokuk, Iowa.
- April, 1907:** Eastern Commercial Teachers' Association, Boston.
- April 3, 4, 5:** Southeastern Nebraska Educational Association, Beatrice, Nebraska.
- April 4-5-6:** Southeastern Iowa, Teachers' Association, Centreville.
- April 27:** Classical and High School Teachers' Association Latin School, Cambridge, Mass.
- May 1, 2, 3:** International Kindergarten Union Convention, New York.
- May 7 to 10:** Joint convention of Eastern Art Association, Eastern Manual Training Association, Western Drawing and Manual Training Association, Cleveland, Ohio.
- July 1-2-3-4:** American Institute of Instruction, Montreal.
- July 2, 3, 4:** Pennsylvania State Educational Association, Greensburg, Superintendent R. B. Teitrick, president, Brookville.
- July 9-12:** National Educational Association, Los Angeles, California.
- October 17-19:** Vermont State Teachers' Association, Burlington, Vt.
- December 31-January 1, 2, 3, '08:** Colorado State Teachers' Association.

NEW ENGLAND STATES.

MAINE.

ALFRED. Benjamin P. Snow, for many years widely known as an educator, died at his residence of pneumonia, aged seventy-six, on February 13. After his graduation at Bowdoin College in 1855, he taught in Evansville, Ind., and later became professor of Latin at Bowdoin. He was for a time head of Fryeburg Academy, and later of North Yarmouth Academy. For several years he was superintendent of schools in Biddeford. The death of his wife occurred two days before his, and a double funeral was held. Mr. Snow was a warm friend of the editor of the Journal of Education for a quarter of a century. He was one of the educational noblemen.

VERMONT.

SAXTONS RIVER. Governor F. D. Proctor has appointed Principal John D. Alger to the board of normal school commissioners in place of Mr. Ford of St. Albans, who recently resigned. Mr. Alger is principal of the Vermont Academy and former principal of the Johnson normal school.

BURLINGTON. March 7 and 8 the second conference of the schools of Vermont with the University of Vermont, and the first meeting of the Vermont section of the Classical Association of New England was held at Burlington. The schools in the state were well represented by their principals, superintendents, and classical teachers. The following program was carried out:—

Thursday p. m.—“The Classical

Association of New England; Its Inception, Aims, and Progress,” Professor George E. Howes, Williams College, secretary of the association; “How may the life of the past be brought most vividly before the mind of the pupil?” Principal Isaac Thomas, Burlington; discussion by Professor S. F. Emerson, University of Vermont, Professor Myron R. Sanford, Middlebury College; “The Place of the Classics in the Secondary Schools,” Principal Edward D. Collins, Johnson normal school.

Thursday evening—Address of welcome, President M. H. Buckham, University of Vermont; address, “The Later Tradition of Vergil,” Professor Kirby F. Smith, Johns Hopkins University.

Friday a. m.—“Methods of Elementary Instruction in Greek and Latin,” Principal C. P. Howland, St. Johnsbury Academy; discussion by Miss Jessie A. Judd, Bellows Falls high school, and Principal J. E. Colburn, Burr and Burton Seminary, Manchester; “The Study of Greek Prose Authors,” Professor W. S. Burrage, Middlebury College; discussion by Principal W. A. Beebe, People's Academy, Morrisville; “The Study of Homer,” Professor S. E. Bassett, University of Vermont; discussion by Principal M. M. Harris, Lyndon Institute.

Friday p. m.—“The Study of Latin Composition,” Professor C. V. Clark, Yale University; discussion by C. E. Putney, Burlington high school; “The Study of Vergil and Ovid,” Professor J. E. Coodrich, University of Vermont; discussion by Principal E. G. Ham, Randolph high school; 5 o'clock, informal reception by President and Mrs. Buckham.

Friday evening—Address: “A Greek Ideal and its Relations to the Teaching of the History of Art,” Professor J. R. Wheeler, Columbia University.

Nine o'clock Friday evening—Banquet of the Vermont Schoolmasters' Club at the Van Ness house.

At the mid-year banquet of the Schoolmasters' Club of Vermont held at Burlington Friday evening, March 8, the following speakers were introduced by the president, Principal Wright of Bethel: Governor F. D. Proctor of Proctor, President M. H. Buckham of the University of Vermont, Professor W. S. Burrage of Middlebury College. The new course of study for the high schools of Vermont which was prepared by a committee of the Schoolmasters' Club, was discussed and referred to the committee for certain additions.

MASSACHUSETTS.

BROOKLINE. The parents' meeting in this town is composed of many of the leading citizens. It signifies much to have their influence with the schools.

BEVERLY. This town is to have an elegant new high school building costing \$100,000. It will be as complete and ideal as any of its capacity in the United States.

CONNECTICUT.

NEW HAVEN. In their campaign for higher salaries the public school teachers of the city are collecting not only statistics as to the salaries paid teachers elsewhere, but figures to show what it costs teachers here to live. For the purpose of striking an

average the salary committee of the Teachers' Association has sent out a circular letter asking for information.

Professor Claude S. Van Tyne, head of the department of American history in the University of Michigan, has been offered the chair of American history in Yale University at a salary of \$4,000 per year, a considerable increase over his present salary. He has not announced his decision.

Cyrus French Wicker, the son of Cassius M. Wicker, a banker in New York city, was selected as the Rhodes scholar from Connecticut at a meeting of the committee held here Saturday afternoon. Wicker graduated from Yale in the class of 1905 and was a high-stand man, chairman of the Yale Courant, and a member of the literary society of Chi Delta Theta in his senior year.

The Rockefeller gift of \$32,000,000 for educational purposes is regarded as assuring for Connecticut a woman's college, through the efforts of the Teachers' League.

PORTLAND. Miss Helen V. Bransfield, teacher of English at the Portland high school, has resigned to become a teacher of Latin in Sacred Heart Academy, Awatana, Minnesota. She graduated in 1900 from Portland high school, and in 1904 from Wesleyan University.

HARTFORD. Arrangements have been concluded at Trinity College whereby the French classes, hitherto in charge of Professor Martin, will be conducted by Arnold Huizinga. Mr. Huizinga is a graduate of the University of Groningen, where he was given the degree of B. S. in 1896. He received the degree of M. A. from Princeton University in 1904, and the degree of B. D. from Yale in 1905. During the academic year 1905-'06 he was assistant professor of French in the State University of Iowa.

MIDDLE ATLANTIC STATES.

NEW YORK.

BINGHAMTON. The teachers have had a slight increase in salary the past year.

NEW JERSEY.

MANASQUAN. Samuel B. Van Stone, who during the past sixteen years has been principal of the high school at Manasquan, and for some time previous to his college work was a prominent educator in the state of New York, has received, unsolicited, a very flattering call as professor of mathematics in one of our best colleges. A handsome salary comes with the call. This to many would be a strong temptation to accept, but to Professor Van Stone it is not. A final decision is not required before June.

CENTRAL STATES.

OHIO.

COLUMBUS. The school board has taken a practical step in advance by initiating an experiment for utilizing school buildings to their full possibilities. Not only during school hours and by the children, has the board decreed, but at all reasonable times and by all the people shall these buildings be used. The primary aim is to provide in the schools, when not in use for their regular work, opportunities for recreation, en-

tertainment, and instruction as far as the needs demand and available funds will allow. The first experiment will be tried in the Medary-avenue school, where a body of citizens has formed a society for the conduct of the work. Other centres will be organized and other buildings brought into use as interest develops. The movement is somewhat distinguished from others in that adults not connected with the department of education have taken in hand the direction of the centre. This will tend to develop in both adults and children a stronger and more general community interest than can be secured by any other process.

STEUBENVILLE. Superintendent Edward M. Van Cleve has brought out the most beautiful souvenir of their new Wells high school that we have seen issued by any city on account of a new public high school building. This building, occupied this year for the first time, is the first high school building the city has had. The building is 101 by 181 feet. The souvenir contains thirty-five beautiful views of the exterior and interior of the building.

INDIANA.

VINCENNES. The university of this place gets \$120,000 from the state on an old claim against the state. The bill was passed over the governor's veto and there is great rejoicing hereabouts.

IOWA.

GRINNELL. As the culminating gift in a series of handsome benefactions to the same school, the Rev. James L. Hill, a retired Congregational minister now living in Salem, Mass., will give to Iowa College, a union building to be modeled after the Harvard union. Iowa College is not only the alma mater of Mr. Hill, but his father, who was a graduate of Bowdoin and immigrated to Iowa when a young man, contributed the first dollar toward its foundation. A number of years ago Mr. Hill and his brother contributed \$2,000 to the school, the income from which was to be devoted to the Hill prize to be awarded on commencement day to the student showing most excellence in extemporaneous address. Mr. Hill is a noted Christian Endeavor worker and lecturer, and is a prominent owner of the Christian Endeavor World.

CLARINDA. Miss Jessie Field is making many happy hits in her first months as county superintendent, not the least of which was the arrangement for the Page County Educational rally on March 2.

ILLINOIS.

CHICAGO. Augustus J. Cheney, seventy years old, died from a paralytic stroke on February 27 at his home, Oak Park. His widow, Sybil Sinclair Cheney, and a son, Lafayette M. Cheney, survive him. Mr. Cheney was on his way to the city Sunday afternoon, when he was overcome. He fell on the tracks of the Northwestern railroad, and was rescued from an approaching train by a policeman. He was buried on his seventieth birthday. He was a native of Byfield, Mass., and many years ago became a resident of Walworth County, Wis. He organized the Forty-ninth Wisconsin infantry, U.

S. A., and became its captain. Later he was made major. Mr. Cheney was once commander of Phil Sheridan post, G. A. R. For many years he had been identified with the book business, being western manager for Webster's International dictionary when he died.

SOUTH DAKOTA.

VERMILION. Dr. F. B. Gault, the recently-elected president of the State University, was for several years president of the Idaho State University, and later of Whitworth College, Tacoma, of which city he was the first superintendent of schools.

SOUTHERN STATES.

ARKANSAS.

At the recent meeting of the State Teachers' Association the list of officers elected was as follows: President, J. W. Kuykendall, Fort Smith; corresponding secretary, H. S. Traylor, Little Rock; recording secretary, Miss Olive Chandler, Searcy; treasurer, Mrs. Sue Barclay, Little Rock; member board of trustees, D. T. Rogers; vice-presidents for congressional districts, first, A. L. Hutchins; second, F. G. May; third, J. L. Bond; fourth, W. Miller; fifth, J. S. Cheek; sixth, J. H. Thatch; seventh, Miss Bulger.

It is interesting to note that D. J. George of New York city is establishing a commercial section of reference books in the Bryson library, Teachers College, Columbia University. This is a very important step towards the advancement of commercial education, and he earnestly solicits the assistance of publisher, proprietor, or teacher, and of all who may be interested in the uplifting of commercial education. Besides being a student of the above institution, Mr. George is an active commercial teacher of some twelve years' experience. Anyone wishing to contribute a few volumes on commercial subjects can do so by communicating with Mr. George, Bryson library, Teachers College, Columbia University.

FOILED.

Johnny Jones—"My sister has been took with the measles, teacher."

Teacher—"Then you'd better go home at once, Johnny, and stay there till she gets well."

Freddy Brown—"Please, teacher, Johnny's sister is stopping with his aunt in Chicago."

NOTHIN' DOIN'.

"Tom, you're the idol of my heart."
Her cheek caressed his head—
He knew a "touch" was coming;
"Nix,
The idol's broke," he said.

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THE WEEK IN REVIEW.

(Continued from page 325.)

as dangerous to those who handle them as to those against whom they are directed. A series of accidents in the French navy illustrates this fact. It is but a short time since world-wide sympathy was enlisted for the crew of the submarine boat *Lutin*, sixteen in number, who were drowned at the bottom of the sea through some mischance to the steering apparatus. Now comes a far more shocking accident in an explosion of the powder magazines on the battleship *Iena*, while lying in the harbor at Toulon. The ship had but just been inspected and made ready to join the Mediterranean squadron. She was one of the best ships in the French navy and carried a crew of more than 600 men. The first explosion came without warning, and was followed by explosion after explosion, which scattered masses of metal in all directions. These missiles and the flames which broke out on the ship prevented prompt succor. Altogether about eighty were killed, among them the commander of the ship and the chief of staff of the squadron. The disaster is ascribed to the explosion of a torpedo, which started off the magazines.

AN ASSASSINATION IN BULGARIA.

Outside of Russia, the political assassin is nowhere more active than in the little principality of Bulgaria. His latest victim is M. Petkoff, the premier, who was shot and instantly killed by an unknown man while walking in a garden at Sofia. A dozen years ago, M. Petkoff, then a newspaper man, was riding in a carriage with the eminent Bulgarian statesman, Stambuloff, who had but recently been forced to resign the premiership, when the carriage was stopped by a band of desperadoes, who shot and hacked Stambuloff until he fell mortally injured with more than twenty wounds. Four years previously, M. Beltcheff, minister of finance, was killed while in company with Stambuloff, by an assassin who probably mistook him for Stambuloff himself. It was commonly believed in Bulgaria that the murderers of Stambuloff were members of the government which suc-

ceeded him. Madame Stambuloff created a sensation at the trial of the alleged assassins by openly making this charge in the most dramatic fashion. The path of statesmanship in Bulgaria is stained with blood.

COLLEGE NOTES.

IN order to make this section of the JOURNAL OF EDUCATION as complete as possible the editor asks for the co-operation of college authorities. Properly authenticated news will be printed each week of changes in college faculties, changes in instructorships, and important college news.

Arrangements are now being begun for the seventy-fifth anniversary of the founding of Oberlin College. The committee which has this in charge has for its chairman Dr. C. E. St. John, who has recently been made dean of the College of Arts and Sciences. This celebration will occur June 19-25, 1908. The purpose of this reunion is in a general way to bring together the widely distributed Oberlin family. Not only the alumni but also all those who have ever studied in Oberlin are expected to be present. It is planned to issue a general catalog of graduates and former students which will contain more than 30,000 names. L. D. Harkness has this in charge. Besides being a general reunion it will be a celebration that will be suitable to the history of Oberlin and the contributions Oberlin has made in the life of the nation and the world. It will consist partly in a great educational conference in which questions of particular concern to colleges will be discussed by men of national reputation. Some of the classes are delaying or advancing their regular reunions in order to participate in this one. In no way is the reunion planned for financial purposes.

The annual catalog of Western Reserve University for this year shows the number of students enrolled to be the largest in the history of the university, over 900. The number of instructors and officers is 207. The catalog indicates many notable advances made by the university during recent years. In 1894 there were less than 400 students in all departments. In the thirteen years since then, the number has increased 125 per cent. Among the evidences of advancement being made and about to be made are the

chair of sociology, the chemical building, the chair of experimental medicine on the John Hay fund, the M. A. Hanna chair of political science, and the new gymnasium. Between \$600 and \$700 were raised during the past year by the university, for the creation and improvement of the special undertakings.

The trustees of the Teachers' College of Columbia University announce an anonymous gift of \$400,000 for a building and equipment for a school of domestic economy, and an additional gift of \$50,000 from another anonymous benefactor for the necessary extension of the heating plant. They also announced contributions from various sources of \$500,000 to complete the "first million" endowment fund of the institution. The total endowment of Teachers' College now amounts to \$1,073,948, of which John D. Rockefeller has given nearly half.

NOT IMPRESSED.

"What did that small boy say when you told him he might grow up to be president of the United States?" said one school trustee.

"It didn't seem to impress him," answered the other. "He said nearly everybody was being mentioned for that position nowadays."—Washington Star.

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Bird Day Exercise.

(Continued from page 319.)

May.—

When the nights are clear and still,
Sounding o'er the distant hill,
We can hear the whip-poor-will,
"Whip-poor-will, whip-poor-will,"
Lonely sounding whip-poor-will.

Enter Whip-poor-will.—

May be I am not as gay
As my neighbors are, who may
Sing a longer song, and wear
Plumage far more bright and fair,
Still I am the farmer's friend,
And will serve him to the end;
Insects which his plants annoy,
'Tis my pleasure to destroy;
In the night my feast I make,
Moths and grasshoppers I take,
Even ants my crop will fill,
"Whip-poor-will."

May to Rose-breasted Grosbeak.—

Lovely bird, with rosy breast,
Tell us where you got your nest—
Tell us what you love to eat,
For we know your song is sweet.

Enter Rose-breasted Grosbeak.—

Nature everywhere is kind,
Seeds and berries we can find,
But we dote on worms and slugs,
Beetles and potato bugs.
Ladies gladly would caress us,
And the farmers well may bless us,
Since both use and beauty we
Well combine, as all agree.

May.—

Bobolink, bobolink,
You have traveled far I think,
Over many a vale and hill
Since your winter in Brazil.
But your merry song I hear
Soaring upward sweet and clear.

Enter Bobolink.—

Bobolink, let me think!
No, you're not the boy
Who tried to destroy
The pretty nest we made
On the ground in the shade.
If you find it
Never mind it.
Better not
Touch the spot!

For our eggs are there,
We have none to spare.

One, two, three,
Bob-o-lin kum, wheedle, see!

May.—

Sweet Spring, so many birds we
bring you,
So many joyous songs they sing you,
'Twould tire you much to see or hear
them,

But let your presence ever cheer
them—

Let them live in love's completeness,
Let them fill your realm with sweet-
ness,

Since they love you well—

Just one more who waits to meet
you,

Just one more desires to greet you,
Gentle, trusting little chippy
Would her story tell.

Chipping bird.—

Chippy, chippy, chippy, oh, I love you,
Spring,

Love the leaves and budding flowers,
which your fairies bring.

Man is very kind to me, helps me
more and more,

And I often build my nest close be-
side his door.

In the trailing trumpet-vine, fitting
place I see,

Smooth and round our little nest,
made of hair, will be.

Then three fragile, pale-blue eggs,
we will place with care,

Who that saw them e'er would
dream birds were hiding there!
Tiny, helpless little ones, yet they
grow to be
Summer birds, who chirp and sing,
chipping birds like me.

Spring to the birds.—

Well, my birds, the time draws near
When good summer will be here,
Ere you go to meet her, pray
Give one concert here to-day
To your many friends.

I would hear your voices blending
In a happy song ascending
Ere my short reign ends.

Song of birds; tune: "Jolly Old St.
Nicholas" in "School Chimes," and in
"Flag of the Free," No. 1.—

From green fields and islands fair
By warm breezes fanned,

Queen of song, with fairy throng,
We come at your command.

Life is sweet, with joy we greet
Each happy, happy day,

We build with skill, our homes we
fill,

And sing along our way.

At your call we gladly haste
From where'er we roam;

All so fair, so free from care,
In our native home.

Life is sweet, with joy we greet
Each happy, happy day.

We build with skill, our homes we
fill,

And sing along our way.

Last year's homes await us still
Fashioned with such care.

Friendly skies above us rise
When we linger there.

Life is sweet, with joy we greet
Each happy, happy day,

We build with skill, our homes we
fill,

And sing along our way.

School (in concert).—

Dear birds, we're glad to greet you,
With each returning spring,

We're always glad to meet you,
And hear the notes you sing.

We thank you for your beauty,
We thank you for your song,

Your lives of love and duty
We gladly would prolong.

The world, indeed, were dreary,

Without your notes of cheer,
And all your friends would weary
Of insects, too, we fear.

We're glad that we have known you,
Your names and all of that,

We would not shoot nor stone you,
Nor wear you on a hat.

CLOSING SONG (by all, accompan-
ied by bird whistles; tune: "Hail
to the Brightness of Zion's Glad
Morning" *).—

Sing of the sweetness and gladness
of spring-time,

Joy of the woods which in slumber
have lain,

Earth has awakened in blossoms of
beauty.

Winter, the tyrant, no longer shall
reign.

Swift at thy bidding, oh, gentle
queen-mother,

Hastened thy birds over moun-
tain and sea,

Waving adieu to the isles of the
ocean,

Winging and singing their welcome
to thee.

Earth is rejoicing in promise of
bounty,

*This may also be sung to tune of "Stars
Trembling O'er Us" by repeating last line of
each verse.

Seed-time and harvest thy favor
shall bring,
Thus far the blessings of bird-time
and spring-time
Gratefully, joyfully, ever we sing.

National Educational Association.

SPECIAL ANNOUNCEMENT.

The executive committee of the
National Educational Association an-
nounces the selection of Los Angeles,
California, as the place of meeting in
convention for the fiftieth anniver-
sary, July 8-12, 1907.

Review of events:—

As announced a year ago, San
Francisco was selected for the an-
nual convention of 1906 in accordance
with a general desire of our members
to meet on the Pacific coast, influ-
enced largely by the sincere cordial-
ity of the invitation extended by the
city of San Francisco and the state of
California, and the very favorable
rates and ticket conditions granted
by the transcontinental railroads.

Arrangements for that meeting had
been completed which were consid-
ered the most perfect ever made for
any convention. The program-bul-
letin announcing these arrangements,
as well as all programs for the gen-
eral sessions and the departments,
was in type when the partial destruc-
tion of San Francisco by fire made
the meeting impossible.

After the fire, the citizens and
teachers of San Francisco with char-
acteristic energy and loyalty to their
invitation proposed to entertain the
association, on the dates announced,
in a model camp on the beautiful
Piedmont Hills back of Oakland—the
meetings to be held in Oakland,
Berkeley, and in the halls of the Uni-
versity of California. It did not
seem to the executive committee wise
to accept this proposal or to allow
our afflicted friends to add to their al-
ready heavy burdens.

Los Angeles also generously of-
fered, subject to San Francisco's ap-
proval and co-operation, to entertain
the "San Francisco Convention" in
that city without change of date or
essential arrangements. This plan
was also regarded as inadvisable on
account of the strong sentiment
among officers and members in favor
of abandonment of the convention for
the year and meeting in California in
some later year.

Although the Los Angeles invita-
tion was open for acceptance this
year, if desired, it was generally un-
derstood that the association would
hold its fiftieth anniversary meeting
in Philadelphia, Pa., in which city it
was organized in 1857.

The executive committee made
early application to the passenger de-
partment of the Trunk Line Associa-
tion for the usual railroad rates and
ticket conditions for a meeting in
Philadelphia; but that association
held a special meeting January 2,
1907, and took adverse action on our
application on the ground that, in
their opinion, the collection of our
membership fee could not be legally
continued and that, therefore, they
were not willing to make such an ar-
rangement for our meeting in Phila-
delphia.

While these negotiations were go-
ing on we received a very cordial re-
newal of the invitation from the city
of Los Angeles to hold the anniver-
sary convention in that city, provid-
ing satisfactory rates could not be se-

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National Educational Association.

[Continued from page 333.]

cured for Philadelphia. This invitation was unanimously supported by the chamber of commerce and the educational authorities of Los Angeles as well as by the members of the State Teachers' Association held in Fresno and of the Southern California Teachers' Association held in Los Angeles, both during the recent holidays. It was accompanied by a guaranty of 5,000 advance members from the state of California, and assurances of 10,000 from the Pacific coast and Rocky mountain states.

After receiving notice of the final action of the Trunk lines the executive committee voted to accept the Los Angeles invitation, and to authorize the announcement of that city as the place of convention in July, 1907.

The plan and general arrangements under consideration provide for the sale of tickets from June 22 to July 5, inclusive, for extension of tickets for return until September 15, and for other details in accord with the announcements made a year ago for the proposed convention at San Francisco in 1906.

A very extensive series of excursions will follow the convention. The railroads of California offer special rates to a great number of attractive points in California, particularly to the many vacation resorts along the Pacific coast, extending from San Diego to San Francisco; into the upper Sacramento valley, to the Yosemite park, and to the various points in the Siskiyou, the Coast range and Sierra Nevada mountains. Especial care will be taken to accommodate teachers who may wish to spend a part or all of their vacation at the beautiful seaside or mountain resorts of California. Special guide books will be issued giving full information as to rates and accommodations for comfortable and economical living at these vacation points. The official program-bulletin, to be issued about April 1, will give particulars of these matters.

Work is already under way on the general and department programs for the Los Angeles convention. The programs which had been completed for the San Francisco meeting last July will be largely used with such changes as circumstances may require.

The anniversary volume which was expected would be ready for issue this month will be still longer delayed to secure important historical matter. It is now expected to issue it in March.

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"The Rocking Chair Girls," Syd Grant, John Hyams and Lella McIntyre, the Belleclaire brothers, Alice and Henry Taylor, Coakley, and McBride, Raffayette's dogs, Zay Holland, Beaumont's ponies, and the Oliveira trio will be the leading features at Keith's for the week commencing Monday, March 25. It is a bill particularly strong in comedy and "sight acts" and will make a snappy and varied program. Nellie Florede, a cute soubrette, leads the Rocking Chair Girls in one of the most novel acts of the day. It is full of surprises, with a sensational finish. Syd Grant is a Boston boy who has won a place for himself among the leaders in the monologue line. "Two Hundred Wives" is the odd title of the odd skit with which John Hyams and Lella McIntyre make merriment. Coakley and McBride are two of the cleverest comedians who appear in burnt-cork and are also great dancers. The "sight acts" will include the Belleclaire brothers in a strikingly original heavy gymnastic exhibition; Alice Taylor, the recognized champion among markswomen, who is assisted by Henry Taylor; Raffayette's dogs, canines who do some extraordinary acrobatic feats; Beaumont's ponies, a troupe of pretty little animals who perform many novel tricks, and the Keeley brothers, who excel as bag-punchers. The musical features will be contributed by Zay Holland, a talented violinist, and the Oliveira trio, who play upon a variety of instruments. Also on the program will be the Two Kings, singers and dancers; Harry Botter and company in a brisk sketch; Chefalo and Capretta, "The Wizards in White," and the kinetograph. Monday, April 1, will mark the commencement of Vesta Victoria's engagement.

FURTHER TROUBLE IN MOROCCO.

Innocent Tourist (in Morocco) — "I want a pair of red Morocco shoes." Raisuli-like Dealer — "I much regret, sir. They no yet arrive. We wait the steamer from Liverpool." — The Sketch.

AMENDMENT ACCEPTED.

Hicks — "That man is positively dishonest!"

Wicks — "From what I have heard you tell, I should say that he was superlatively dishonest." — Somerville Journal.

A WOEFUL TAIL.

"They say that when an ostrich is surprised he hides his head in the sand."

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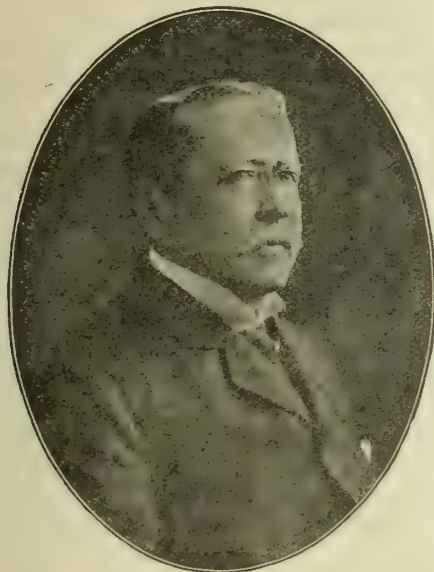
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A. E. WINSHIP, Editor.



T. B. Aldrich.

Used through courtesy of Houghton, Mifflin & Company.

THOMAS BAILEY ALDRICH.

I wonder what day of the week—
I wonder what month of the year—
Will it be midnight, or morning,
And who will bend over my bier?

So wrote Mr. Aldrich years ago in "An Untimely Thought." The wonder is dispelled now. It was Tuesday, March 19, at five o'clock in the afternoon, as the sun was nearing the bosom of the Charles, that the gifted poet and prose writer bade farewell to earth. And over his bier, either in presence or in thought, many a friend and admirer has been bending, with happy and grateful memory of both the singer and his songs.

It is but a few months since Mr. Aldrich reached his seventieth year, and his numerous and intimate friends bespoke for him in their good wishes a long and mellow autumn-tide. He was indisposed at the time of the Longfellow centennial, yet he was able to write a charming eulogy of his old-time friend for the occasion. No one then dreamed for a moment of his own decease. So the news of his death came as a real and painful surprise to the city of his home and far beyond.

Mr. Aldrich was born at Portsmouth, on the bank of the Piscataqua. In his "Story of a Bad Boy" he makes many a merry mention of his early days there, and he eulogizes the spacious river in his verse. There, too, he was prepared for the university. His father's death occurring simultaneously with his graduation from Harvard, he entered his uncle's counting house in New York. But his fate was not to be a banker, but a bard. His New York residence brought him into delightful intimacy with such writers as Willis, Stoddard, Taylor, and Stedman, and he, too, must write. At

nineteen he gave proof of his poetic birthright by a modest volume of verse, entitled "The Bells." But it was not until 1859 that he won the attention and the heart of the public by his "Ballad of Baby Bell." His real poetry begins with that choice bit of verse, so his friends are accustomed to say. And so he, himself, was wont to think. "The door of the human heart opened at once to receive Baby Bell," wrote one of his friends, "and has never been closed against it or its author since."

Mr. Aldrich was peculiarly rich in those graces of mind and heart that win and retain friends. He was engagingly witty, and his was a wit that did not wound. He was a conversationalist with decided originality of expression and charm. No dinner table at which he sat could be dull. And his friendships were stimulating and inspiring. Though younger than they, he had unchallenged access to the society of that brilliant group of authors that New England was proud to consider her own. Longfellow and Lowell, Hawthorne and Holmes were glad to admit him to their literary fellowship. Howells—his mate in years—was one of his choicest intimates. When in '81 Howells retired from the editorship of the *Atlantic Monthly*, Aldrich became his successor, and filled the responsible position most creditably for nearly a decade.

Of his productions, it is impossible to comment at any length, as they are so numerous and varied. Many of them were poetic miniatures, and yet they were full-rounded and complete. Here is the suggestive poem on "Identity":—

Somewhere—in desolate wind-swept space—
In Twilight-land—in No-man's land—
Two hurrying Shapes met face to face,
And bade each other stand.

"And who are you?" cried one agape,
Shuddering in the gloaming light.
"I know not," said the second Shape,
I only died last night!"

But though Mr. Aldrich was naturally favorable to brief verse, he was capable of more extended work, as is seen in his "Judith," or "Mercedes," or "The Stillwater Tragedy." "From Ponkapog to Pesth" is a fine and well-sustained register of travel. But it is probably in his "Marjorie Daw" that we see his reputation at the best. It is a charming bit of fancy, and both the critics and himself agreed in their estimate of it as his best piece of work.

Mr. Aldrich was a most painstaking writer. To get the choicest word or phrase for his thought was his continuous aim. His proofs were scored over and over again with corrections. He never seemed weary of revision. No manuscript ever left his hands to be printed before he had made at least three distinct and amended drafts of it. Some one has said that this "would forever have excluded him from becoming a newspaper man." But although there was such precaution in composition, there were no signs of the simply mechanical in either his prose or verse.

Nor had he any pet philosophy to advance or maintain. "Like a bird he sang merely for the pleasure of singing." And this freedom from anything formal or stilted gave him additional force as a writer. He never composed except when in the mood for it, and his mood could never be timed in advance. One can afford to wait indefinitely for a mood that will give us at last such a beautiful lyric as "The Echo Song," one of the choicest in our American literature. And then as to sonnets, he shares with Longfellow the honor of having written some of the finest in American verse. The sonnet to "Sleep" is simply exquisite.

LONGFELLOW.

[1807—1907]

BY THOMAS BAILEY ALDRICH.

Above his grave the grass and snow
Their soft antiphonal strophes write;
Moonrise and daybreak come and go:
Summer by summer on the height
The thrushes find melodious breath;
Here let no vagrant winds that blow
Across the spaces of the night
Whisper of death.
They do not die who leave their thought
Imprinted on some deathless page.
Themselves may pass; the spell they wrought
Endures on earth from age to age.
And thou, whose voice but yesterday
Fell upon charmed listening ears,
Thou shalt not know the touch of years;
Thou holdest time and chance at bay.
Thou livest in thy living word
As when its cadence first was heard.
O gracious poet and benign,
Beloved presence! now as then
Thou standest by the hearts of men.
Their fireside joys and griefs are thine;
Thou speakest to them of their dead,
They listen and are comforted.
They break the bread and pour the wine
Of life with thee, as in those days
Men saw thee passing on the street
Beneath the elms—O reverend feet
That walk in far celestial ways!

[Written in memory of the poet Henry Wadsworth Longfellow, on the occasion of the Longfellow centennial anniversary in February. This poem, it will be recalled, Mr. Aldrich wrote for the *Atlantic Monthly*, in the March number of which it was printed.]

WOMEN SCHOOL TEACHERS.—(L.)

"What are the best qualities of a woman teacher; are they not the same as those of other fine women?" William McAndrew, principal of the Girls' Technical high school in East Twelfth street, repeated the question and considered.

Good health, of course, comes first. No class of women work so hard as teachers. No other occupation is so exhaustive of the nervous supply. Have you ever watched a teacher when she is busy? She is the only person in the room who maintains her interest throughout the whole day at concert pitch. The best and most attentive girl in her class has many periods of rest from nine o'clock to three; it is only the scholar who is reciting at the moment whose attention and interest is at the highest point. As soon as she sits down the centre of intensity passes to the next one called upon, and so on, all day. But the teacher knows that the moment she herself drops interest she loses the attention of the whole class. So her mind is keyed up all the time. This is excessively exhaustive. Only a woman with the most robust health can stand it for any length of time, and the best of them show the effects of it in a few years.

Another thing about teaching that is very exhaustive to a woman is the maintenance of discipline. We like to look upon children as the incarnation of innocence and purity. It is right that we should do so. But every once in a while something happens in school to show the teacher that the acquired and inherited seeds of vice and crime received from the past generation exist in the germ in this one. The terrible, but inevitable, conclusion confronts the teacher that in spite of her work the criminals of a few years hence are now in our schools. Petty and hidden though most of the faults of school children seem, yet here they are perplexing, distracting, and disheartening the teacher.

PUNISHING NERVOUSLY EXHAUSTING.

The punishment and correction of moral faults is even more wearing on the teacher than the maintenance of a high spirit of interest all day. Everybody knows the heartache that comes from disappointment in finding that some friend is not the fine character he has been judged to be. Few things are harder than the task of endeavoring to set aright such a friend. A teacher, especially a woman, takes her class into her heart; each child is a friend; the whole group seems like one family. But there are from thirty to seventy in it and among them some who go contrariwise. One disloyal child will wear the nerves of a sympathetic teacher to shreds.

Forty boys sometimes get the devil into each one of them all at once. He can't be driven out in these theoretical days by muscle, hence the drain on the teacher's nerves. A father who has only one young rascal at home to drive him to distraction can have some idea why good health and iron nerves are a requisite for a woman teacher of boys' classes numbering over forty.

Good temper is a prime requisite for a woman teacher. It is her preserver. The women who take the work too seriously break down first.

Irish girls as teachers of boys' classes are unsurpassed. If it hadn't been for the proverbial lightness of heart of the Irish race it must have been crushed long since by its own heavy history. These merry young women in spite of the excessive formalism and system that has encrusted American school management are able to keep the bright side of teaching turned upward. Quick to resent any mean advantage taken of them by a class or a pupil they will launch an outburst of sarcasm, invective, and correction, that coming from a teacher of another race would alienate the children from her for a long time. But in a few minutes you will hear the whole company, teacher and children, laughing together.

THEY TOOK IT.

I recall hearing through the open transom one day such a tongue lashing given by an Irish teacher that it seemed to me it would drive the big boys to open rebellion. After the storm was over, some half an hour later, I looked timidly in, and what do you think I saw? The teacher seated on a bench with the whole class beside her and around her, looking at the pictures in a huge folio—"Picturesque Ireland."

"You caught it pretty heavy up in your room this morning, didn't you?" I said to one of the boys in the hall.

"No more than we deserved," he answered.

Another school scene made a deep impression on me. It was a day of the first snowfall; one of those soft, packable snows that is the delight of the small boy and the horror of the schoolmaster and the neighbors. There was a great shouting in the street, and into the office came a big, puffing officer leading a small boy that had dented the official helmet and the official dignity with a winter missile aimed not wisely but too well. "Officer" was angry through and through, and insisted either that I should send for the parent right away or he would hale the youngster to the station house. Some one told Miss O——, an Irish girl, that one of her flock was held by the enemy. In she came, with flashing eyes.

"What are you doing with my boy?" she cried, "give him to me." Then we had a pretty tableau. My lady with one arm about the sobbing youngster's neck pointing her other hand defiantly at the law! "I know you, Flannagan, you bring this on yourself; you never were a child. You jumped from your high chair to long trousers. You strut around the post so that everybody itches to throw something at you. Now get out of here and don't you dare to touch a boy of mine again."

Then he laughed and she laughed and we all laughed, and that's the kind of Irish spirit that keeps a school alive. That's what I understand by a good temper; plenty of warmth to keep the blood from freezing and plenty of humor to cool it with.

NEW BEATITUDES.

[FOR THE GRENFELL CALENDAR.]

Blessed are they that heal, for theirs is the royalty of service.

Blessed are they that cleanse and clothe the body, for they give the soul a chance.

Blessed are they that teach the dignity of labor, for they shall regenerate the earth.

Blessed are they that hunger and battle for justice, for they are brothers of the Christ.

Blessed are the cheermakers, for they shall be called sons of the morning.

—Herbert A. Jump.

EDUCATION ABROAD AND AT HOME.—(III.)

BY ELMER ELSWORTH BROWN.

With reference to high schools, I will speak only of the high school propaganda which is now going on in the Southern states. This is a most instructive and inspiring movement, and one that is not so widely understood as it should be. Except for broken bits of information, I got my first insight into this movement at the Summer School of the South last July, in Knoxville, Tenn. The summer school itself is significant of the educational awakening in that section. It brought together some seventeen or eighteen hundred students, representing thirty states, with a force of instructors drawn largely from the great universities and the great city school systems of the country. The University of Tennessee, which provides the grounds on which this great gathering is held, is the centre of a special educational campaign that has extended to every county in the state of Tennessee. The university and the state office of

education at Nashville are working in unison in this campaign, which has for its specific object the increase of local taxation for school purposes and the establishment and maintenance of high schools. Capable speakers address the citizens of each county, assembled in mass meetings to consider these questions. Frequently such meetings are held at the court house on the opening day of a session of the county court. And I have been told recently that during the political campaign of last fall the attendance at these educational mass meetings, in the aggregate, was greater than the combined attendance at the meetings of both political parties.

Here is an educational crusade in the true spirit of Henry Barnard and Horace Mann. I learned from Professor Claxton of the University of Tennessee, who with the state superintendent of public instruction is conducting this crusade, that a like work is going on in other Southern states, and was able to gather much information concerning its methods and results. But the full scope of the

movement and the moving force within it were not clear to me till I attended the conference on secondary education, called together by President Alderman, which met at the University of Virginia in November. There were gathered state superintendents, the presidents of state universities, and other leading educators from the most of the Southern states. President Alderman opened this conference with a notable and inspiring address. Important papers were presented by other Southern leaders. But the unique, and to me surprising, feature of the occasion was the presence of a group of "professors of secondary education" from the Southern state universities. There dawned upon me at length some conception of what the General Education Board are doing in this matter. For that board, joining hands with those who, in the South and with the Southern point of view, are moving for the betterment of the schools, have taken a great forward step, in accordance with an original and far-reaching plan. Making, in each state, the state university their base of operations, and working merely in co-operation with the authorities of those institutions, they have provided for the maintenance at each university of a professor of secondary education, whose classroom is to be the state to its remotest bounds, whose method is to be that of Horace Mann, modernized and adapted to the South, and whose message is to be the making and the maintenance of high schools. They are calling for high schools in order that the whole system of education may be strengthened and made more completely democratic. Professor Stuart of Georgia uses as an object lesson the diagram of a flight of stairs, the lower steps representing the elementary schools and the higher steps the university; while between these is one great step, three or four times as wide and high as any of the others, where the secondary school should be. He fills in this discouraging gap with the dotted lines of a series of steps of ordinary length, continuous with those below and above, which represent the graded high school course that he proposes to have provided in every thriving community and county.

The finished diagram is typical of the American ideal of an educational system, coherent and complete in all its parts, and therefore altogether democratic. Nowhere have I found more enthusiastic devotion to this ideal than in the Southern states.

In speaking of the wide subject of state supervision of schools, I should like merely to present a single point of view. Put as briefly as possible, it is this, that state supervision is a means of furthering the operation of influences which are ordinarily at work, through various channels, for the improvement of the schools. It appears from what has already been said that two great influences and ideas are at work in our education throughout the land, namely, that of the city and that of the university. Our civilization, in country and city alike, is gaining ground by becoming urbanized and by sharing in the scientific ideals of the university. The thought was well expressed by an observer of new conditions on the plains of western Nebraska, who declared that the people

were getting bath tubs and modern plumbing in their houses and college graduates in their district schools. This saying tells the story of our time. The parlor car, the telephone, the trolley line, the rural free delivery, and the news stand with its magazines, are making their way into the remote corners of our land. There are difficult regions still, in the mountains and far away, where the people seem as conservative as the eternal hills, but these will be reached at length with that all pervading influence.

The university influence goes with that of the city, but it is not the same. It is an influence which moves men to be fair minded and unselfish in their attitude toward truth, and will eventually make of every man either an expert in some knowledge or a discriminating client and constituent of the expert.

Effective state supervision furthers the spread among the schools of the better influences of the city and the university. In Massachusetts, medical inspection and a dozen other provisions of urban school administration have been extended to the state at large. New York has made that urban institution, the public library, accessible to all the people, and other states have done the same. Wisconsin and Minnesota have taken steps to extend some measure of the supervision which city schools enjoy to the schools of all parts of the state.

The history of the supervision of our secondary education is significant. The greater part of the inspection of secondary schools which has been carried on for many years has not been provided by any legislation, but has been a service rendered by certain universities at the request of high school authorities, and in accordance with a purely voluntary arrangement. The arrangement has, in some directions, had much the effect of law. It has undoubtedly been attended with some serious disadvantages, but it has nevertheless resulted in great improvements in our secondary education. In many other ways a real university extension is working for the benefit of both secondary and elementary education. For a single example, we may note the influence that Cornell University, under the inspiration of Professor Bailey, is exercising in the improvement of nature studies in the schools. The cordial alliance which commonly exists between state education offices and universities, in efforts for the betterment of the schools, can, I think, be turned to good account by the supervising officers of the states, and made to count toward the attainment of still greater benefits to education in coming years.—Address.

MEDICAL INSPECTION.

BY FRANK B. DYER,
Superintendent of Cincinnati.

District physicians are to be assigned to different schools. His duty is to make a superficial examination of the school children in his districts each day, the teacher calling his attention to any particular instance that requires notice from a physician. When a case like this occurs, the child is to be sent home and notice sent to the family and the child is allowed to return to school on recovery.

ery. All cases of contagious diseases reported to the board of health are to be communicated to the principals of the schools daily. All cases where houses have been disinfected, following a contagious disease, are also to be communicated in the same letter, so that the school principals have information daily of just what is occurring to the child excluded from the school. In order that the public may understand that there need be no apprehension of meddling with private affairs, nor unnecessary interference with school work, the following summary is given, showing in detail the method of operation that is general in other cities. In brief these are:—

Use of a separate room for medical examination.

Definite and fixed hour for inspection.

Segregation of pupils possibly needing medical examination.

Code and number system of noting diseases, so that it may not be known to others what disease a particular child has.

Medical inspector to stand with his back to a window and as children pass to look at their eyes, tongue, hands, and hair.

At each inspection principal to furnish medical examiner with list of children returned to school after a day or more absence, names of those suspected of having contagious disease and who have been in contact with contagious diseases, and the names of those returned to school after having been excluded.

Inspector to furnish the principal a list of all children excluded from school and date when started.

Note in sealed envelope to be sent to parent of child needing medical attention.

Where a child is not so ill as to justify exclusion he shall be allowed to return when he shows a certificate from a physician that he is receiving treatment.

In all cases of exclusion the parents are to determine the character of medical attention to be given the child.

AUTHORS WHO ARE A PRESENT DELIGHT.

NIXON WATERMAN.

BY E. F. BURNS.

Nixon Waterman of Arlington Heights, Mass., whose series of sonnets occupied one whole department in the February Century, is the son of a true frontiersman, Lyman Waterman, a "York-state" man, who married Mary Elizabeth Wakefield of Pennsylvania, and with her went west to Illinois by way of the Ohio, Mississippi, and Des-plaines rivers in 1842, settling on a prairie farm, sixty miles west of Chicago, near Newark, Ill. There Nixon was born November 12, 1859.

When the poet was nine years old, the family removed to the frontier of southwest Iowa. Their home was known as "The Ten-Mile Ranch," it being ten miles west on the old California trail of an old trading town which some admirer of Burns had named Afton.

"All was prairie about us," says the author of "The Prairie Fire." "Settlers were few and scattered. In some directions it was many miles to a plat of fenced land. Wolves, deer, and all other wild game, prairie chickens, and friendly Indians abounded. My father dealt in cattle quite extensively. I herded cattle for him and for others who had herds pasturing on the open prairies. Many 'prairie schooners,' sometimes 100 in a day, passed along the trail, mostly going West.

"Many of these travelers found shelter in and about the ranch house almost nightly, and sometimes during the winter season many stayed for days at a time. My father made our home a place of refuge for all persons, many of whom used to abuse his hospitality. During dark or stormy nights lamps were placed in the upper windows of the house, where they could be seen for a considerable distance along the trail, and on several oc-

casions this precaution is believed to have saved the lives of lost travelers. Past this old home flowed all kinds and conditions of men, of every nationality. To a youngster all ears and eyes it was very interesting. I have heard more tales of a wayside inn than would fill forty volumes, told by all manner of people from Indians and Indian scouts to a real Russian princess of the royal blood. Births, marriages, and deaths occurred among the travelers tarrying beneath our roof or the sheltering branches of our trees under which they built their campfires.

"For a time there were no schools or churches, and none of the evils of civilization. We drove twenty miles to an old-fashioned water mill to have our wheat and corn ground. It was the great, big, broad, unconventional country of Out-of-Doors. Some ripping big prairie fires were not uncommon, a fool tenderfoot settler's house being burned now and then because he did not know 'prairie-craft' and how to fight fire with fire.

"When the railroad was completed within four miles of our ranch and a railroad division town sprang up, a well-read, cultivated Scotchman, an engineer on the railroad, became a frequent visitor at our home. He owned books, and it was then I read Shakespeare and the Waverley novels, chiefly while herding cattle. My father was rather practical and didn't believe in wasting one's time in reading Shakespeare's plays, which were associated with the theatre, of which he, being a good Methodist, did not approve.

"I went to the common, ungraded country school some years, then to the graded grammar and high school, at Creston, Ia. I did not complete the high school course. I did not care to receive the commencement day honors.

"I wrote poems and verses at fourteen which were

never heard of afterward. I was born with a desire to print a newspaper or a magazine or something. I first saw a printing office when I was fifteen, became a 'devil' for a few months till the paper 'busted,' and then taught country school three winters. After leaving school, I 'accepted a position' at \$5 a week in a newspaper office; used to 'work' an old-style Washington hand press; worked on this paper till it became a flourishing daily paper, the Creston Advertiser, and in 1886 became proprietor of the Every Sunday Morning, a home, society, literary weekly in the same town. After three years of this I sold it and began work as traveling correspondent through the territory between the Rocky mountains and Omaha, for the Omaha Republican. Then for two years held an editorial position on the Omaha World-Herald, and for a short time on the Bee, when I was called to Chicago to do the same class of work on the Chicago Herald. Then I drifted into literature and magazine work, and edited Peck's Sun, Milwaukee, for a time, having a summer home at St. Joseph, Mich., all the while, which enabled me to enjoy the delight of crossing the great lakes hundreds of times. I was 'called' to Boston to do editorial work in 1895.

"While at school some of my teachers thought that they discovered in my rather idyllic sentimental essays, signs of a future literary light, but my native modesty kept me from trying my poetic strength in a public way till later, when the newspaper on which I was employed needed some verse with which to reply to a contemporary that had assailed it in a rhymed satire. I ventured to try my hand and made a hit. From that time forth I was compelled to 'drop into poetry' now and then."

Besides the book of prose and verse, entitled "Boy Wanted," which is a volume of cheerful counsel to the young folks, especially boys, Waterman has written "A Book of Verses," and "In Merry Mood." He also has another volume of poetry in preparation which may appear next fall.

He is a persistent, but easy worker at his chosen profession. He has the rare art of combining work and study, play, horticulture, bird lore, and poetry. With the assistance of Mrs. Waterman, who is a devoted student of birds and butterflies, he can "name all the birds without a gun." He gets his inspiration for poetry anywhere and everywhere. Peeping into the studio of his neighbor, Dallin, he got material for "The Sculptor." Down South he heard the mocking-bird and the result is

a beautiful sonnet. Called to dinner just when he was deeply interested in feeding some gray squirrels in the garden, he vented his simulated regrets in the happy skit, "If We Didn't Have to Eat." Rose garden, strawberry bed, peach tree, berry patch, field, wood, and sky, street car, or harbor boat, all afford material for this literary craftsman.

But he has not neglected life itself. His serious views of it are well stated in such poems as "A Rose to the Living," which readers of "Poems You Ought to Know" are well acquainted with, as they are with "Which Road?" Other poems of similar purport are "Love and Reason," and "Once in a While." In the former he says:—

The lily's lips are pure and white without a touch of fire;
The rose's heart is warm and red and sweetened with desire;
In earth's broad field of deathless bloom the gladdest lives are those
Whose thoughts are as the lily, and whose love is like the rose.

In "Recompense," another exquisite poem, his song is consolation:—

The gifts that to our breasts we fold
Are brightened by our losses;
The sweetest joys a heart can hold
Grow up between its crosses.

And on life's pathway many a mile
Is made more glad and cheery,
Because for just a little while
The way seemed dark and dreary.

These helpful sentiments are in Waterman's case no mere wordbuilding; they are part of his creed, the cardinal principle of which is the fatherhood of God and the brotherhood of man. The humane feeling so dominant in his verse is also dominant in his life. He believes in fraternity, in fun, and mutual helpfulness. He likes true sport, and is a good golfer, but he does not believe in killing anything except time and sorrow. At them he has shot many keenly pointed arrows of song.

"To him that hath shall be given." Waterman is also an exceptionally fine reader. He and Opie Read, the novelist, were always great favorites as platform entertainers in the West, and in this part of the world Waterman is not unknown to lyceum audiences. To read the poems of Nixon Waterman is not enough. You should hear him read them.—Boston Daily Globe.

Oh, the carol from the hawthorn,
And the trill from dazzling blue!
Oh, the glory of the springtime,
Making all things bright and new!
Oh, the rosy eve's surrender
To the Easter morning splendor,
Fresh and fragrant, cool and clear,
In the rising of the year.

—F. R. Havergal.

AN IDEAL METHOD OF HOLDING ORATORICAL CONTESTS.

BY DWIGHT E. WATKINS,

Department of English, High School, Akron, O.

Every year throughout the country, under the auspices of various leagues in the universities, colleges, and even high schools, are held hundreds of so-called "oratorical contests." In these contests students representing different schools, classes, or societies compete for prizes of more or less value. The object, that of arousing interest in matters oratorical and of raising the standard of spoken and written English in the various schools, is most praiseworthy; and it is to a great extent attained. However, there are some features which at times seem objectionable, and it is the purpose of this article to suggest a remedy for one of these, a remedy which, although it may seem rather chimerical at first and may even remain impracticable in many small schools, would at least seem possible of adoption in larger schools and schools where the prizes are donated by wealthy patrons.

As everyone knows, before these contests, and before the written productions are submitted to the judges, the manuscripts are carefully criticized by the instructor or professor in charge of the department of English or oratory, often so many times as to make the original manuscript and the final one submitted utterly incapable of identification. The punctuation is marked in red ink, the diction is improved, the sentence structure modified, the paragraphing changed, and sometimes even new ideas suggested or weak ones eliminated; in short, so much "criticism" is often bestowed upon the effort that it is practically the work of the instructor or professor instead of that of the contestant. In addition to this work by a faculty member, last of all, since a typewritten copy is required by nearly all contest rules, the aspirant for honors takes his sheets to an expert stenographer, who, for money actually paid, puts the oration in final form, often using a taste in capitalization, underscoring, and general arrangement on the page utterly beyond the contestant; or at least beyond that of the stenographer that may be in the employ of his most dangerous competitor. These practices, both that of faculty criticism and the employment of the expert stenographer, obviously must result in much unfairness, for the contestant becomes a mere puppet in the hands of men working purely for reputation or financial gain.

But this is not the end of the tendency. After the manuscript is off in the mail for the judges on thought and composition, the professor or instructor in oratory takes the manuscript and carefully goes through it, indicating the climaxes and the variations in delivery that can be made with profit. When the student comes before him for drill, as he generally does, he suggests where certain gestures may be added to advantage and shows how they are to be made, often drilling the contestant for hours in order that he may execute them with the utmost perfection. The contestant is told where to take a step forward, where to retire, when to walk to the right, when to the left.

In difficult places the instructor suggests inflections of the voice and even gets the student to imitate his own intonations. So here in delivery again, the work submitted is not that of the contestant, but that of the professor.

To correct this evil is the purpose of the proposed plan. But before the plan is given, it is necessary to go a little into the financial management of these "student contests."

Generally the prizes given at these contests consist of a medal with a cash testimonial, the latter varying in value from twenty-five to one hundred dollars. Sometimes the medal and the testimonial are both donated by an interested alumnus, but often only the medal is thus donated and the money is furnished by the "Oratorical Association" instituting the contest, from the admission charged to the contest. The associations throughout the country of course have different conditions to meet. In some small colleges there is a very strong interest in oratorical matters, and the contest can easily net a hundred dollars or so; in other places such would not be the case. In some universities the association charges an annual membership fee which keeps the treasury full, the membership being kept up by admitting members of the association free to an annual reading given gratuitously for the benefit of the association by the head of the department. And so the methods for raising the necessary amount of money needed for the prizes vary, but in every case, which is really the main fact, the hundred dollars or over is secured in one way or another.

Having then the medal and a hundred dollars at the disposal of the oratorical committee, why would it not be better simply to award the medal in the local or preliminary contest and then use the cash testimonial in the following manner?

The various schools comprising the league shall select a city where there is a good library and agree upon holding the contest at that place. A month previous to the contest each school shall send its contestant to the appointed place. When all have arrived, they shall be taken in charge by someone detailed for the purpose, furnished comfortable quarters for the ensuing month, and given carte blanche as regards the use of the library. During the month they shall be at liberty to have intercourse with one another, but with no one else. They shall be furnished what books they need (if any special ones are needed other than those the library can furnish), be supplied with current papers, writing materials, and a hall for practice, the latter furnished with a mirror, if possible. It might be well also, if practicable, to furnish a common stenographer for the whole number of contestants. With these things then, and their time, the contestants are to be turned loose to produce an oration. No outsider shall give them any ideas as to the development of their themes, no one shall criticize their manuscripts, no one shall drill them upon elocutionary effects; in short, they are themselves, alone and unaided, without any assistance whatsoever, to create a complete oration, from the mere outline, using their own skill in selecting the salient oratorical points, to

the last intonation and gesture on the platform, using their own art as to location and kind. This would eliminate all the unfairness of one professor contesting against another professor, and would reduce the whole thing to the sheer power of the contestant himself.

Of course, ultimately, the success of the contestant would depend upon the ability of the professor to inculcate his ideas in his pupils, but there is quite a difference between creating a speech, together with the gestures and intonations, for a student, and enabling the student to create them for himself.

This plan may suggest imprisonment and the all-night jury, but under the management of a wise committee, outings, gymnasium privileges, attendance upon theatrical performances, etc., could be furnished very well within the hundred dollars allotted each contestant.

The only difficulty that would seem to present itself is the method of choosing subjects whether they should be drawn by lot from a certain number furnished by the committee and unknown to the contestants beforehand, whether they should be chosen from a similar list by the contestants, or whether the contestants should have free scope for choice. Certainly the last method would be the least desirable.

The objection might also be raised that often poor students enter these contests and that they use the cash testimonial for actual expenses. To this it might be replied that, no matter how meagre the pecuniary reward, students will be found who will be ready to compete, and that it will be just these poor students who will find a way to enter. Besides, although no local testimonial may be given, the final testimonial will be large enough, on account of the increased interest that would be aroused by such a contest, to compensate for any previous sacrifices. Furthermore, under the new plan, on account of the sensational features, even the local interest could be so stimulated as to furnish an extra hundred dollars, if that should be necessary. In a high school of eight hundred pupils, or a college of the same number of students, surely at least a half could be induced to contribute twenty-five cents apiece, and thus success would be secure. Certainly, though, in any case, an enterprising manager could gauge his circumstances and come out with a surplus in the treasury.

Of course the proposed plan would demand a month of the contestant's time, but no one could spend a more profitable month than this one in the library, with the companionship of the best minds of several neighboring schools or colleges, and the honor of being in a contest of such high character. The time when the month should come, could, without doubt, be so arranged as not to conflict with the studies of those entering the contest.

These, then, would be the advantages of the proposed plan. It would eliminate all of the professor vs. professor element in the present contests, as both manuscript and delivery would be free from faculty supervision; it would stimulate inter-

est all along the line, both in the contestants themselves and in the schools, for it would be some honor, indeed, to win in such a contest; and it would increase the efficiency of oratorical teaching, for it is a far different thing to create a speech and its delivery than to so train another as to enable him to do the same thing.

SUGGESTIONS FOR HOME GARDENING.

[The following instructions were distributed by the Home Gardening Association, Cleveland, Ohio.]

DIRECTIONS FOR CARE OF THE GARDEN.

Plant seeds in garden or boxes early in May.

Fill boxes with four or five inches of fine, rich soil.

Place boxes in sunny place and sprinkle every day.

Cover boxes at night if very cold.

Transplant seedlings to the garden about June 1, on a damp day.

Sow seeds of calliopsis, nasturtiums, morning-glories, and four-o'clocks in the garden, as they do not stand transplanting.

SUGGESTIONS FOR WINDOW BOXES.

Make the box six or eight inches deep, twelve to fifteen inches wide, and as long as the window is wide.

Fill the boxes with fine, rich soil and fasten firmly to the sunniest window.

Place similar boxes on the porch or fence.

Plant morning-glories on the side nearest the house and train up on strings.

Plant climbing nasturtiums near outside, to hang down over the box.

Plant calliopsis, zinnias, marigolds, asters, or verbenas in middle of box.

Plants should stand four or five inches apart.

Boxes need water every day.

MAKING UP YOUR FLOWER BEDS.

Select sunniest part of the yard.

Avoid a place where the dripping from the roof will fall on the bed.

Best effects are produced by planting all of one variety in one place.

PREPARATION OF THE SOIL.

Dig up the bed, as early as possible, a foot deep.

Mix with the soil some rich earth, well-rotted manure, or leaf mould from the woods.

Rake the beds and keep the soil fine and free from lumps.

PLANTING OF SEEDS.

See directions on the seed packet.

WATERING OF THE GARDEN.

Sprinkle the beds every day, if necessary, until the plants are one inch high.

Do not allow the soil to become dry.

Sprinkle thoroughly every few days, when the plants are two or three inches high, instead of lightly every day.

Water in the morning and evening.

THINNING OF PLANTS IN THE GARDEN.

Avoid having plants too crowded.

Thin the plants when they are two or three

inches high, on a cloudy day, when the soil is moist.

Transplant seedlings pulled up to another bed, or give them to some friend.

Take up a little soil with each plant.

Use a trowel, an old kitchen fork, or small, flat, thin stick.

PICKING OF FLOWERS.

Do not allow flowers to go to seed.

Pick them every day and more will bloom.

Allow a few of the best flowers to go to seed for next year's garden.

Keep beautiful, fresh flowers in your house and share them with the sick.

THINGS TO REMEMBER.

Dig deep and make the soil fine on the surface.

Keep pulling out the weeds all summer.

Sprinkle the seeds every day.

Water the bed thoroughly every few days during the whole summer.

Pick your flowers every day.

Keep your garden neat.

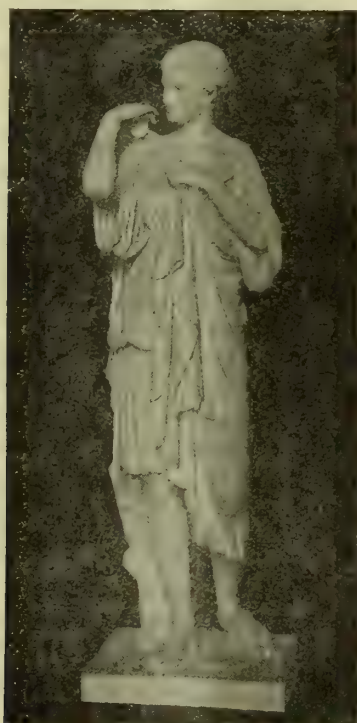
Flowers require attention all summer.

By attending to these things you will have flowers all summer and for the flower show in the fall.

TALKS ON SCULPTURE.—(IX.)

BY LORADO TAFT.

It is our misfortune that we know Greek sculpture mostly through Roman copies. Some of these copies are good and some are very poor, while often the original has served merely as a



DIANA ROBIND.
From Gabii.

theme or text for the later sculptor. The dainty little figure which we show to-day seems beautiful enough to be an original, but it is probably a clever

copy of a still finer work. Some think that the original must have been from the hand of Praxiteles, so graceful is the pose and so sweet its expression.

The young lady is known as the Artemis (or Diana) of Gabii, from the place where she was unearthed in the fateful year of 1792. She stands now in the museum of the Louvre in Paris, one of the most charming works in all that vast collection.

As a rule Greek statues are very impersonal; their beauty seems "typical" rather than individual; one does not think of them as real people. But here is a marble girl that one could easily fall in love with—as many an art student has done in the past and many another will in the future until the end of time. One of these enthusiastic admirers describes her as follows:—

"Nothing could be more graceful than her simple, easy pose, the attitude of a maiden goddess finishing her toilet. Her head, turned to the right, is carved with inimitable refinement. The delicate, half-parted lips recall the praises which the ancients lavishly bestowed on the statues of Artemis by Praxiteles. With exquisite feeling the artist has enlivened his composition by well-chosen bits of contrast. On one side one sees the rounded contours of the raised arm, the shoulder hidden by the drapery, the straight folds of the belted garment, and the leg which supports the weight of the body. On the other side the shoulder is bare, the arm pressed against the breast, the heavy folds of the cloak descend to below the knee, and the left leg is bent and set back. The subtlety of pose and movement, combined with the beautiful conception and perfect execution, make of the statue a work of supreme charm and dignity."

It is a pleasure to realize that there were women in those days beautiful enough to inspire such works, and men with skill to carve them. I do not suppose that the sculptor was thinking particularly of us when he made this delightful figure but we have inherited the wealth of the past, and I, for one, am grateful to the unknown artist. The school that has the girlish "Diana at Toilet" has "a thing of beauty and a joy forever."

This suggests another thought: If we enjoy so much the beautiful things created in the olden time, how much more ought we to do for those coming after us. We consider ourselves the most civilized nation that ever lived. We boast of our freedom and of our education, of our wealth and our opportunities. I wonder what they will say of us a hundred or a thousand years from now! Will they be grateful to us for the ideals of beauty expressed in music and poetry, in painting and sculpture? Will they say, "What a happy, refined people they must have been; how they must have enjoyed creating these rare things, and how fortunate we are to 'enter into their labors'!" Or will they say of us, "They were a sordid race caring only for the 'almighty dollar'?"

Let us learn something from the Greeks!—Used by permission of the Chicago Record-Herald.

THE ROOT OF TRUANCY.

What is it that inclines and impels many a boy to play hookey, to sneak off into some back alley to play craps rather than to be in his place at school?

Is it, as perhaps not a few believe, some moral perversity, some inborn wickedness, some incipient criminal streak that makes him prefer the wharves and alleys and parks to the school, and makes him the despair of his parents and the terror of the truant officer?

Or is it some disease, some physical defect—an enlarged tonsil, weak eyes, an adenoid growth, or some other ill?

Is the truant simply or largely a boy who needs medical aid instead of arrest, guidance instead of correction, encouragement instead of punishment?

An examination of fifty truants recently revealed the fact that thirty-three had diseased tonsils, and sixteen had adenoid growths. In one city school in Massachusetts three lads who were incorrigibles were found to have weak eyes, but when provided with glasses their behavior at once improved. Another lad who was most unruly was treated by a physician for enlarged tonsils, and afterwards became one of the brightest and most studious pupils in the school.

Superintendent Maxwell of New York reports that after careful investigation the truancy problem can be best solved by medical or surgical treatment. And Principal Frank L. Johnson of the Brooklyn truant school is of the belief that truancy is "not a crime, but a disease," that "the truant is the abnormal boy, made so by his surroundings or by physical conditions."

Certainly Principal Johnson's opinion on this matter carries considerable weight, for he has had nearly a score of years' experience in dealing with truants in Massachusetts and New York. Pity more than punishment is the thought which governs his administration of the Brooklyn truant school, and it seems to be a practicable and redemptive thought. He has at present 140 truant boys in his school, and is succeeding in making bright, obedient, and manly chaps out of them. He is rescuing them from being "toughs" without making them "mollycoddles."

This school has nothing of the air of a house of detention—not to say prison—about it. There are growing plants in all the windows instead of bars. It is a school where the boys are watched over instead of being watched—an important difference. Yet it is not a play school, for the lads are expected to work, and do so. There are hours of recreation and fun to relieve any tedium the new boy may feel, and employment enough to send him to bed at night comfortably tired and ready for rest.

Most of the boys when sent to the school are from nine to ten years old, and they may be kept there until they are fourteen, at which age the law permits them to take out working papers. But it is only rarely that a boy stays out the full time, for as soon as he shows that he has formed correct habits, he is paroled. It is seldom that his parole is broken. If it is, he is sent back to

stay the entire term. Their book work is superintended by four women teachers. Then there is a workshop where they are taught to make things; and, in the season, they labor in the great vegetable garden of some ten acres, and they raise more than enough garden-truck to supply the school for the entire year. The principal understands and loves boys, reads them like an open book; and the lads come easily to respect him, for they are not slow to see that he is seeking to befriend them rather than to restrain them.

The real value of the school lies in this, that it gets the recalcitrant lads before they have become criminals in habit, though surely headed that way, and gives an entirely new bent to their thoughts and desires, which in time may land them in honorable citizenship. Any physical defect is promptly attended to and corrected, while mind and muscle are healthily trained to know things and to do things. And thus it seeks to solve the truancy problem.

COLLEGE ENGLISH.

BY EDITH GILES.

A STUDY OF "LORNA DOONE"—(IV.)

QUESTIONS ON THE FIRST FIVE CHAPTERS.

1. What is the setting of this story—in the imagination—or is it associated with a special time and place?

Answer: Both time and place setting are definite.

(a) The time A. D. 1640. (See chapter V.)

(b) The place, the Devonshire and Exmoor Doone country.

What point of view is taken by the author?

Answer: That of the chief person in the romance.

How does he represent this person?

Answer: As a wealthy farmer, who has risen in his county to a person of local importance.

At what time in the hero's life is the story opened?

Answer: Immediately after the death of John Ridd's father—that is, at the time when the hero's own experience in life really begins.

At what period in the history of the Doones does the story open?

Answer: At the time when they have carried their lawlessness to such extreme length that some one must be found to restrain or suppress them.

What method does the author take to tell his story?

Answer: Reminiscence.

Does the style in which he writes correspond to this method?

Answer: Yes, it is rambling and personal, bringing many little incidents that could not be present in a more direct narrative.

What is the character of John Ridd?

Answer: See closing of paragraph of chapter I.

What do the first four introductory chapters do for the story?

Answer: (1) They set the story for us in sharp lines in the time and place where it is laid.

(2) They characterize the people of the place, particularly the family of John Ridd.

(3) They characterize the Doones, and sharpen

by contrast the nature of the relation between the outlaws and their farmer neighbors.

(4) It presupposes the deeper interest of the story, the responsibility laid upon John Ridd to avenge his father's death, though this fact is not stated. It rouses our expectation to that end.

What character of John Ridd do you draw from the chapters?

Answer: That with all his boyishness and undeveloped character, there rests in him a power and an understanding to do the work he has to do, and the will to accomplish it.

What character of John Fry do you draw from these chapters?

Answer: That of the native farmer servant, devoted and faithful, uncouth, but strong and hearty, not endowed with a burden of intelligence, but not lacking in wit.

What is made to lead up to the announcement to John Ridd of his father's death?

Answer: The unsparing death dealing ravaging of the Doones, and the unsafeness of the county.

How is this made very real to the imagination?

Answer: By John's experience on his ride home from school.

How is the announcement made to John Ridd?
Answer: (a) By the constant expectation and moving of his father.

(b) By the sound of his mother's and sister's weeping.

(c) By the sight of the grief which they could not put into words; and their silent appeal to the lad.

How is this a highly artistic touch? And how does it promise great dramatic and artistic force in the book?

Answer: It is a highly artistic touch because it awakens the sensibilities of the reader through a perfect sympathy with John Ridd; it uses the power of association to the full, in detail most exquisitely and delicately managed; it grows from the surprise of the unusual to the apprehension of the possible, and thence to the understanding of the actual fact through the senses before the heart can grasp it; it uses the force of sound and sight to emphasize the association of the grief, and to make it personal to John Ridd.

(b) It promises great dramatic interest, be-

(Continued on page 354.)

FOR MEMORIZING.

CHEERFULNESS.

If you'll sing a song as you go along,
In the face of the real or fancied wrong,
In spite of the doubt, if you'll fight it out,
And show a heart that is brave and stout;
If you'll laugh at the jeers and refuse the tears,
You'll force the ever-reluctant cheers
That the world denies when a coward cries,
To give the man who bravely tries.
And you'll win success with a little song—
If you'll sing a song as you go along!

If you'll sing a song as you trudge along,
You'll see that the singing will make you strong.
And the heavy load and the rugged road
And the sting and the stripe of the tortuous goad
Will soar with the note that you set afloat;
That the beam will change to a trifling mote;
That the world is bad when you are sad,
And bright and beautiful when glad,
That all you need is a little song—
If you sing the song as you trudge along!

—R. McLain Fields (The Brown Book).

THE HEART'S DOOR.

Open the door of your heart, my friend,
Heedless of class or creed,
When you hear the cry of a brother's voice,
The sob of a child in need.

All the fadeless flowers that bloom
In the realms of song and art
Are yours, if you'll only give them room:
Open the door of your heart.

To the shining heavens that o'er you bend
You need no map or chart,
But only the love the Master gave:
Open the door of your heart.

—E. E. Hale.

Canst thou see no beauty nigh?
Cure thy dull, distempered eye.
Canst thou no sweet music hear?
Tune thy sad, discordant ear.
Earth has beauty everywhere
If the eye that sees is fair.
Earth has music to delight
If the ear is tuned aright.

—Nixon Waterman.

"Some of your griefs you have cured,
And the sharpest you still have survived,
But what torments of grief you endured
From the evils that never arrived."

Thanks for the common blessings first,
The commonest of all,
The daily bread, the manna sweet,
That never fails to fall.

—John White Chadwick.

For an empty crown is a bauble,
And he is a sovereign alone
Who lives to bring joy unto others,
And to make their trouble his own.

—Lucy Larcom.

The common problem, yours, mine, every one's,
Is not to fancy what were fair in life
Provided it could be, but finding first
What may be, then find how to make it fair
Up to our means—a very different thing.

—Browning.

As the palm tree standeth so straight and so tall,
The more the hail beats, and the more the rains fall—
So love in our hearts shall grow mighty and strong,
Through crosses, through sorrows, through manifold
wrong.

—Henry W. Longfellow.

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THE UNIVERSITY OF MAINE.

President George E. Fellows of the University of Maine has made a great fight before the legislature of that state in the interest of the State University. It will surprise the states beyond the Hudson river that it is necessary to make a life and death struggle for a trifling financial appreciation, but those who know the New England atmosphere do not wonder at it. We wonder that President Fellows was ever able to put a state college in New England upon such a basis as he has placed his university already.

It is a strange experience for a man to be in the University of Illinois for a week when they are getting for the State University an appropriation of \$1,500,000 a year for two years almost without a dissenting vote, and the next week get into the atmosphere where a president of a state university has to fight as for his life for a few thousand dollars. How long, O ye New Englanders, will you jeopardize these states for all time out of respect to the prejudices of our grandfathers!

A PRESIDENTIAL TRIUMPH.

President Roosevelt has never appeared to better advantage than in the settlement of the Japanese difficulties in California. The final chapter was the best. The California legislature was passing, as rapidly as Parliamentary rules would allow, a bill to submit to the voters a constitutional amendment for the exclusion of Japanese with every probability that it would have been adopted by a practically unanimous vote of the people, President Roosevelt sent the following telegram

to the governor, and the bill was promptly shelved:—

"Passage of a bill for submission to voters of California whether Japanese laborers shall be excluded would interfere with my plans and make it more difficult for me to accomplish through the national government what I am trying to do in the way of Japanese labor exclusion.

"The assumption of power by the voters of California to settle this question, if assented to by the national government, will immediately end all my negotiations with Japan for a friendly adjustment, because to negotiate a settlement we must have power to settle, while on the other hand, California cannot negotiate a treaty under the constitution.

"It is, however, perfectly clear that under the constitution only the national government can settle the question of exclusion, and such a vote of California as is proposed would have to be treated as entirely nugatory, while it would probably be regarded by those opposed to exclusion as an attempt to ignore the constitutional power of the United States and exclude Japanese in defiance of their treaty rights to come in.

"I earnestly deprecate the passage of any legislation affecting the Japanese. The national government now has the matter in hand, and can in all human probability secure the results that California desires, while at the same time preserve unbroken the friendly relations between the United States and Japan.

"I have the interest of California most deeply at heart. I shall strive to accomplish for California as for other states or sections of this country everything that can conserve its honor and its interests, Any such action as that you mention would merely hamper the national government in the effort to secure for California what only the national government can secure.

"Theodore Roosevelt."

NEW MEXICO EDUCATORS.

Sometime since we accepted as fact, and commented upon it from that standpoint, a much heralded statement that the Territorial Board of Education of New Mexico had allowed itself to be placed in the attitude of petitioning their territorial delegate, Andrews, to defeat the anti-gambling features of the Littlefield bill. It now appears that the facts do not justify any such interpretation of their action.

The New Mexico Journal of Education says:—

"At no time since the bill in question came before Congress has the sentiment in New Mexico been different from that expressed in the following resolution passed by the unanimous vote of the New Mexico Educational Association at its meeting at East Las Vegas on December 28:—

"Resolved, that we believe that the present support of the schools with funds derived from liquor and gambling license is illogical and repugnant to all friends of education, and that this association believes that great good would result from a law placing revenue derived from liquor and gambling license to the support of the courts of the territory, and placing the direct taxes now levied for the

support of the courts to the support of the schools.

"Resolved, that we are strongly opposed to licensed gambling, and urge upon the next legislative assembly the passage of a law to abolish the vice."

"These resolutions express the sentiment of all law-abiding citizens of New Mexico. Since the Littlefield bill was a measure intimately connected with the statehood bill which was before Congress at its last session, and since the statehood question has been settled for the present, there is a strong probability that the Littlefield bill will not be taken up again by Congress during the present session. The educators of New Mexico, however, have made their attitude toward this bill clear."

It is apparent that the grievous misrepresentation was set afloat with malice prepense when the statehood bill was before the people, but it did not so appear.

DON'T JERK THE REINS.

A woman principal of a high school in the Middle West, referring to my visit there, says:—

"I wish you might have become personally acquainted with some of my interesting boys, the Sophomores, whom we call the colts when we like them, and the 'Indians' when they are too noisy. They are simply irrepressible, but they can be driven through any work if an enthusiastic teacher holds the reins, one who doesn't jerk."

Did you ever see a better characterization of the way to get work out of "Indians"?

Enthusiasm.

Hold the reins.

Don't jerk.

Drive through any work.

Do you wonder that that school is delightfully interesting and inspiring?

COURTESY TO TEACHERS.

Cleveland has shown her teachers an exceptional courtesy for so large a city. Director Orr, with whom are all the business affairs of the board of education, and Superintendent Elson, with whom are the professional interests, together with the board of education, gave a reception to the entire corps of seventeen hundred teachers on March 16 in the new offices of the board. It was a rare privilege to be a part of this function and see the effect of this social courtesy. The twenty offices of the board were devoted to the reception.

In the main room the superintendent, the primary supervisor, and each of the five members of the board personally greeted each of the seventeen hundred teachers. The deputies and ex-Superintendent Moulton in their suite of rooms, Director Orr in the business offices, all special supervisors and truant officers in their various headquarters met the entire corps. There was more accomplished socially and professionally than I have ever known elsewhere. The decorations were beautiful and the refreshments appropriate. While the occasion was conceived because of its being Mr. Elson's first year, the success was such that it is certain to be a regular function of the board.

A NOBLE EXAMPLE.

Los Angeles puts itself on record in a notable fashion. The board of education presents to every candidate a printed statement on which is the following: "The employment of any sort of personal, political, or social influence to secure appointment to the teaching force, or the urging of any consideration other than fitness for the work of teaching, as a ground of such appointment, is held to be an act of unprofessional conduct, and is strictly forbidden." Isn't that glorious? Let the good work go on.

HOW TO JOIN THE N. E. A.

We frequently have personal letters asking how to join the National Educational Association, and we answer them in person. Now we will state it editorially. Send \$2 to Irwin Shepard, Winona, Minn., and you will be a member for the year and may have the famous volume of 1906, which is the historical issue, and the best ever published. Say when you send the \$2 that you would like that volume.

By sending \$4 this year and \$2 a year after this you will become an active member and receive this volume and every subsequent issue of the volume and all documents of the association as they come out.

HIGH SCHOOL TEACHERS STRIKE.

At Bloomington, Ind., on March 15, the principal and ten high school teachers, all but one, resigned, and their resignations were unanimously accepted. The cause, directly and indirectly, was the attitude of the principal and teachers on high school fraternities. Of course other complications arose. The high school has had to be suspended until a new principal and corps of teachers can be secured. The time specified is two weeks. The principal and teachers had signed a contract before September to teach till June. In every respect the case is deplorable. It is not for us to place blame. Indeed, we have not the data by which we could place it if we would, but the principal and teachers will suffer the chief loss. The chances are wholly against their getting positions before September. Three months' salaries, at least, are sacrificed. The chances are that of the eleven several will not get as good positions in September, if, indeed, they ever do. Few school boards will knowingly elect teachers who have had a controversy of that kind with pupils, the public, and the school board. Their names have been published far and near. Entirely apart from the righteousness of their cause there is liability of much hardship. And, further, it is a serious question whether or not a corps of teachers is justified in causing the closing of a high school at the height of the season, however great the provocation. It is further questionable whether any such provocation justifies the violation of a written contract. Of course this would depend largely upon the wording of the contract. In view of all the circumstances, it is entirely safe to say to every corps of teachers: Don't strike.

NIXON WATERMAN.

We are using this week a sketch of Nixon Waterman by E. F. Burns. Mr. Waterman is one of the most versatile, brilliant, and everyway successful writers of verse in the country, and is withal one of the most delightful and clubable men of the day. Boston esteems it an honor to have this man from the prairies make his home upon her borders.

DR. A. D. MAYO.

We printed in the issue of March 14 a tribute to the work of Rev. A. D. Mayo of Washington. To no other American has it been given to do the kind of service to our schools, North and South, that has been done by him. He was very early enlisted in public work and he is active at an advanced age. He was interested in a whole-hearted way in the cause of the common schools when Horace Mann was secretary of the Massachusetts state board of education and maintained his specific interest in the New England schools until he was beyond sixty years of age, when he transferred his definite work to the new needs of the New South, where he labored incessantly and zealously for twenty years, doing a service rendered by no other, collecting personally in New England the funds that supported him while devoting his energies to the South.

Now in the ripened years of life he is preparing a history of the American common schools, such as no other could write. This is so far along that there is every reason to expect him to complete it. He is residing at 1416 Rhode Island avenue, Washington, enjoying, as he deserves to enjoy, the appreciation of the American people.

IN SYMPATHY WITH TEACHERS.

Norwalk, Conn., has given an unusual demonstration of popular interest in education. The Teachers' Association of the city, despite the fact that they are in several distinct local centres, have an organization that is compact. It was my privilege to lecture there recently upon "What the Public Owes the Teacher," not a topic naturally inclined to draw a crowd, and yet these teachers secured the Opera House, the largest auditorium in the city, and filled it with citizens who manifested keenest interest in the most direct emphasis of what the public does owe the teachers. If teachers would often appeal directly to the public for a square deal they would see the fruit of their frankness.

The Educational Association of Wisconsin backed by all the teachers of the state has formally demanded that there be established a School of Education at the State University. So far as we know, this is the first time that the teachers of any state have spoken so emphatically upon this great issue.

Another well-meaning, but uninformed, man has used those figures of Shearer about Philadelphia, New York, and Boston! Fortunately such

ignorant men are getting scarce. They will all soon disappear if teachers will pass the truth along. Keep it a-going.

Edward A. Ross's latest blunder according to newspaper reports is to declare that the child crop must be restricted in order to save the masses from degradation and deterioration.

Cincinnati is one of the best cities in the United States in educational sentiment, thanks to Superintendent Dyer, who is clearly the right man in the right place.

Oklahoma is, all in all, to have the most ideal constitution ever adopted by a state. The school system is compulsory and entirely divorced from politics.

President Nicholas Murray Butler's most enthusiastic friends are not claiming that he inspired President Roosevelt's "mollycoddles" speech.

Cincinnati is to raise grade teachers' salaries from \$850 to \$1,000. This makes Cincinnati a city of the first class educationally.

The Indiana legislature of 1907 has led all others in the good work done for schools and teachers and the not-good bills killed.

Delaware has raised the limit of salaries in unincorporated districts from \$35 to \$40 a month. Every little helps.

Dr. Henry van Dyke has withdrawn his resignation under great pressure and will remain at Princeton.

It is a serious offence against American sentiment to name the pleasure promenade "The War Path."

We were too hopeful when we said on March 7 that militarism was to be reduced at Jamestown.

The safest wager of the day is that Theodore Roosevelt will be nominated in 1908.

Frederick N. Judson of St. Louis is president of the American Sociological Society.

"Our high school is our club," say the Brooklyn high school students.

Memorize for yourself as you would have your pupils memorize.

Mrs. Sage has \$70,000,000 left, and it will all be as well used.

July 9-12, Los Angeles, National Educational Association.

Attack the child labor evil every time you get a chance.

Dartmouth is to have another quarter of a million.

Harvard will have football all the same.

THE WEEK IN REVIEW.

THE JAPANESE QUESTION ADJUSTED.

The Japanese question, so far as action in this country is concerned, has reached an adjustment which is probably the best that could be had, under the circumstances. The California legislature hung up its obnoxious bills; the San Francisco board of education rescinded the order which caused the original trouble, and substituted a new one under which any alien children, except Chinese and Koreans, may be admitted to the public schools within certain age limits; Japanese children who were waiting for admission were taken in; the national government withdrew the suits which it had begun in defence of the rights of Japanese; and President Roosevelt issued an executive order, as he was empowered to do by the recently enacted immigration law, directing that Japanese and Korean laborers, skilled or unskilled, who may have passports to Mexico, Canada, or Hawaii, and who may come from thence, shall not be allowed to enter the continental territory of the United States.

THE RAILROAD PRESIDENTS.

The four railroad presidents who contemplated holding a conference with President Roosevelt, under arrangement supposed to have been made by Mr. Morgan, did not carry out their purpose. They met with a view to doing so, when it occurred to them that they had not been invited and had not even received an assurance that they would be welcome. Mr. Morgan had thoughtlessly sailed for Europe without making the details clear. So they dispersed. But later, one of them, Mr. Mellen, went to Washington at his own initiative and had an interview with Mr. Roosevelt. But, after emerging, he was dumb as to what had passed between them. From this, of course, nothing can be inferred. But it is scarcely probable that an interview with one railroad president or with a group of them would make any great impression upon President Roosevelt. He has his policy definitely determined upon. He is convinced that it is for the public good; and no pressure of self-interest, his own or another's, will swerve him from it.

SPRING FLOODS.

In Pennsylvania, Ohio, and West Virginia swollen rivers have been doing great damage. This is expected, to some extent, at this season of the year; though the expectation does not debar men from erecting new dwellings and warehouses and factories in the often flood-swept districts. But this year the floods have been more than ordinarily destructive. At Pittsburg the water rose to a point which exceeded all records. The loss of property there is estimated at some millions of dollars. There, and Wheeling, West Virginia, there was a considerable loss of life, perhaps eighteen or twenty at each place. Johnstown, Pennsylvania, witnessed an inundation which recalled the memory of the great flood three years ago; and at McKeesport, Pennsylvania, thousands of people were driven from their homes or forced to take refuge in the second stories of their houses.

[Continued on page 360.]

ADA LYDIA HOWARD.

IN MEMORIAM.

The New York Wellesley Club records with sadness that the death of Miss Ada Lydia Howard, the first president of Wellesley College, occurred in Brooklyn on March 3.

Although a quarter of a century has passed since Miss Howard's administration closed, her friendship has been cherished with tender and filial respect by all the daughters of the college, and her beautiful presence has added interest and charm to many of their gatherings.

To those whose college days fell within that unique period of beginnings, between the years 1875 and 1881, it is a delight to recall the dignity and grace of our first president, her gentle manner, her earnest and tranquil spirit, the devotion and energy of her Christian faith. Most vivid in many a memory is the scene in the chapel of College Hall at morning or evening, when Miss Howard led the touching service with most remarkably appropriate selection of scripture and a pleading prayer.

Our thought of those early days is interwoven always with the remembrance of the radiant presence of the founder of the college,—his splendid enthusiasm for sound learning, his brilliant leadership, the luxury of his gifts for the upbuilding of the new college in material, intellectual, and spiritual excellence. To Miss Howard was given the great honor of aiding him in placing the broad and strong foundations of the Wellesley yet to be.

In the later years,—“the afterglow of her beautiful day,”—meeting with serenity, courage, and sweetness the supreme test of an ardent spirit, she has taught us the most precious of all lessons,—the victory of faith amid the frailties and sorrows of human experiences. In the glad triumph of that faith she has now entered into the fulness of joy, which is the inheritance of the saints in light.

Signed, Louise M. North,
Ruth M. Starritt,
Grace M. W. Farming.

PRESIDENT'S NEW CABINET.

Secretary of state, Elihu Root of New York.

Secretary of the treasury, George B. Cortelyou of New York.

Secretary of war, William H. Taft of Ohio.

Secretary of the navy, Victor H. Metcalf of California.

Postmaster-general, George Von L. Meyer of Massachusetts.

Attorney-general, Charles J. Bonaparte of Maryland.

Secretary of the interior, James R. Garfield of Ohio.

Secretary of agriculture, James Wilson of Iowa.

Secretary of commerce and labor, Oscar Straus of New York.

Legislative sessions are biennial in all of the states and territories except in Georgia, Massachusetts, New Jersey, New York, Rhode Island, and South Carolina, where they are annual, and in Alabama, where they are quadrennial.

COLLEGE ENGLISH.

[Continued from page 349.]

cause it shows the hand of a master in dealing with human sensibilities, both objectively, as concerning John Ridd, and subjectively, as touching the reader. It shows also a masterful technical handling of the details of objective associations and their power to tell the story of the inner life with more effect than plain bold words.

Why then is the announcement made of the death of John's father at the beginning of the next chapter?

Answer: Because our natural expectation is to receive the announcement; the break made by the closing of one chapter and the opening of another prepares us for it; not the intention of the author to leave us at an emotional climax, but rather to go on to tell his story and to lead on to events to come. Then we have a certain curiosity about the incident, and it is the most natural thing for John Ridd to do under the circumstances, to explain to those who are interested in him, how it happened. It is an emotional relief to him as to the reader.

What is the purpose of Chapter IV?

Answer: It is the link between the introduction and the actual story. It transfers the point of view from which we have seen the Doones—so far a wholly outside one—to the interior of Doone valley. For the purpose of the later story, it is of the utmost importance that we should have an imaginary conception of the interior of Doone valley, where so much of the action of the story occurs. Also it makes the Doones show forth their own character; it introduces them to us individually. So we are left, prepared in all ways, to take up the theme of the romance.

EXPERIENCE IN SCHOOL GARDENING.

It was nearing 3.30 o'clock of a Friday, when frequent glances toward the clock revealed a longing for a certain hour to come. When 3.30 did arrive not one in the room but promptly put up book and cleared the desk for leaving.

During the spring term the last thirty minutes for two days in a week, one of which was Friday, the school had worked in the garden. The vegetable plot, 4x12, was their chief attention, while a similar bed for flowers was invariably left for renewed thought and care.

City teams had plowed and harrowed the whole plot, and with pencil and paper the class had plotted it into beds of uniform size. A group of boys with tape marked out the lines for division, while with hoe and shovel the whole class "fell to" to dig a path deep and square around their own beds. The next visit was with rake (chiefly toy rakes of their own), and the beds were now leveled and made mellow for the sun to dry and warm the soil for seeding. Meantime spaces and distances were studied to make the rows true and even, and the seeds not too thick. Seeds had been examined and planted in glass jars previously in the schoolroom to teach depth of placing seeds and best way of covering them. In these jars they had watched the decaying bursting seed in the soil project its sprout and root; in fact, they had seen all.

With the first days of warmth in the soil, lettuce and radish seeds were planted, covered according to instruction, and in five days the rows were dotted with green.

Who does not like to see things grow? When a week of cold rain had kept the garden at a standstill dismay could be easily read from many a face. These little gardeners learned the difficulties of agriculture. The radishes one year would suddenly wilt because the canny cut-worm had eaten a section right across the radish. The year the leaves began to whiten, and when pulled, a little white maggot was found burrowing in the flesh of the radish, and it multiplied so fast that the whole crop was infected before they were large enough to harvest, the putting of wood ashes about each root proving ineffectual.

Weeds? Yes, they, too, made the pupils' experiences real and genuine as farmers'. Did the children enjoy it? The agile motion, the beaming countenances were the affirmative reply.

My experience goes to show that children are more readily practical than esthetic. The vegetable appealed, while the flower was a mere matter of course. The vegetable had a mercenary aspect, but the flower had none, and save by the heart already touched by sorrow and softened by deep sympathy, the flowers were not really wanted. When the last of June came the radishes were ruined by the maggot, the lettuce harvested, and the beets taken for greens.

They purchased buckwheat seed and sowed it over their garden-beds and waited for it to grow and become a white flowing field ere September, and be a ripening harvest as they returned to school in the autumn. This was willingly done to get the better of the weeds during their vacation absence, and a fairly successful ruse it proved.

When the wheat was ready for harvest they donated it to a member of the class who was helping support the family by keeping hens, providing he harvest it. It was gladly accepted, and the vegetable section of the garden was closed for the season.

Flowers? Well, "the girls might pick them all" was the chorus of boys' voices. What they chose to pick were taken home, or to sickrooms during the summer, and to adorn the schoolroom during the September days.

A psychological study is offered the teacher, because the careless boy with untidy papers and blotted work is usually the most systematic and successful worker in the soil. Is it poor muscular control? Is it coarser tastes? Is it a more advanced physical than mental development? I cannot decide.

Examination of garden notebooks reveals good language, more interest in work, and a practice in practical annotation of actually observed facts.

School-garden work means four months' exercise in a field that co-ordinates in part with desk work, but chiefly gives an education in life (the neglected part of the city child), and elicits a response so cheering that the observer can but say it is needed, beneficial, and educational.

George Winch,

Varney school, Manchester, N. H.

WHAT HIGH SCHOOL GRADUATES DO.

BY SUPERINTENDENT F. P. AUSTIN,
Leadville, Colorado.

In order to gain some definite information regarding the employment and earning power of the graduates, and also to obtain an expression of opinion regarding the value of a high school education, letters of inquiry were sent to all alumni whose addresses were obtainable. In addition to inquiries regarding occupation, salary, etc., answers to the following specific questions were requested: (1) "Do you regret that you spent the time to complete a high school course?" (2) "Do you feel that you are better equipped for the duties of life by reason of the completion of a high school course?"

Because of the inability to communicate with many members of the classes prior to the class of 1901, it has been deemed advisable to present statistics concerning graduates of the past five years—aggregating sixty-five persons. Of this number, two are deceased and five failed to reply. To question No. 1, above stated, all answers were decidedly negative. To signify the feeling with respect to this question the following characteristic answers are quoted: "Emphatically, no!" "Indeed, I do not." "Most decidedly, no!" "By no means. I am very sorry that I could not continue and obtain a college education." To question No. 2, all replied in the affirmative. Some significant answers were: "Yes, my high school course has led me to want to make not only a living but a life." "Yes, I feel it every day."

A summary of the results of the inquiries displays the following data regarding the present

employment of the fifty-eight alumni who replied:—

Students in colleges and normal schools.....	13
Teachers	12
Railroad employees.....	3
Bookkeepers and stenographers.....	13
Clerks	3
Government employees.....	1
Telephone employees.....	2
Electricians	1
Married—(Women)	7
Unemployed	3

The aggregate yearly salary of the thirty-five graduates, working for wages, was found to be \$22,932.50. If with the number be included the wage earners, from whom replies were received, of classes previous to 1901, the aggregate yearly salary approximates \$35,000.

Considering the fact that these young people have merely made a start in their life work, these figures should be convincing in their argument in favor of the completion of a high school course by every boy and girl whose capabilities and time will permit. By these figures, teachers, parents, and pupils should be encouraged to exert extreme efforts to increase the membership of high school classes and to create conditions favorable to the completion of the high school courses.

This matter is presented solely from the financial viewpoint. Much might be said regarding the enlarged conceptions of life, the production of a better citizenship, the creation of higher ideals, the extension of opportunity and influence, the increase of intelligence, and the benefits derivable from culture and refinement accruing to the possessor of a complete high school education. This aspect of the subject is left, however, to the thoughtful consideration of parents who have uppermost in their hearts and minds the welfare of their children.—Report.

THE WORLD'S NERVE CENTRES.—(XXXII.)

BY RALPH WARBURTON.

TOULON.

Naval circles throughout the world were startled and saddened by the tidings from Toulon on March 12 of an explosion while in drydock of the French battleship Iena, and the loss thereby of over one hundred lives. The cause of the terrible disaster can only be guessed at; but it is conjectured to have been the explosion of a compressed-air torpedo, which in turn set fire to the magazines.

It would be impossible, even were it necessary, to recite the harrowing details. To such scenes the most imaginative description can do but faint justice. It is enough to know that France was sorrow-stricken by the calamity at her famous southern arsenal, and that when the remnants of the unrecognizable marines were pathetically laid to rest in one common grave, the chief officials of the Republic were among the most sincere mourners present.

Toulon is one of the finest of the several French naval stations. It is situated on the Mediterranean coast, and is one of the best harbors along that sea. It is admirably protected by its natural sur-

roundings and by its numerous and strong fortresses, which crown every point of vantage. Everything conspires to make it an ideal place for an arsenal, and in its outer or inner roadstead may be found at any time some of the finest ships of the French navy.

The city itself is not large, having a resident population of only about 60,000, and a floating population of from 10,000 to 12,000. It is picturesquely situated, having a magnificent waterfront, and a background of charming hills. Yet the older portion is rather unsightly, with its narrow, crooked, and unsanitary streets, making it readily subject to epidemics. The new town, which has grown up since the second empire, offsets the older section by its spacious avenues and handsome residences.

But the dominating feature in every direction is military and naval. Even commercial business is subordinate to fortresses and naval structures. And life is gay, for the soldier and the blue-jacket is everywhere. The theatre—seating 2,000 persons—vies with the cathedral as an attraction. Wines

are among the leading imports—about 2,500,000 gallons a year, and the drinking booths along the boulevards are usually thronged. Army and sea songs are heard everywhere among the gay circles.

Toulon is a historic city. It dates back to the Roman conquest of Gaul. It was sacked in turn by Goths, Burgundians, Franks, and Saracens.

The naval arsenal was founded by Henri IV., and Richelieu had a hand in making it impregnable. In 1707 the English fleet tried to reduce it, but abjectly failed. The only time that foreign fleets held it was when the Royalists admitted the British and Spanish in 1792. But they were driven out by the forces of the Revolutionary Republic, yet not until they had set fire to the arsenal and destroyed thirty-eight vessels.

Toulon cherishes the historic fact that it was here that Napoleon Bonaparte first made his mark as a soldier. The little Corsican, fresh from the military school at Brienne, wrested the city from the Royalists, and proved both his courage and military sagacity.

It was also at this point that he organized his Egyptian campaign, and sailed to capture the land of the Pyramids and the Sphinx,—one of his most daring, and subsequently one of his most disastrous exploits. By his increase of her fortifications, and afterwards by the completion of the work by his namesake Napoleon III., Toulon became the French key of the Mediterranean.

TEACHERS' PENSIONS.

The indorsement by the Commercial Club of the proposal to pension school teachers is an interesting evidence of the growth of sentiment among business men in favor of this form of additional compensation for labor. The principle is much the same as that of old-age pensions or old-age insurance, which have been adopted widely in European countries in the past quarter century. Broadly speaking, the proposition is that it is simple justice that the faithful workman should be decently housed and fed when incapacitated for further service by old age. The humane slaveholder did that much for his slave.

In Germany, for example, the provision extends to all workmen, servants, clerks, and teachers who are sixteen years of age and do not receive more than \$500 annually. These contribute a small percentage of their pay to the pension fund, and their employers a like amount. The empire adds \$12.50 annually to each annuity and pays the expense of administration. This system, with variations, has been adopted in France, Sweden, Denmark, Belgium, and Finland. New Zealand has a general old-age pension system without regard to occupation. There are also numerous private systems of old-age insurance in European countries. The police and fire department pension funds in Indianapolis are modeled largely on the German system.

In this country there has been little governmental action on this line outside of military pensions and the half-pay retirement system, but in the last few years there has been a notable development of the pension system by large business corporations. On December 12, 1900, the Chicago & Northwestern Railroad Company adopted a system of retirement of employees after thirty years of service on pensions of one per cent. for each year of service, of the average monthly pay during the last ten years of service. The Pennsylvania, Illinois Central, Union Pacific, Philadelphia & Reading, Grand Trunk, and some other railroad companies have since adopted pension systems.

The plan has also been adopted by corporations in other lines, such as the Metropolitan Street Railway and the Consolidated Gas Company of New York city, the Gas Company of Grand Rapids, Mich., and the Standard Oil Company. Andrew Carnegie has provided a pension system for the employees of the Pittsburg mills. In this country, therefore, the movement is pre-eminently one of employers, who recognize the justice of this form of compensation, and it is natural enough that business men should endorse its adoption by the public when the public is the employer.

Everybody knows that teachers are poorly paid. Nobody questions their faithful service, or doubts the great value of that service to the public. There is not, however, so wide a knowledge as there should be of the large drain on the teacher's revenues in things incidental to the service—the beautifying of schoolrooms, little aids to pupils who are in need of them, and the like. Certainly the teacher who gives the strength of her life to this work is as justly entitled to decent subsistence in old age as any other workman, and her employer—the public—may well afford to provide it.—Indianapolis Star.

A CORRECTION.

My dear Dr. Winship: I hasten to write you that the article under the heading "Planting and Care of School Gardens," published in the Journal of Education of March 14, and credited to me, was prepared by Professor Emerson of the University of Nebraska, especially for Nemaha county at my request. The same first appeared in a circular dated April 8, 1905, and by an oversight of the proof-reader his name was omitted in the circular. Please credit Professor Emerson with the article in your paper instead of myself.

Very truly,
George D. Carrington, Jr.

Auburn, Neb.

OUTWITTED BY UNCLE JOE.

How Speaker Joseph G. Cannon once outwitted his schoolmaster and saved a favorite cap from confiscation is a story of his younger days told by a former schoolmate, now a professor in a western Quaker college. It was at a time when Mr. Cannon's parents lived in a Quaker settlement in western Indiana, where the district school was governed by a man thoroughly imbued with the ideas of severe simplicity at that time in favor among the Friends.

Contrary to all precedents and in violation of accepted tenets in matters of dress, young Mr. Cannon appeared at school one day wearing a cap which, like the famous coat of the first Joseph, was of many colors. It was so different from those of the other boys that the master's attention was at once attracted, and he promptly confiscated the offending cap, quietly removing it from its peg.

When school was dismissed, being unable to find his cap and divining the cause for its disappearance, young Cannon, with equal lack of ceremony, removed from its accustomed place the high hat of the teacher, which, although too large, he placed on the back of his head, and a few moments later when the teacher glanced through the window he discovered his precious headpiece bobbing away among the trees on the head of his errant pupil.

No words ever passed between them over this incident, but the following morning both the hat and cap were replaced.—Saturday Evening Post.

PERCENTAGE OF ATTENDANCE.

BANGOR, ME.

In the Bangor school report for 1906, you will find the total registration in the Bangor high school given as 503, of which number 215 are boys and 288 are girls. This gives a percentage of 42.7 per cent. for the boys. I would add that in the percentage of boys in the senior class Findley is ahead, as out of a senior class of eighty-six, thirty-one are boys and fifty-five are girls.

Charles E. Tilton,
Superintendent.

BOOK TABLE.

MASTERPIECES OF MODERN ORATORY. By Edwin Dubois Shurter, associate professor of public speaking in the University of Texas. Boston, New York, Chicago: Ginn & Co. Cloth. 369 pp. List price, \$1.00; mailing price, \$1.10.

This volume contains fifteen orations, which are intended to furnish models for students of oratory, argumentation, and debate. The orators represented are Burke, Webster, Lincoln, Phillips, Curtis, Grady, Waterson, Daniel, Porter, Reed, Beveridge, Cockran, Schurz, Spalding, and van Dyke. The orations are edited with introductions and notes, and, for the most part, are given without abridgment. The selections include orations that deal with subjects of either contemporary or historical interest, orations that were delivered by men eminent as orators, and orations of inherent literary value. Measured by these tests, the orations selected are representative of the best in modern oratory. The variety in the selections is such as to cover in a single volume the fields of deliberate, forensic, pulpit, and demonstrative oratory, and so meets the needs of classes both in argumentation and oratorical composition. The young men in our schools and colleges, who in a small or large way are bound to be called upon to speak in public, should be taught how to compose for a hearer as distinguished from a reader,—how to construct an oration as distinguished from an essay. To this end, oratorical models should be critically studied, in order that the student may learn and appreciate how masters have wielded the language for the purposes of conviction and persuasion.

AMERICAN PROBLEMS, ESSAYS, AND ADDRESSES. By James H. Baker, LL. D., president of University of Colorado. New York: Longmans, Green & Co. Cloth. 222 pp. Price, \$1.20, net.

President Baker is one of the scholarly, courageous, independent educational leaders who says things when he chooses and as he chooses. Few college presidents, East or West, deliver more occasional addresses, or find a better audience, when they are published, than does Dr. Baker. Born in Maine, a graduate of Bates College in 1873, he went to Denver in 1875, where he was principal of the high school for seventeen years, and from which he was promoted to the presidency of the state university, where he has been for the past fifteen years. He is a unique combination of the rugged Down Easter with the vigorous New Westerner, as every utterance shows. He well says: "The essential problems of America are not commercial, political, military, or territorial; they are ethical, sociological, and educational,—and the solution depends upon agencies independent of government and politics. While evils are many, optimism is the only sane philosophy, and true optimism sees the worst but strives for the best and has faith in the final outcome. To teach a lesson of pessimism would be an untruth and a crime. The real Utopia is not the perfect state, but an unending struggle toward it. America has been doing pioneer work and is still in the material stage of growth; we have the problem of transmuting material wealth into science, art, and the spirit of a modern nobility that recognizes the obligation to be noble in feeling and conduct,—and in this we have much yet to learn from the Old World. Justice, honesty, and honor are vital principles to be embodied in the ethical code of the new business and political world. Public standards and individual character are more important than form of government or great commercial prosperity. Phases of education—the spirit and power of the teacher, character-making in the schools, the aims of the universities, the new interpretations in the light of biologic and psychic evolution, the relation of all our education to the ideals of American civilization to-day—are live questions and never so important as now."

THE THIRD SCHOOL YEAR. A Course of Study with Detailed Selection of Lesson Material. Arranged by months and correlated for use in the third school year. By Ellen Reiff. Theo. B. Noss, Ph. D., general editor of the series. Chicago: A. Flanagan Company. Cloth. Illustrated. 235 pp. Price, 60 cents.

The five books—first year by Anna B. Thomas, second year by Henrietta M. Lilley, fourth year by Anna Buckbee, fifth year by Herman T. Lukens—make one of the most helpful combinations of aids for teachers of the first five grades ever put out, certainly ever put out in inexpensive form. Under each month from September to June is grouped everything that Miss Reiff thinks eminently wise to be taught in that grade. There is beneath it all sufficient philosophy, but it does not come to

the surface pedantically. Every subject, ancient and modern, is presented from a modern point of view. Not only is this a guide-post telling the teacher where she can go by this road, but it also tells her how she can go there. Nowhere else can a third-grade teacher get so much that she needs and can use for sixty cents as here.

AMERICAN LIBERAL EDUCATION. By Andrew Fleming West, dean of graduate school of Princeton. New York: Charles Scribner's Sons. Cloth. 135 pp. Price, 75 cents, net.

A series of most valuable papers presented by Mr. West to different educational gatherings, and breathing forth the faith that "the American college is the one thing in our higher education most worth maintaining." The author deals with "The Tutorial System," "The Changing Conception of the Faculty," "True and False Standards of Graduate Work," "The Length of the College Course," and other equally live topics. And the treatment of these themes is worthy of the able gentleman who deals with them, and who is a sincere believer in the American college.

A GERMAN SCIENCE READER. Compiled and annotated by William H. Wait, Ph. D., University of Michigan. New York: The Macmillan Company. Cloth. 321 pp. Price, \$1.00, net.

Here is a group of selections from eminent German specialists in science, dealing with chemistry, geology, mineralogy, astronomy, and other kindred subjects. The work is intended to be a reader in German, but along scientific lines instead of poetic or dramatic lines such as is quite customary in German readers. German scientific literature has a vocabulary of its own, of course, and it is thought desirable by the author that the student should have some practical acquaintance with it. The selections are well made, and are accompanied by copious notes and an extended glossary.

OXFORD AND THE RHODES SCHOLARSHIPS. By R. F. Scholz and S. K. Hornbeck. New York: Henry Frowde. 172 pp. Price, 85 cents, net.

In this work the authors give all the information desired about the scholarships provided for by the will of the late Cecil J. Rhodes. The will itself is printed herein, as also the full list of the students from the British colonies, Germany, and the United States, who are present at Oxford University under the provisions of the will. It is an invaluable little work for all those who are interested in its theme, and in the personell of those who are pursuing their studies at the favored English seat of learning.

IVANHOE. By Walter Scott. Edited by W. D. Lewis. Boston: Ginn & Co. List price, 50 cents.

The editor has prepared this edition of "Ivanhoe" for classroom use. In it the plot, characters, and the several scenes are distinctly set forth, and a plan for the systematic study of the novel is clearly outlined. The introduction gives a biography of the author, containing chief events of his life and showing an insight into the splendid spirit of the novelist. Special care has been given to the particular needs of the first-year pupil in efforts to stimulate his imagination and to incite in him the necessity of every-day observation.

PITMAN'S SHORT COURSE IN SHORTHAND. New York: Isaac Pitman & Sons. Cloth. Gilt. 122 pp. Price, \$1.25.

This is an entirely new exposition of the Pitman system of phonography in forty lessons fitted for use in business colleges, high schools, as well as for self-instruction. It contains more than 2,500 separate shorthand cuts, besides numerous engraved plates. It is a charming bit of printing.

BOOKS RECEIVED.

"Helps to the Reading of Classical Latin Poetry." By Leon J. Richardson. Price, 50 cents. Boston: Ginn & Co.

"The Greatest Fact in Modern History." By Whitelaw Reid. Price, 75 cents. — "Orthodox Socialism." By James Edward Le Rossignol. Price, \$1.00. — "Much Ado about Nothing." Edited by Charlotte Porter and Helen A. Clarke. Price, 75 cents. New York: T. Y. Crowell & Co.

"Hawkes' Trail to the Woods." By Clarence Hawkes. Price, 40 cents. — "Gaskell's Cranford." Edited by C. E. Rhodes. Price, 40 cents. — "Keffers' Nature Studies on the Farm." By C. A. Keffers. Price, 40 cents. New York: The American Book Company.

"Little Stories of Germany." By Maude Barrows Dutton. Price, 40 cents. New York: American Book Company.

"Laird & Lee's Modern Penmanship." By C. L. Ricketts. Price 60 cents and \$1.00. Chicago: Laird & Lee.

"A Moosehead Journal and Other Papers." By James Russell Lowell. Price, 15 cents. — "Carlyle On Heroes and Hero Worship." Edited by John C. Adams. Price, 45 cents. Boston: Houghton, Mifflin & Co.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

- March 27-30:** Music Supervisors' conference, Keokuk, Iowa, P. C. Hayden, secretary, Keokuk, Iowa.
- April, 1907:** Eastern Commercial Teachers' Association, Boston.
- April 3, 4, 5:** Southeastern Nebraska Educational Association, Beatrice, Nebraska.
- April 4-5-6:** Southeastern Iowa, Teachers' Association, Centerville.
- April 27:** Classical and High School Teachers' Association Latin School, Cambridge, Mass.
- May 1, 2, 3:** International Kindergarten Union Convention, New York.
- May 7 to 10:** Joint convention of Eastern Art Association, Eastern Manual Training Association, Western Drawing and Manual Training Association, Cleveland, Ohio.
- July 1-2-3-4:** American Institute of Instruction, Montreal.
- July 2, 3, 4:** Pennsylvania State Educational Association, Greensburg, Superintendent R. B. Teitrick, president, Brookville.
- July 9-12:** National Educational Association, Los Angeles, California.
- October 17-19:** Vermont State Teachers' Association, Burlington, Vt.
- December 31-January 1, 2, 3, '08:** Colorado State Teachers' Association.

NEW ENGLAND STATES.

MAINE.

HINCKLEY. The first annual banquet of Good Will Farm was held March 15 in the Crawford house, Boston. The feature of the meeting was the address of the founder and general supervisor of the school, homes, and farm, the Rev. G. W. Hinckley. The following graduates and former members of the school and farm were present: Herbert R. Coffin of Brown University, Henry C. Blake of Dartmouth College, Irving O. Scott of Dartmouth College, Walter P. Hinckley of Bowdoin College, William E. Harris of Bowdoin College, Donald Starbird, Horace Bucknam, George Bucknam, Norman Garran, John Kelly, Fred Osgood, Harris Osgood, Charles Thompson, Boston; Fred Russell, Boston; Leonard Grant, Boston; Harry Kilcup, Warson Kilcup, Haward Peck, Robert Chubbuck, Edward MacDonald, Carl Pierce.

ORONO. The Bangor Commercial printed the following deserved tribute to President Fellows:—

"The argument before the joint committee on education of both branches of the legislature of Maine by President Fellows of the University of Maine was one of the finest, most compact, most convincing, and most eloquent speeches ever given before any committee of the legislature of this state, upon any subject, without exception. This address was published in the Commercial of Saturday and has now been widely read by the people of the state. The whole address was given in fine spirit; without the slightest indication

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of passion or impatience; spoken with feelings of friendship to every educational institution in Maine and yet packed with solid facts and the whole forming an eloquent and unanswerable argument in support of his proposition and embodying a masterly plea for the reasonable support of the state university."

WATERVILLE. Dennis E. Bowman of this city is to be credited with heroic work for a state board of education for Maine. His attitude is that the idea of a state board of education is not new in the state of Maine; it has been advocated among the school men for a long time; it has been openly advocated and discussed in private. It does not arise from temporary conditions or the exigencies of the hour. There are men here who have devoted their lives to the cause of education in this state and they can tell us that for half of their lives they have looked forward to the time when the educational system of this state should be placed upon a broad and adequate basis. This measure arises from the actual conditions in the state, conditions which have been growing year by year and are more imperative to-day than they have ever been before.

There is need of constructive work in the educational field, a need of organization along numerous lines. The largest part of our state is rural; there is a demand for improvement in superintendence, expert supervision such as is found in any extensive and successful business. There is need of higher educational qualification of teachers and superintendents. There is need of system and some degree of uniformity in studies and gradations of schools. The school laws stand in great need of a consistent harmonious development along progressive and consecutive lines. These laws are unsatisfactory in many respects. This condition appears in the law for compulsory attendance, the factory laws, the truancy laws, and in other respects. Some means should be provided to secure proper and progressive development.

NEW HAMPSHIRE.

DOVER. Superintendent E. L. Silver of Portsmouth addressed the teachers of Dover March 20 upon the subject of "Changes in Education During the Last Fifty Years." He made a lucid comparison of the olden with the modern education. He showed the varied enrichment of the curriculum. He believed that in a short time our education would have a decided leaning towards the utilitarian, the vocational side, and that culture would be acquired through the study of vocational subjects. He thought in our larger cities that side by side with our classical and culture education would appear the manual arts, and these arts would be fitted to teach the children to en-

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EDUCATIONAL INTELLIGENCE.

[Continued from page 358.]

ter upon their life work after they leave school. In the smaller cities and towns there would be a modified form of this course, a course fitted to the needs of the community and adapted to their means.

VERMONT.

The program of the meeting of the New England Classical Association, to be held in Andover, Mass., April 5-6, contains the names of the following Vermont principals as speakers: Principal C. W. Howland, St. Johnsbury Academy; Principal John C. Colburn, Burr and Burton Seminary, Manchester, Vt.

State Superintendent of Education Mason S. Stone is holding conferences of school directors in each of the counties in the state. At the conference in Franklin county every town save one was represented. The conferences are arranged for by the examiner of teachers for the county in which the conference is held.

MASSACHUSETTS.

WATERTOWN. After a term of service extending over seven years, Superintendent Frank R. Page of the Watertown public schools has notified the school committee that he is to give up his position in the early fall and to take charge of the Staten Island Academy, private school in New York. He came to Watertown from Lake Forest, Ill., where he was superintendent of schools for three years.

CONNECTICUT.

ESSEX. Miss Margaret Grant of Gardiner, Me., is the new teacher at the Hills Academy, taking the place of Miss Moore, who resigned on account of ill health.

NORWICH. On March 13 Professor Adams of Yale gave his weekly lecture in the university extension course at the Broadway schoolhouse. His subject was Mathew Arnold.

HARTFORD. The Educational Research Club met in the office of Superintendent of Schools Thomas S. Weaver Saturday, March 16. Principal B. Norman Strong of the Arsenal school presided, and William H. Hall of West Hartford acted as secretary. Reports were made by two committees appointed for special work. The first was made by President Strong and dealt with the amount of work done during the year in the matter of language investigation. Superintendent Thomas S. de Coudres of the schools in East Hartford made a report dealing with the selection of a plan for another investigation of arithmetic in the schools in the country from the fifth to the eighth grades.

Mr. Harry M. Hebden, formerly with the Prang Educational Company, has accepted a position with Houghton, Mifflin & Co., 4 Park street, Boston. He is identified with their educational department as general field agent. Mr. Hebden has many friends in the educational field who will be glad to know of his new position.

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THE WEEK IN REVIEW.

(Continued from page 353.)

MR. ALDRICH'S DEATH.

The death of Thomas Bailey Aldrich on March 19 removes one of the last survivors of that golden age of American letters which was comprised within the second half of the nineteenth century. Outside the circle of his intimate friends, few knew even that he was seriously ill; though his absence from the celebration of the Longfellow centenary at Cambridge, and the consequent necessity of committing his fine tribute to be read by another, was known to be due to indisposition. Mr. Aldrich wrote all too little of late years; indeed, the whole body of his writings, in prose and verse, is much smaller than lovers of delicate and imaginative work could wish. His poetry will be long remembered,—no poem perhaps longer than his first exquisite "Baby Bell"; and in his fiction we have some of the most charming stories written during the present generation. They antedate the modern problem novel and bloody historical romance, and are infinitely better.

"GRAFT" IN SAN FRANCISCO.

The grand jury at San Francisco has found sixty-five indictments for bribery against Abraham Ruef, the "boss" of that city, and as bail has been fixed at \$10,000 on each indictment it is not likely that Ruef will be released at an early date. The disclosures in these cases are among the most startling which have been made in any ring-ridden American city. They show a complete chain of corruption, embracing unscrupulous corporations, the machine boss, the mayor, and members of the board of supervisors and other officials. Several of the supervisors have made detailed confessions, from which it appears that as much as three quarters of a million dollars was disbursed in bribes. A part of this went to the mayor and to Ruef, the rest was distributed among the supervisors at so much a head, a single corporation having given each supervisor \$40,000. It is thought that these disclosures will finish the "Labor-Union party," which elected Schmitz and the others

and has undertaken to dominate the state as well as the city.

A PEACE CONGRESS.

A national arbitration and peace congress, which is to be held in New York from April 14 to 17 inclusive, is looked forward to with considerable interest, and may have some effect in settling and concentrating public sentiment regarding the questions which are to be taken up formally and officially at the Hague conference in June. It does not appear that the proposed conference is to supersede that which is usually held at Lake Mohonk late in May; but the date for that gathering is too late to admit of its conclusions being effective in season for the end aimed at by the New York gathering. The congress is to meet at the initiative of Andrew Carnegie, who will preside over its deliberations. There will be present not only a considerable number of American statesmen, educators, and men of affairs but some distinguished guests from England and the continent of Europe.

THE IRISH CRIMES ACT.

On motion of an Irish member, the house of commons, by a large majority, has adopted a resolution in favor of the repeal of the Irish Crimes act. This is not so significant as the announcement of Mr. Birrell, the chief secretary for Ireland, that the act will be treated as a dead letter, so far as the present government is concerned, and that its repeal will be undertaken at an early day. This piece of drastic special legislation was enacted twenty years ago, under conditions altogether different from those which exist to-day. Then boycotting, intimidation, and general lawlessness were rampant and the situation seemed to call for special treatment. But these conditions long ago passed away; and for years the act has served no purpose except to irritate the Irish and to keep alive among them a keen resentment.

THE RUSSIAN PROGRAM.

Through Premier Stolypin, the Russian government has announced to the Duma its program of reform. It is an attractive program. It takes in freedom of speech and of the press; religious tolerance; the habeas corpus; free and compulsory education; the development of local self-government; the reform of the zemst-

vos; the substitution of ordinary martial law, on occasion, for the present system of arbitrary tribunals of unlimited powers; and other excellent things. But the trouble with the program is the difficulty of persuading people to take it seriously. There has been no lack of promises hitherto from the czar or the government; but they have not been kept, some of them because they could not be, and others because there never was any intention of keeping them. The Duma fell into a fierce discussion as soon as the premier was through; and the extreme factions vituperated each other so bitterly that the premier made a second and somewhat menacing speech.

A WORTH WHILE LETTER

My dear Mrs. Southard,
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COLLEGE NOTES.

IN order to make this section of the **JOURNAL OF EDUCATION** as complete as possible the editor asks for the co-operation of college authorities. Properly authenticated news will be printed each week of changes in college faculties, changes in instructorships, and important college news.

Miss Ada L. Howard, first president of Wellesley College, is dead. Miss Howard was born in Temple, N. H., December 19, 1829. She received her education from her father, in private schools, New Ipswich Academy, Lowell high school, Mount Holyoke College, where she graduated. She was for several years teacher at Mount Holyoke College, the Western, Oxford, O., and the accomplished and beloved principal of the women's department, Knox College, Illinois, and of Ivy Hall, her private school at Bridgeton, N. J., whence she was called to preside over Wellesley College. She was the first woman president of a college in the world.

The University of Kansas will install a new chair in the faculty of chemistry, known as that of industrial chemistry. It will be occupied by Professor Robert Duncan. It will instruct students in the art of manufactory improvement and farming improvement, and various other improvements involving chemical knowledge. It is thought that this new department will start a new and

MISCELLANEOUS

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1607-1907—"THE OLD NATIONAL HOMESTEAD; or, The Story of Jamestown," by Robert W. Wallace, A. M. A new, timely, and patriotic lecture, thrillingly interesting in its details, and specially appropriate for this year of commemoration. Address R. W. Wallace, care of Journal of Education, Boston. Telephone 985-1, Somerville, Mass.

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profitable field of work for university graduates. Professor Duncan is a brother of Norman Duncan, the novelist, and is himself known as a writer in the scientific world.

The trustees of the Teachers College, the professional school for the advanced training of teachers, of Columbia University, announce an anonymous gift of \$400,000 for a building and equipment for a school of domestic economy, and an additional gift of \$50,000 from another anonymous benefactor for the necessary extension of the heating plant. They also announced contributions from various sources of \$500,000 to complete the "first million" endowment fund of the institution. The total endowment of Teachers College now amounts to \$1,073,948, of which John D. Rockefeller has given nearly half.

At the recent meeting of the board of trustees of the College of the City of New York, a department of music was established under the direction of Samuel A. Baldwin, who will rank as associate professor. Mr. Baldwin has been the organist of Holy Trinity Episcopal church in Brooklyn for the last five years, and has produced a number of compositions. As soon as the new main building on Washington Heights is completed, Professor Baldwin will give three recitals a week in the great hall, using the new organ. He will also have general supervision of the instruction in music to the seniors.

The teachers' summer school in agriculture by the Massachusetts Agricultural College is now fairly launched on its career. The organization has been completed, the course of study planned, and nearly all the instructors engaged. Professor F. A. Waugh of the college faculty has been made dean, Professor E. A. White, director, and E. H. Scott registrar. Courses or parts of courses will be given by such well-known teachers as the following: E. H. Forbush on bird life, Dr. H. T. Fernald on insect life, Dr. J. P. Paige on domestic animals, Professor E. A. White on plant life and nature study, E. H. Scott on plant culture, Philip Emerson on methods of teaching nature study in school gardening, H. D. Hemenway on school gardening and practical gardening. Each forenoon will be devoted to regular classroom and laboratory exercises, while each afternoon will be given to some form of practical field exercise. There will also be frequent evening lectures on popular topics and excursions to points of interest in the neighborhood of Amherst.

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—What promises to be another of Everybody's notable series is begun in the April number under the title of "Romances of Success." James J. Hill is the hero of the first romance. Carl Snyder goes to the bottom in a study of our daily railroad wreck horror under the title "The Growing Railway Death Roll: Who Is Responsible?" The fiction, which includes the second installment of Lloyd Osbourne's exciting serial, "The Adventurer," is of the sort that will be remembered. "Parson Smith" is a big story. Vernon Howe Bailey continues his series of exquisite drawings of American cities, this time picturing New Orleans. "Master Artists of the Piano" is one of James Humecker's most brilliant and informing papers. Its description of the artistic genealogy of present-day pianists makes it especially valuable for reference. "The Players" is as usual a splendidly illustrated dramatic review. There are short stories by Dorothy Canfield, Frederick Trevor Hill, Walter Pritchard Eaton, Lucia Chamberlain, and Robert Cameron Rogers.

Lectures by Miss Cecilia Beaux.

President Eliot's committee on the utilization of museums of art by schools and colleges has offered the public of Greater Boston generally and those engaged in teaching, particularly, many views of art during the past winter. Professor H. Langford Warren and Mr. Walter Sargent have spoken on the relation of schools to art and collections of works of art. The philosophic side has been represented by Professor George Santayana. Professor John O. Sumner and Mr. Sidney N. Deane, of the museum of fine arts, both special scholars of the art of past ages, have given courses of lectures. Miss Alicia M. Keyes has held classes in which the interpretation of painting has been combined with individual realization of the meaning of pictures by drawings in color executed by her listeners. Artists, too, have assisted. W. P. P. Longfellow spoke on architecture, and John LaFarge delivered two most remarkable addresses on the relation of creators to their work both in representation and decoration.

Two final lectures are now announced to be given by Miss Cecilia Beaux, the portrait painter, who will speak on April 30 at 4.30 p. m. on "Modern Art and the Public," and at the same hour a week later, May 7, on "Portraiture." The corporation of Simmons College has identified itself now for two or three years with the movement to encourage teachers to refer to art in their practice, and very fitly Miss Beaux will speak at Simmons College. Admission to the two lectures is free; those who wish to attend must furnish themselves with tickets beforehand by applying to the secretary, Simmons College, Boston, for the accommodation is limited. The presence of teachers is especially desired.

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"Waiting at the Church" and "Poor John" have become familiar airs in and about Boston during the past year, but those who go to Keith's next week will hear them sung for the first time as they should be sung, or as they were sung to make them famous, for on Monday, April 1, Vesta Victoria, the famous English comedienne, is to commence an engagement at the best-known vaudeville theatre in America. A year ago Miss Victoria was practically unknown in this country, although possessed of a great reputation as a singer of catchy songs on the other side. Her first appearance in New York was a triumph, and she stands to-day as the highest-salaried vaudeville artiste in the world. She will sing all of her great hits during her engagement at Keith's. The surrounding bill will be headed by George W. Wilson (of Boston Museum fame) and his company, in a new sketch recently written by Will M. Cressy and Ira Dodge. "My Old Kentucky Home" is its title and the role played by Mr. Wilson is that of an old southern colonel. "Motoring," that very droll travesty; some expert bicycle riding by the Jackson family; Rae and Brosche, in a merry talkfest; the Quaker City quartette, in their musical comedietta, "The Village Blacksmiths"; a series of novel tricks on parallel wires by the Three Liviers, wonderful acrobats; Black and Jones, a clever pair of real ragtimers; Harry Breen, monologist; the Green brothers, who do new stunts in the juggling line; Pearl and Diamond, dancers; and the kinetograph, will complete the bill.

A WIT IN OVERALLS.

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Cleveland, Ohio.

CLEVELAND.

[On March 20, members of the board of education, the superintendent, and the principals honored Mr. Winship with a banquet at the Colonial hotel, there being ninety-three at the tables. The following is the address made by Mr. Winship on that occasion, minus the pleasantries which the occasion called forth.]

No other city in the country has played a more interesting part in national educational leadership for fifty years than has Cleveland. To her largely was due the organization of the National Educational Association just fifty years ago. For nearly thirty years the American Institute of Instruction had been the one important educational organization of the new world. State associations had begun to spring up. The American Institute was virtually confined to the New England and Middle states. All at once Ohio came into prominence under the prodding from within and the demands of the outer world of the then principal of one of Cleveland's grammar schools—Emerson E. White. Other Ohioans joined him in the campaign for national recognition, and largely for the sake of this nationalization the National Teachers' Association was organized in Philadelphia in 1858, and such names as Eli Toppan, John Hancock, Emerson E. White, Andrew J. Rickoff, and others were second to no men on the floor of the convention or in its counsels. No other state excelled Ohio in intellectual or professional leadership.

Cleveland has also led in teaching schemes and in administration devices. No other city attained and retained greater prominence from 1860 to 1870 than did Cleveland under the notable leadership of Andrew J. Rickoff. "Cleveland ideals" and "Cleveland methods" were everywhere exploited. Her teaching of reading was especially noteworthy, and a popular series of school readers resulted largely from this exploitation.

Then came Dr. B. A. Hinsdale, a philosopher, a historian, a master of pedagogical plans and purposes. Dr. Emerson E. White alone of Ohio

educators wrote as much educationally and scholastically as did Dr. Hinsdale. Then came L. W. Day, who in his quiet attention to detail, established a new Cleveland ideal, and this city, under him, led the country in the amount of supplementary reading done by the pupils, and recent investigations show that by the adults who use the Cleveland public library sixty-six per cent. more cheap stories are read than by the youth who use the public library. This is a grander monument to Mr. Day than any granite shaft that could be erected.

Then came another, a world-famous Cleveland idea championed, promoted, and exploited by Dr. Andrew S. Draper, who was peculiarly adapted to leadership in the "Federalized administration," but now we have come down to times with which all are familiar, the days of Jones, Moulton, Brooks, —brief days—and Elson with a five-years' term ahead of him, the first time the city has thus honored any man.

But in another departure Cleveland early and persistently led the country. It was another of the ideals of Andrew J. Rickoff, that every grammar school in the city should be manned by a woman, and for forty years the city has known only women principals, and for a third of a century Cleveland was the only city with women principals with a reputation far beyond state lines. From the organization of the National Council of Education Cleveland had a woman principal among the sixty, and the only woman principal ever among the sixty. Miss Betty Dutton of the Kentucky Street school has shown herself in every way worthy of the high distinction that has been hers.

The seventy-three women principals of Cleveland, in scholarship, in professional devotion, in administrative skill may well challenge comparison with the men and women in any city school system.

AMERICA'S DUTY TO THE WAR-BURDENED WORLD.

BY REV. EDWARD CUMMINGS,
South Congregational Church, Boston.

If there is abundant grain to be had in Siberia, and only a dollar's worth a month is needed to save a life, why, in heaven's name, men exclaim, doesn't the Russian government stop building battleships and go to buying grain? Why doesn't it stop raising loans to buy the munitions of war to fight other nations, and go to raising loans to save the lives of these starving millions of its own subjects? That is a perfectly obvious and reasonable question. Everybody asks it. But there is no answer but the grim fact that nations do become so infatuated with the suicidal lust for naval and military power that the provision of battleships and munitions of war is regarded as the first necessity of national life, more necessary even than the provision for starving millions.

On the other hand, could anything better illustrate the wicked, deluded, false condition of our national and international code of ethics than this appalling situation in Russia? Think of it! The government of one of the most powerful nations in the world so obsessed with suicidal notions of military aggrandizement that it pleads the absolute necessity, even in time of famine, of spending millions of money buying ships and guns and preparing for war, when millions of its own people are slowly starving for lack of a dollar's worth of food per month! To such hideous consequences has our brutal and antiquated theory of international relations brought the world to-day.

And who is to blame for these conditions? What is this alleged necessity which the Russian government pleads in extenuation of its conduct to-day? Whence comes this dreadful necessity which compels it to rob starving peasants of their last crust in order that it may build battleships and buy munitions of war? Why, the "necessity" arises solely from the fact that Germany, France, England, Japan, and the United States have great navies and armies, against which Russia must be prepared to defend her national honor or integrity or vanity, by an equal array of ships and men.

Yes, you say, but what dire necessity compels Germany, France, England, and Japan to tax themselves almost to the limit of human endurance, until they fairly stagger under the crushing burden of their military expenditures? Well, the answer seems almost an insult to human intelligence. The necessity that compels Germany is the fact that France, England, Russia, and the others do it. The necessity which compels France is the example of Germany, England, Russia, the United States, and Japan. The necessity which compels England is the example of France, Germany, Russia, and the United States. And so on and on they go, round and round this vicious circle, in a dizzy competitive war dance of mutual destruction. Each one is reluctantly compelled to follow the fatal example of all his neighbors; and all the neighbors are compelled to follow helplessly the example of each new increase of arma-

ment,—each blindly compelled by all, and all by each!

This suicidal policy of mutual distrust would of itself seem bad enough, and discreditable enough to civilized nations. But this is not all. The fiendish ingenuity of this infernal machine for national self-destruction is not complete until you have added the motor which keeps it going automatically and makes it more and more destructive every year. That automatic motor is the familiar, sophisticated, and self-contradictory and damnable theory or argument that the army and navy of each separate nation must be strong enough and big enough to defeat the army and navy of any other one, or perhaps of any other two!

Never in the whole history of the human race has the Father of Lies imposed upon poor, credulous human nature with a more specious, or more villainous, or more disastrous, or more sinful, or more disgraceful, or more self-contradictory falsehood than this, which is still misleading the statesmen of the civilized world to-day. As a theory of international relations, it hasn't a shred—not a single trace—of intellectual or moral respectability about it. It does not rise to the level of clear thinking of plain dealing. It is a sophistical delusion and snare, from which the world must extricate itself, if our civilization is to escape the suicidal horrors of self-destruction.

Fortunately for us, this nation has been able in the past to stand aloof from this deadly suicidal compact. We have been that happy and envied nation which could boast that it needed no great armies or navies. Our prosperous and contented farmers and mechanics have gone singing about their work, because they did not have to carry on their backs a soldier or a sailor, as European laborers have had to do. But somehow, we, too, have caught the infatuation of late. "We the people"—we the farmers and mechanics—seem to want to be in the European fashion, and have a nicely uniformed and splendidly equipped soldier or sailor on our backs, as we go about our daily work. We have not yet come to the point of taking the bread from the mouths of starving millions in order that we may build battleships and forts. But we have come to the point where we rob our children of the schools and colleges and opportunities for industrial training and technical education which are absolutely essential to the continued welfare and happiness and prosperity of this nation, in order that we may build battleships and buy munitions of foreign war, of which there is small prospect and less need. And we are not robbing our own people and our own children alone by these mad endeavors to join the international war dance and follow the example of less fortunate nations and ape the military fashions of Europe. We are also doing the world a great wrong. Every unnecessary battleship we build out of our abundant wealth not only robs us of a great university or training school for our children; it also sets a new standard of military waste and extravagance, which must be adopted by peoples who are already staggering beneath burdens of militarism which they can scarcely carry. "We the people" of the United States are in part responsible for the incredible

spectacle of a country like Russia, or like China, or like Japan spending millions in preparation for wars which ought never and need never come—while millions of their men, women, and children are crying for a crust of bread. And yet, with unspeakable levity and criminal disregard for the terrible lessons of the past, Americans are actually proposing to celebrate the birth of this nation by making the international exposition at Jamestown primarily a great military and naval pageant, glorifying from beginning to end what are called in the program, in ghastly irony, "the splendors of war." I rejoice, as all patriotic American must do, that a ringing protest has been sounded from the midst of the exposition's own advisory board. I rejoice that a score of the bishops of the Episcopal church have earnestly endorsed this protest against a program which one of their number has rightly called "unworthy of a Christian nation." From every pulpit and every newspaper in the land should come a strong Amen! With what power, in this Longfellow centennial time, sound in our ears those lines of the great poet in his poem on the Springfield Arsenal:—

"Were half the power that fills the world with terror,
Were half the wealth bestowed on camps and courts,
Given to redeem the human mind from error,
There were no need of arsenals or forts."

True, "We the people" have done something to prepare the way for the mitigation of this international curse,—by favoring the establishment of The Hague tribunal and an international parliament. But we have not done half enough. "We the people" have not made our national representatives feel half enough that this problem of international justice and international disarmament must be solved, in the interest of ourselves, of our children, of our country, of humanity. We have not demanded this in the name of reason, of common sense, of morality, of religion, as the first duty of our statesmen to their country and to the world, and the first duty of our country to the great family of sister nations.

For our own sakes, and for the sake of humanity, we must do everything in our power as individuals and as a nation to establish a supreme court of international justice, so that right and not might shall prevail. Then disarmament can and will follow, and an international police force will replace the hostile armies and navies of to-day. Happily we have, almost unconsciously, been trying a typical experiment, which proves to ourselves and to the world what can be done, and ought to be done, and must be done in this matter. For, as the president of Harvard University recently pointed out, the United States and Canada have avoided all the waste and dangers of international armaments by a very simple agreement, which has lasted for ninety years. This is the agreement made after the War of 1812, restricting the armaments of the United States and Canada on the great lakes to the insignificant little gunboats used for police duty. God grant that this experiment may be prophetic of what is coming to all the great nations of the world!

Meanwhile let us do our duty for the starving mil-

lions, who cannot wait,—and whose lives can be bought at the rate of five dollars each! For the love of God, buy all you can! Unhappily Russia is not the only famine-stricken country in the great family of nations. I do not know which country is in the worse plight, Russia or China. These are our neighbors, our sister nations in God's family of nations. Help and sympathy are their just due. We must not shirk our duty nor neglect our opportunity. They are near neighbors. Money can be telegraphed and made available at once. They are our powerful neighbors. Both Russia and China are giant nations waking from sleep and passing through the throes of a revolution which will give them a new and more important role in international history. To come generously to their rescue and bind them to us now with bonds of sympathy and gratitude will be more help and protection to our nation in the future than battleships, torpedo boats, and submarines. I wish our Congress were wise enough to vote the price of a battleship for the relief of both Russia and China—and cut down our prospective navy by that amount. Such a generous and courageous example might be the beginning of a new epoch of international justice and good will and disarmament.—Sermon, March 3, 1907.

LOOKING ABOUT.—(VIII.)

BY A. E. WINSHIP.
IN OREGON.

Oregon has not fully entered into its inheritance. With a wealth of soil, mines, forests, and water power slightly touched, as yet, Oregon must ultimately be one of the mighty states of the country, but so far it has suffered from the fact that the vast area of the state has been handicapped by the fact that the two great lines of commerce have run along the boundary of Washington in the north and down the valley in the east. There is limitless wealth of resources hundreds of miles from any line of general travel. When this is overcome every acre of the state will contribute to her grandeur.

Eastern Oregon, really northeastern Oregon, lies along the "Short Line" from Huntington on the Idaho border through Baker City, La Grande, Pendleton, Heppner, to The Dalles. Each city is a trading town for the country round about, often for a district of 200 miles to the south. None of these cities is above 12,000 inhabitants, but each has business far beyond its size. I have spent a week in both Baker City and Pendleton; each is a wide-awake, hustling city. The former has been especially fortunate in having as city superintendent the same man for many years. Mr. Churchill is one of the most influential school men of the Pacific Northwest, one of the best men, educationally, in the country. He has stayed put longer than almost any other man west of the Missouri, and in consequence his influence upon the community covers all lines of social, religious, and educational activity. In consequence he has a compact, loyal, scholarly corps of teachers, who make themselves felt for good on every question and on every occasion. There are few cities of its size anywhere

whose school life is such a positive force as that of Baker City.

Pendleton has had the misfortune to have three superintendents within four years, and though each has been prominent in the state, the frequent changes have been seriously unfortunate. The teachers and the public have given a warm welcome to each superintendent, however, and to none a more hearty welcome than to Mr. J. S.

Landers, who takes up the work where Mr. Traver left it, when he went to Silver, Burdett & Co. Frank K. Welles, county superintendent, has done much to make amends for these unfortunate transitions. He is a progressive educational leader who commands the ardent support of the public as well as of the teachers. As president of the Eastern Oregon Association, he had one of the most delightful and profitable meetings in its history.

AMERICAN UNIVERSITIES.—(V.)

BY W. W. ROBERTS.

CORNELL.

It was a worthy inspiration that led Ezra Cornell, more than two score years since, to say: "I would found an institution where any person can find instruction in any study." Mr. Cornell had passed through several experiences of effort, as potter, machinist, farmer, and telegraph contractor, the last of which resulted in making him a very wealthy man. With abundant means and generous heart he set himself to translate his dream into a fact, and by his munificent gift of half a million dollars founded in his own city of Ithaca the university that from the first has borne his honored name.

Several things conspired to make the founding of the new institution possible. True, it was "war time"; but the national government was thinking of other matters beside the fratricidal conflict. In 1862 Congress granted to the several states certain public lands to establish and maintain schools of agriculture and the mechanic arts. Nearly a million acres of these lands fell to the lot of New York state. By judicious handling of this apportionment several million dollars were made available for educational purposes. Through the influence of Mr. Cornell and Andrew D. White, then state senator, the legislature devoted several millions to the new university, with the understanding that it should support and administer the New York State College of Agriculture and the State Veterinary College. This compact was made and has been maintained. Cornell is therefore partly a state university and partly a private institution. A special feature of its charter is that it must provide military instruction. All its male students, with a few exceptions, are required to wear the uniform and practice military drill during a portion of their university course.

Cornell is delightfully and advantageously situated. Ithaca is not far from being the geographical centre of the state. It is an active, thriving, and progressive city, and easily accessible by its many railway lines. The surroundings are highly picturesque, with ranges of great hills to the south, and the charming water of Cayuga lake to the north. Here Courtney has for many years trained college crews that have proven their prowess at the oar on the Hudson and the Charles.

The university campus with its magnificent suite of buildings is on the sunrise side of the city. The central and dominating structure is the University

Library building, one of the most beautiful in America. It is of Ohio sandstone and fireproof throughout. In its tower is the great bell, with a chime for company, and the university clock. On the spacious avenues about it are the numerous halls—Morse, Franklin, White, Lincoln, McGraw, Stimson, Rockefeller, Morrill, Boardman, Barnes, and others.

Sage College is the women's hall,—women being admitted to Cornell on the same terms as men. Sibley College is the centre of the mechanic arts. Sage Chapel is a handsome Gothic structure with nave and transepts. Here are heard during term time some of the most eminent preachers of all the religious denominations, for Cornell is strictly non-sectarian.

The university farm embraces 250 acres, and is a splendidly equipped experimental station in all things agricultural. There is also the insectary, the observatory, and the armory. The playground and athletic field contains fifty-five acres. The fine gymnasium overlooks the Cascadilla ravine. Beside these are the residences of the president and professors, the chief of which—Cascadilla Place—is at the entrance to the grounds, of gray stone and quite imposing.

Eight colleges are grouped in Cornell's University system. These are of the arts and sciences, law, medicine, architecture, civil engineering, mechanical engineering, the agricultural, and the veterinary. The latter half of the course in medicine must be spent in New York city. There is a graduate department for advanced study, a department for special study, and a famous and attractive summer school which runs six weeks.

The teachers and instructors number at present 507, while the great body of students, including all courses, totalled in 1906 no less than 4,332. New York state furnishes nearly one-half of the students, Pennsylvania, New Jersey, and Ohio following, and in this order. Every state in the union is represented in the student body. And representatives of twenty-eight foreign countries were in the classes of 1906. Canada had twenty-three, China fifteen, the Argentine Republic, fourteen; Cuba, eleven; India and Mexico, ten.

Because of her relation to the state, Cornell must maintain a system of free scholarships, one for each assembly district of the state. These furnish free tuition for the full four years, and are awarded only on competitive examination. In addition to these are many other scholarships and

prizes founded by private benefactions. Thirty-six of these have an annual value of \$200 each. There are also many scholarships for graduate work.

At the June commencement in 1906 over 900 degrees in all were granted. More than one-fourth of these were in mechanical engineering, which is one of Cornell's specialties.

The university extension work is one of the most

nell opened wide its doors of opportunity to eager youth; so its second decade will not be complete until the autumn of 1908. Compared with some of the older seats of learning, it is yet but a youngster. But its youth has been one of remarkable promise and fulfilment. Its teaching staff has grown from thirty to over five hundred, while its student body has advanced from four hundred to over four thousand, and this in two score years. What it



A BIT OF THE CAMPUS.

(Loaned through the courtesy of Cornell University.)

serviceable features. It is specially in the interest of agriculture, to reach the common problems of the farmer, to give a larger, worthier meaning to agricultural pursuits, and to inspire a greater interest in rural life. Its publication department issues a "Farmers' Reading Course," and a "Famers' Wives Reading Course," each of which is invaluable. It also issues bulletins, as they are denoted, dealing with live farm subjects. Up to the present it has published 240 of these, and they are distributed freely to all who apply for them.

Cornell is also becoming noted for the able publications of several of its professors, specially for those which treat of nature study and physical science, such as "Tarr's New Physical Geography" or "Ries' Economic Geology of the United States."

The University library is among the most richly endowed in America. The chief gift was from Mrs. Jenny McGraw Fiske, of \$1,500,000. The main library and smaller departmental libraries have a grand total of 328,000 volumes. In literary, scientific, and technical periodicals, and in works on architecture, the mathematical sciences, and Oriental philology, its collections are very rich. The collection of architectural photographs is probably the most extensive and complete of any in the country.

It was in the "russet October" of 1868 that Cor-

may become in its mature years, one may well hesitate to prophesy.

Cornell was singularly fortunate in having for its first president so able an educator as Andrew D. White. The impress he left on the early years of the university, both in the assistance he gave Ezra Cornell in founding it, and afterwards in his administration of its affairs, is and will be abiding. And it is to-day no less fortunate in having as its chief executive President Jacob Gould Schurman, a Canadian by birth and early study; with educational memories of London, Edinburgh, Paris, and Heidelberg; and with gifts as an author, orator, and administrator that secure him rank among the leading university presidents in America.

DR. T. B. STOCKWELL: The characteristics of a good teacher are: First, a love for children, which affects all of the teacher's acts, and largely determines the disposition of his pupils toward him; second, self-control, without which there can be no control of the school; third, a positive character,—one that is possessed of the power to impress itself upon others; fourth, faithfulness, which is the pledge for that full discharge of duty which can alone win the highest success in any sphere of activity; and finally, ability in interpreting knowledge, which is of even more importance than the amount of knowledge possessed.

WOMEN SCHOOL TEACHERS.—(II.)

BY WILLIAM MC ANDREW, NEW YORK CITY.

Besides good health and good temper, it has always seemed to me that good looks are priceless assets for a woman teacher. You hear no end of preaching nowadays about beautifying the school-room. They tell us (and don't you agree with them?) that a place where young and unformed minds are spending five hours a day through the most impressive period of their lives ought to be made so beautiful that it will exert a constant, though unconscious, educative influence upon the minds and hearts of the children. What more effective way is there to brighten a room than to put a handsome woman in it as the centre of attraction? You smile at this. That's the odd thing about our people. The Americans and the English seem to be the only nations in the world who are afraid or ashamed of discussing personal beauty. We have had only two prominent educators that have sufficiently braved this curious ridicule to point out the immense advantage of selecting personally attractive teachers to have charge of children. These two are Colonel Parker and G. Stanley Hall, the most heartily unorthodox and independent school men the generation has produced. Colonel Parker used to urge the selection of good looking teachers, and the maintenance of a school system that consciously aimed to preserve their good looks from damage by worry, irritation, and fatigue.

When you realize how constantly and by how many eyes the teacher's face is scanned from day to day you must realize how much it is to be desired that this face should possess nobility, winsomeness, refinement, charm, prepossession, and inspiration. If there is any place that one may realize what radiance means it is in the schoolroom dominated by an attractive personality. The rays certainly do shine from the face of a bright woman teacher to the farthest desk before her. "When she comes in, it is as if another candle had been lighted." I never knew a good teacher who was not good looking, for the qualities of mind that make teaching good cannot exist without affecting the facial expression. How can the features be illuminated by the kindly thoughts and sympathetic interest necessary to good instruction without becoming beautiful? Therefore it seems to me that good looks are requisite for a good teacher.

VOICE INFLUENTIAL.

Don't you think a good voice is another prime essential? The children must hear so much of it that a pleasing tone and a content of character in a voice seems to me an important endowment. There is hardly any accomplishment that can be acquired so quickly as a pleasing voice. It yields immediately to the thought. Think pleasant things and you will use a pleasant voice. The psychologists will have it that the reverse is true. Whatever tone you reflect upon the mind and arouses corresponding thoughts within. A soothing voice not only soothes the listeners, but the speaker as well. A harsh voice all day long not only puts the class on edge, but it frays out the teacher herself in no time. Frank Damrosch

used to delight to quote Massinger in speaking to the girl students of our school:—

How sweetly sounds the voice of a good woman!
It is so seldom heard that when it speaks
It ravishes all senses.

With good health, good temper, good looks, and a good voice, a woman teacher needs good sense to keep them. That is almost an impossibility in modern teaching. I do not see how an observer of American school systems to-day can escape the conclusion that a most distressful atmosphere exists in the educational world in so far as the teacher is concerned. At the Asbury Park convention, in one of those informal semi-social talks where you get pretty close to the real heart of things, schoolman after schoolman agreed that the teacher is harassed and driven as never before. It is a world-wide complaint. Teaching was never so hard in the last fifty years as now. Professor Giddings thinks it may be due to "administration," which he defines as a "systematic way of doing things that need not be done at all."

Others think it due to the enrichment of the curriculum by addition and extension, without a corresponding omission of some outgrown features to make room. Commissioner Abraham Stern thinks it is due to a "merchandization of school management to the exclusion of sympathy." Others think it disloyal (I don't know to what) to suggest that there is anything the matter with any American education anywhere.

GOOD SENSE.

However, I venture the belief that there never was a time when a woman teacher needed to protect her good qualities by good sense more than she must to-day. Her duties are limitless. Various enthusiasts have proposed for schools so many different tasks concerned with the education of children that should the teacher successfully perform them all there would be no obligations left for home, church, or society. Looked at with the idea of completeness, a woman teacher's work is never done. Looked at from the standpoint of the various critics of the public schools, a woman teacher's work cannot possibly be satisfactory. She must, therefore, fall back upon her good sense and realize that the problem of her duty is how much of her time shall she give to education and how shall she be able to do the highest kind of service in that time?

Most women teachers make the mistake of giving too much time to school. They fail to realize the much heavier nerve exhaustion of school work than of other kinds of woman's work. Five hours a day in school, two hours a day of preparation work outside, no school work on Saturdays except in the mornings and none on Sundays or in the evening, unless it is honestly interesting and recreative, is, in my opinion, all a woman teacher ought to do if she is to keep in good health, good looks, good temper, and good voice. For the rest of her time she ought to live as near as she can to the kind of life she wants to live, as an individual, not as a teacher. She ought to guard just as faithfully against encroachments by school work upon her personal life as the educational authorities want

her to guard her school time against personal interferences. It is fully as much a teacher's personality that is valuable to schools as it is her scholarship. Personality means enthusiasm, power to awaken interest, ability to inspire. If it doesn't have refreshment it dies out, and then what good can all the dead scholarship do?

Therefore, I put good sense in protecting herself against "the system"—that cruel, mechanical thing that American education is now encountering—as a prime requisite of a woman teacher.

THE MAN WHO WAS OBSTINATE.

There was once a man, who, in his youth, had several beautiful friendships. They were all covered with buds and blossoms, and he thought he had never seen any with such hardy roots. By and by, as he grew older, some of them withered a little, and one even died down entirely, so that he was on the point of throwing it away. But he was very fond of things that grow, and it hurt him to destroy anything that had ever had one green leaf; so he watered the earth where the root was, and kept on watering it, and made sure it was in the sun whenever there was a ray to be seen.

"Why do you keep that unsightly thing?" people would say to him. "It's as dead as a door nail. Didn't you know that?"

"Is it, do you think?" the man would ask; for he not only loved to make things grow, but he had something many of us call obstinacy. "Well, perhaps it is. But it hasn't rained much lately. I think I'll keep on watering it."

As time went on, he found he had other newer friendships, because he seemed to be a great man to accumulate that kind of thing. Some of them turned out well, great, strong, hardy growing plants, and some turned out ill.

"Do you like the color of that?" people would say to him, when one put out an ugly bloom.

Then the man would look at it thoughtfully, but he would never express his mind. There was something about friendships that kept him from telling exactly what he thought of them, even to himself. And it cannot be denied that he was better at guarding than at selecting, and that, in the beginning, almost any thrifty-looking plant could impose upon him.

"Well," said he, "maybe it will look better to you if I put it in this light." And then he would turn it about until the sun fell on it at exactly the right slant, and sometimes, for a minute or two, he could actually make you believe you were looking at the most beautiful blossom in the world.

Still it was true that many of his friendships gave him only trouble, and that, in his moments of heavy-heartedness, he was sure somebody else could have taken care of them far better than he.

After a good many years the man died, and immediately he was taken into a pleasant place where it was all growth and bloom.

"What is this?" he asked. "Is it heaven?"

The one who had met him when he came smiled a little.

"That is what they always ask," said he.

"But is it?" said the man.

"Well," said the other, "that is one name for it. You can call it what you like."

"I never saw so much color," said the man. He delighted in color. "And certainly I never smelled anything so sweet."

"Look about you," said the other. "Don't you see what the color and the sweetness come from?"

There were his friendships all about him, and they were so full of bud and blossom, their leaves were so shiny, and they nodded their heads so in the sun and rustled so in the breeze, that he would never have known them. And the one that had seemed to be dead was the tallest and most beautiful of all.

"Why," said he, "they never looked like that before!"

"No," said the other, "they never were quite like that. And they never would have been if you hadn't taken such care of them."

"Well," said the man, "then perhaps it pays to be obstinate."

"Obstinate?" said the other. "Is that what you call it?"

"Why, don't you call it so?" asked the man.

"Well, you can call it that if you like, we have a different name for it here."—Alice Brown, in the Atlantic.

A HOST OF GOLDEN DAFFODILS.

When Narcissus, a dude of ancient days, took after his own shadow, as many a modern dandy still does, he was transformed into the flower that still bears his name. "The dandies fought well at Waterloo," and in the old times before us, one special dandy immortalized himself in a watery mirror. The gods, at least, appreciated him.

As a matter of fact there is no genus of plants more admired than narcissus. The type of the flower is essentially beautiful; the salver-form perianth, the six spreading lobes or divisions, and the variously modified cup or crown within.

When the playful gods transformed him, they made him in several images: Daffodils, jonquils, Chinese lily, polyanthus, are all forms of narcissus. The plan, however, always remains the same. The color is extremely various, pure white in poet's narcissus, except the yellow, vermilion-bordered cup; clear yellow in daffodil and jonquil; straw-yellow in other species, or sometimes the cup of one color and the perianth of another.

A fine, generous flower this, with bold, true lines that an artist loves. The doubled forms even are beautiful, and light up a garden like a mass of flame. Their color is so glorious that one feels, in beholding it, as if thrilled with exquisite music. No wonder that Wordsworth loved them, and had his soul dance within him at the sight of their golden host. Think of living in a country where they border the wayside.

"Oh, to be in England,
Now that April's there."

These plants are of the Amaryllis family, distinguished from lilies in a general way by the inferior ovary. They are mainly natives of the Mediterranean region, and temperate parts of Asia. The common daffodil is supposed to be

indigenous to the British Isles. The flowers are sometimes fragrant.

Some of the species are perfectly hardy in our gardens. The poet's narcissus and yellow daffodil are found in all old yards. If too severely neglected they will run to leaves only. They like plenty of sunlight. As in the case of hyacinths, the planting must be done in autumn, so that the plants can strike root in winter. Then, the gods favoring their loved dandy, he will step forth some day in all his pristine grace.

Dr. William Whitman Bailey,
Brown University, Providence, R. I.

REFORM NEEDED.

BY GEORGE W. COLBURN.

ONLY TWO FUNDAMENTAL PRINCIPLES OF ARITHMETIC.

Many have utterly failed in teaching arithmetic because they have not been clear upon the matter themselves; because they have attempted principles that do not exist; because they have gone on the theory that there are four fundamental principles of arithmetic.

To any intelligent mind that has given the matter much serious thought it must be quite clear that in dealing with material things there are but two processes—that of adding to and taking from—or what we term addition and subtraction. Multiplication is a scheme for shortening the process of addition when the numbers to be added are equal, just as division is a scheme for shortening the process of subtraction when the numbers to be subtracted are equal.

Is there any sane reason why the child should take up addition before he takes up subtraction? All makers of arithmetic seem to think so, for they place addition first in order of the various divisions of the subjects or departments of arithmetic. It is quite evident that there can be nothing taken away until we have first gotten into possession of something; until we have been adding some. However, to be more practical and in keeping with things as they occur all through life would it not be better to take these subjects together rather than to teach them separately? Let us see the wisdom of this. We give the child one apple and one pear, and we ask: "How many have you, Mary?" The child answers: "Two." Then you ask: "Two what?" A new thought occurs to the child. She answers: "I have two things, but I have only one of each kind." Now, the teacher told me, as a boy, that one can add only things that are alike. Being of a philosophic turn of mind, I soon proved to her that I could (put together) add all sorts of things; that I could put together wheat and oats, one bushel of each, and I would have two bushels, not of wheat, nor of oats, but two bushels of grain.

Since it is better to proceed from the known to the unknown, from the concrete to the abstract, has it ever occurred to you, dear reader, why the child should wade through mysterious quagmires, dealing with fifty, sixty, or seventy pages of abstract figuring before he is permitted to handle "Denominate Numbers"?

Every school should be equipped with a set of denominate number apparatus, and the handling of these should be the child's first work in arithmetic. These are real, tangible things that appeal to the child mind and are easily understood because it requires no stretch of imagination to comprehend things one sees. Then, too, the child can easily comprehend that two pints make one quart. This is a case where one and one make one, and the idea of value is taught; i. e., of the relative value of one.

Thus we proceed from the known, and the child's imagination gradually develops as circumstances require, and the way to and through numbers is an easy path instead of one filled with thorns and pebbles to roughen the way.

Before the child is permitted to deal with the unknown it should know, by seeing, the fractional parts of things. It can readily comprehend that one pint fills the quart measure only half full, and therefore one pint is one-half quart, and the symbols should be taught in connection with the work.

After children have worked with liquid and dry measures, measuring grain or water, as the case may be, until they easily comprehend that it takes a certain number of the smaller measures to fill a larger, they will more readily understand how ten units make one ten, or ten tens or one hundred units make one in the hundred column, just as they have learned that eight pints or four quarts contain the same value as one gallon.

The decimal should be taught in connection with the fraction just as soon as convenient to do so and as a shorter way of handling fractions when the denominator is some power of ten. It should be made clear to the child that he is not taking up a new principle, but a shorter route to the result to be obtained, and so on to percentage the child should be made to understand he is still dealing in fractions in the decimal form.

The plan of drilling pupils upon the work laid down in "Notation and Numeration" until they can read and write numbers to the billion point before they take up the work of addition is just as senseless as teaching reading by the old A B C route.

Great progress has been made in the methods of teaching reading in the last twenty-five years, but not so in the methods of teaching arithmetic. There should be an awakening in this matter and a thorough revision of the text-book just as there has been a revision in the beginner's reader.

Only by agitating these needed reforms through the press can we come together upon some united plan of action whereby great good will result. Teachers, what have you thought after thinking? Are you ready for the reform? Do you want to make arithmetic as easy for the child as the improved methods in reading have made "learning to read" a pleasure and a blessing?

The new arithmetic is coming. In a few years hence we shall be teaching arithmetic by the natural method the same as we are teaching reading to-day by the natural method. This is made possible by the genius of man and the improved machinery for manufacturing which now turns out

a full set of denominate numbers for less than ten dollars.

We have been putting the cart before the horse

long enough to know that progress cannot be made until we place the horse ahead of the cart. Let us do it now.

COLLEGE ENGLISH.

BY EDITH GILES.

"LORNA DOONE."—(V.)

CHAPTERS VI. TO X., INCLUSIVE.

The romance of Lorna Doone really begins in Chapter VI. It begins when John Ridd begins to be the man of the family, and to act upon his own determination. The incident that marks this development of his character, and incidentally of the story, is John Ridd's learning to shoot. He takes pains to declare himself lacking in a revengeful spirit, but his very words betray an underlying, if not positive purpose bearing certain significance that thus makes itself positively felt at the opening of the story. It indicates that he feels that revenge of some kind for his father's death would naturally be expected of him.

The real point of departure of the story is when John Ridd tries the ascent of Bagworthy stream. All incidents lead to this, and this incident is in itself the first in an important link in a series—the discovery of Doone Glen, the meeting of Lorna, and the acquaintance with its secret outlet.

The story moves slowly through these chapters, but they are full of passages beautifully descriptive of nature and of human nature. For instance, take the description of loach fishing, the very spirit of the sport is in it, and the following passage describing the scene is equal in power and vivid in fine points; again, the carrying off of Lorna on the shoulder of the great Doone, though of quite a different type, appeals fully to the picture making power of the imagination.

All these descriptive passages are incidental to the story, but they sustain the object of these chapters, which is to create a general impression of the scenes among which the romance is to move; they make us feel the background. They show the wonderful power of the art of description to turn from one kind to another so smoothly and naturally that each partakes of the nature of the other, and yet is distinct in itself.

QUESTIONS ON CHAPTERS VI. TO X.

Read the first paragraph in Chapter VI. carefully. What makes it interesting?

Answer: The sympathetic human touches—John's stealing away to look at the gun; his feeling when John Fry takes it down (i. e. the sense of a servant's using a son's right and without respect to cherished associations). In the next paragraph notice the force of the simple touch, of the fact that John Fry uses the gun barrel to sight the grave of the boy's father.

What is the central thought of this chapter?

Answer: "I had never fired a shot without thinking: 'This for father's murderer.'"

What is the importance of Chapter VII?

Answer: The use of simple incidents to connect important ones.

What important incident does it lead to in Chapter VIII.?

Answer: John Ridd's first entrance to Doone Glen, and his first meeting with Lorna.

Did such an incident have to be, to fulfill the plan of the story?

Answer: There would have to be a meeting brought about between John Ridd and the Doones; for the purpose of avenging the death of his father, John Ridd would have to discover the entrance to Doone Valley, and in such a way as to make him perfectly familiar with it, and to put the advantage of his knowledge on his side in order to fulfill the second purpose of the story, that is to make him the agent for destroying the power of the Doones and ridding the country of their terror; there would have to be a meeting effected between John Ridd and Lorna for the purpose of introducing the love theme, and for the purpose of establishing the social equilibrium, and carrying out the final enveloping plan of the story. All of these might have been brought about by swift movement and dramatic events. But Blackmore's purpose was to write not a drama, but a romance; and in forced and dramatic movement, the charm of the story, its exquisite bits of nature, and human nature study would have been entirely lost. The significance of John's climbing Bagworthy Falls and meeting Lorna is perfectly plain, and it opens the story positively, while to the lovers of Lorna Doone the associations of the first chapters are beautifully sweet and tender. Note in this chapter how simply and yet how differently Lorna is characterized from Annie: both have the same native sweetness, grace, and innocence, and gentleness, both have loving hearts and responsive natures; but in every act Annie is the country yeoman's daughter, while Lorna is the queen of the ennobled Doones.

CHAPTER X.

What is this chapter?

Answer: Another link chapter, allowing for time to pass that eventful expectations may mature.

Notice the cultivated power of observation this chapter shows, and the way of making the simplest things interesting.

The second purpose of the chapter is to introduce Tom Faggus, and this, too, is led up to in a series of the simplest incidents that make it perfectly natural. Are we to judge that the introduction of Tom Faggus at this point of the story is significant?

Answer: Technically, yes. His introduction comes immediately after the opening of the affairs of consequence in the story, and so he must in some way be a part of them. Note the fine de-

scription of the strawberry mare, when she first appears.

What phrase in a few words distinctly places Tom Faggus before us and characterizes him at the same time?

Answer: One single brief exclamation: "Tom Faggus, the great highwayman, and his young blood-mare, the strawberry!"

How does this introduction of himself attach him to the story?

Answer: As the cousin of John Ridd's mother, he is inseparably attached to their affairs and interests.

Note the perfect understanding between Faggus and his mare as a well drawn bit of description, and particularly note the introductory paragraph: "Mr. Faggus gave his mare a wink," etc.

Which do you judge to be the better ending of the chapter, as the author has it, with a tumble for John Ridd, or to have had him make a triumphant return, still on her back? Why?

Answer: Out of justice to the horse, the tumble—besides—the surprise of it after what has been.

TALKS ON SCULPTURE.—(X.)

BY LORADO TAFT.

Athena, who later was called Minerva, was the goddess of education as well as of various industries, and no presence could be more appropriate within the walls of a schoolroom. Of all the statues of this splendid patron of learning, the one which we picture to-day is the general favorite. This stately figure is called the Athena, or Minerva Giustiniani, after the Italian family which rejoiced in its possession for many years. However, it has been counted among the treasures of the Vatican for nearly or quite a century.

Even the wisest of the critics are uncertain as to when the statue was made. It has all the dignity of the earlier period of Greek sculpture, but is quite different from the descriptions left us of the Athena of the Parthenon.

Among those other "industries" referred to was the business of fighting, to which Athena was not at all averse. She is described by Homer as taking part in many a battle, and there are numerous sculptures which show her in the thick of the combat. In this statue she is shown with her helmet—which could be pulled down over her face—her breastplate of mail bearing the dreadful head of Medusa, and her formidable spear. That pet snake of hers also looks fairly belligerent. In other respects, however, the blue-eyed goddess, wrapped in her beautiful drapery, seems as peaceful and quiet as you please—a fine type of the watchful, helpful schoolmistress. It is no wonder that the Athenians loved her devotedly; she embodied their highest ideals.

The voracious Romans in their eagerness to conquer the whole world became very "liberal" in religious matters. In fact, we might call them omnivorous, for they swallowed not only the nations of the earth, but their gods as well! There was room in the Roman Pantheon for them all. I imagine that with some of those queer Eastern deities the adoption was rather perfunctory.

Probably Baal and Ptah and a host more of the shadowy creations of the Orient never came to feel very much at home in the imperial city, but the Greek gods were greatly honored there, and under new names became the favorites of the Romans.

Some, to be sure, fell to pretty low estate, and



MINERVA GIUSTINIANI.

the gossip that the Roman poets wove about them would have scandalized the early pious Greeks. But Minerva, though no longer possessing the personality and significance which the Athenians had attributed to her, continued to claim the intellectual life and the protection of the fine arts that it is still used in poetry as a symbol for these things, just as you will see her pictured in decorative paintings and sculptures, with the same significance.

Another of Athena's names was Pallas. Do you remember how in "The Raven" the bird of evil omen perched upon the bust of Pallas "o'er my chamber door?" I have always imagined the bust of Pallas as the particular head shown in our illustration, and Poe's weird verses made such an impression upon my youthful mind that I never see the head and its protecting helmet with the peek-hole eyes but that I imagine that great black bird perched upon it croaking "Nevermore" at the end of each verse.—Used by permission of the Chicago Record-Herald.

OUR CONSTITUTION: ITS MAKERS AND ITS MAKING.

[An exercise for the schoolroom. Reprinted by request.]

BY OLIVE E. DANA.

1. Singing: Keller's American Hymn.
2. Our government owes its strength and soundness, and our country's institutions owe their greatness not only to the high purposes and the sturdy wisdom of the Pilgrims, to the valor of their descendants, and to the wonderful resources our land has opened from decade to decade to persevering workers, but, in a peculiar man-

ner, to the structure of the government itself, and to the men who made it what it is.

We are wont to bring our laurels of praise, song, and story to the heroes, who in battle established and defended our Union and its freedom. Let us sometimes think, also, of the earnest, far-seeing men who planned and ordered them; and bring our tributes of remembrance and honor to the work they wrought,—a work done in quietness indeed, but so stoutly, that meeting victoriously many points, it seems to-day firmer and fairer than ever.

3. It was a great task that these councilors found before them. It was, it is true, inconspicuous, and it lacks in its long sober deliberations, the glamour that attends other patriotic achievements. But it demanded high moral courage, much practical sagacity, and wisdom both broad and practical. Perhaps at an earlier year America could not have furnished in so many men, these qualities, with the large judicial learning and the statesmanship that were requisite. The hour brought the men.

4. It was a timely work. It could hardly have been done earlier, yet it could not have been deferred to a later time. The exigencies of the Union called it forth. Let us consider for a moment what the words United States meant a little more than a hundred years ago, and imagine, if you can, what a young man in those days thought of when he said "our country."

[Here show a map of the colonies at the close of the Revolution, an ancient one if obtainable, and point out the limits of the states indicating the business centres and the more closely populated districts.]

This area represents thirteen independent states, held in not very close ties of federation, not clearly understanding their relations to each other or to the rest of the world, and able only to dimly guess what their future might be. But they were kindred by the hopes they had in common, by all they had achieved together, and by reason of the free institutions they had already suffered for, and desired to perpetuate.

5. Business moves slowly, and industry does not waken, perhaps to its full activity, while trade between the states is impeded and thwarted because the people of them have not framed their laws, nor adjusted their commercial relations. Lines of travel are tardily opened and mutual acquaintance and good will grow slowly. There are perplexing questions pertaining to territorial rights. The people were not always inclined to obey the laws of the colonial congress, and congress had no power to enforce its acts. Debts due to British merchants were in some cases practically repudiated, and the Tories were at one time so bitterly ostracized that a hundred thousand of them left the states. The nation presented a sorry and undignified aspect in the eyes of Europe, and King George and his counselors complacently predicted a speedy return of American allegiance to the mother country. The nation seemed indeed much like an immature youth who has just attained his independence and hardly knows what to do with it. Yet this independence had been bought so recently, and at such cost, and the new nation seemed already to hold such possibilities, and it had proved itself already of such staunch fibre and noble vitality that its young citizens must have been thrilled and sobered as they realized their citizenship.

6. SINGING—"The Red, White, and Blue."

7. Not long after the close of the Revolution, George Washington meditated a plan for uniting the Potomac and Ohio rivers, and so connecting the eastern and the western waters. In pursuance of the project he traveled nearly seven hundred miles on horseback making minute and careful examinations. Commissioners were sent by the legislatures of Virginia and Maryland to consider

FARM ARITHMETIC AND FIELD INVESTIGATIONS. (I.)

BY SUPERINTENDENT G. F. GARRETT, SAC CITY, IA.

A boy's plans for the future are much more secure when they grow out of his knowledge of the common things around him than when they are based upon visions of a pot of gold at the foot of the rainbow.

There is at least as much of interest and of educative value in the wonderful story of the growth of a plant or the life history of a moth or beetle as in any fairy story that has ever been told.

Boys and girls are interested in the affairs of the farm and the home, and every subject of study in the common school may be brought within the range of this interest.

1. The more the price of land and land rental increases the more necessary it becomes for every farmer to keep accounts of the cost of production, the yield, and value of everything he raises. He should be able to ascertain the amount of the profit yielded by each kind of grain, by the pasture land, by the hay crop, by the different kinds of live stock, and by each cow in his herd in order that he may be able to manage his farm in such a way as to get the greatest returns from it.

Let the boy begin by counting up the profit on the field of oats for this year. How many acres are in the field?

It is not difficult to get the measurements of a rectangular field. Tie something to a spoke of one of the front wheels of a farm wagon, or mark the spoke so you can count the number of revolutions the wheel makes, and then as you drive straight along one side of the field count the number of times that front wheel revolves. Seven-tenths of the number of revolutions is the number of rods in the length of the field. The other dimensions of the field may be found in the same way. To find the number of acres, multiply the length by the width, both in rods, and divide by 160.

To find the area of a triangular field, get the measurements of the greatest length and greatest width, taken perpendicular to each other, and find one-half of their product before reducing to acres.

2. Estimate the value of the seed sown, the cost of cleaning the seed, the cost of putting in the crop and of cutting, shocking, and threshing the oats, computing the cost of labor at the usual rate of wages for men and teams. Find the net profit by subtracting the total cost from the value of the crop at market prices.

3. The net profit from the field of oats this year is what per cent. of the value of the land?

How does the profit from an acre of oats compare with the profit from an acre of wheat?

4. The great value of oats as a food for dairy cows, young stock, and working horses is due to the great amount of protein in the grain. Protein is a milk and muscle-producing food. The average amount of protein in oats is about 12 per cent., and in corn only 10 per cent.

Find the difference between the number of pounds of protein in a bushel of oats and a bushel

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"THOROUGHNESS IS THE SINE QUA NON."

New York city has a most absurd lawyer who takes himself seriously, apparently, for he writes frequently for the daily papers of that city. He assumes to know what the New York boy of to-day needs. He recently closed a lengthy harangue with the statement that "the New York boy needs what the times require—a thorough and practical education, and 'thoroughness' is the sine qua non."

What does he mean by "thoroughness"? Evidently from the spirit of all of his explosions he means grind, drill, stupidity, dullness, marking time, lack of life, lack of spirit, lack of interest. That is what "thoroughness" has usually meant. He always objects to variety in subjects, in methods, in devices. The longer time spent in going over a piece of work the greater the thoroughness. A tramp is more thorough than a bicycle, a stage coach than a twentieth century limited. A man who marks time is more thorough than one who marches, and the shorter the step and the slower the pace the greater the thoroughness.

There is nothing more deadening to the school, now or ever, than thoroughness. Nothing is so soon forgotten as that which is learned by eternal grind. The boy who studies his spelling lesson 100 times will know it less well than the boy who is trained to learn it in not more than three studies of it. If a boy cannot learn to spell "bicycle" by looking at it interestingly three times he will not know how to spell it next week if he grinds over it three hundred times.

Intensity, interest, attention are worth more to any child than "thoroughness." No man in New York will employ a boy for any kind of work on the

ground that it will take him ten times as long to learn to do a thing as it takes another boy. If a boy cannot catch on mighty quick, New York has no use for him. Let a New York applicant for any job say: "I am slow; it will take me a long time to learn how to do what you want done, but I'll never undertake to do anything until I have studied it with great thoroughness." What would happen to him? Or let him say: "I do not know much, and I never want to know much, but I know a few things thoroughly." Or let an applicant to the Western Union for a messenger boy's place say: "I have studied the four fundamental streets of lower New York for one mile each way so thoroughly that I know every firm in every building on those fundamental streets, and I will be 'thorough' in studying any other streets, but it must be understood that I am not to be sent to any street until I know it thoroughly."

We beg our readers' pardon for having wasted so much time on so absurd a man, but I recently heard a real flesh and blood—more flesh than blood—teacher say that the great lack of the schools of to-day is thoroughness. The easiest thing in the world is to be thorough. Laziness and thoroughness are twin virtues.

TRIUMPH FOR UNIVERSITY OF MAINE.

New England has never witnessed just such a contest as that in the legislature of Maine during the present session, following a year's investigation by a special commission. To one who knows only the traditional sentiment of New England this is not surprising, but to one who knows also the American sentiment it is inexplicable that such vigorous opposition to the state college was possible. The contest was two-fold over the question of adequate support and of the continuance of courses leading to the B. A. degree.

Prejudice ran high and it utilized the cry of economy skilfully, securing a majority report from the committee on education for inadequate support and conditioning even that upon the abolition of the B. A. courses. But in the face of that committee report the House of Representatives voted for the B. A. degree by 123 to twelve, and for adequate support by seventy-nine to thirty-four. In the Senate both the degree and the appropriation ultimately passed, seventeen to thirteen. The university now gets one-fifth of a will tax for maintenance—not extravagance surely—and a satisfactory special appropriation for two new buildings. All in all this has been an unprecedented contest in which all the traditional prejudices have been lined up under notable leadership, while President George E. Fellows has had to fight almost single handed so far as leadership was concerned. Very slowly does New England learn the wisdom of the day, but the people are clearly far in advance of their traditional leaders.

Milwaukee is hit by the supreme court as all Ohio was three years ago, and her school law is declared unconstitutional. Now the legislature will try to do the trick over again so that it will stand trial.

CHOICE READING FROM CHOICE.

It is not enough to present the children with a masterpiece to have them read it intelligently, and even to fall in love with it. There is no great skill required to have a child enjoy affectionately "Paul Revere's Ride," "Hiawatha," "Snow Bound," "Barefoot Boy," or "Little Boy Blue," for this may not prompt them, of their own motion, to take up a volume of Longfellow, Whittier, or Eugene Field, and read one of the poems of which they have never heard. It is one thing to love one or two poems of a master when they have been temptingly served up, but it is quite another matter to prepare a feast of themselves from the verses these men have to offer.

Do you say this is impossible? If it is then the great work of the school is impossible. But it is not out of reach when once it is understood how essential this is. Nothing is so natural for a child as to love the rhythm of classic prose and the meter of classic verse. They are as sweetly natural as pure air and water. Some teachers have found out how to attune children to this natural movement of good English, and from these others must learn the art and acquire the skill.

 VALUE OF TEXT-BOOKS.

Mr. Edgar O. Silver, senior member of the firm of Silver, Burdett & Co., says: "It is safe to say of all American schools liberally supplied with modern text-books, that the text-books cost less and furnish more in proportion to what they cost than any other element that enters into the equipment and administration of the schools."

In this sentence Mr. Silver states a notable truth. A good school is always liberally supplied with modern text-books. To-day no school, no city, no county, or state system of schools is good unless it is thus liberally supplied with up-to-date books. The money put into an abundance of good text-books is a valuable investment. The best teacher who stands before her class can get twice as good results if the pupils have all the books they need of the best that they can get. The entire cost of the text-books is a mere trifle in comparison to other school expenses.

A fine building with scrimping in books is as absurd as to have a fine mowing machine with a worthless scythe in it, or as to have a palatial home with cheap sanitation.

A good school is an impossibility with lack of books or with a poor quality of books. To save in school books is to put educational effort into a bag with holes.

 DEALING WITH FRATERNITIES.

Our attitude on high school fraternities is well known. They are liable to be a menace to the legitimate influences of the school. But the question of dealing with them is not a simple matter. Any high school principal is liable to take his livelihood in his hands when he attacks those in his own school.

It is safe to antagonize them when a principal is sure of the loyal support of his faculty, of the unanimous and unhesitating support of his board of

education, and of the editorial and news departments of all the local press.

It is wholly unsafe to antagonize the fraternities in your own school if the board of education is not unequivocally committed to the support of such a policy.

It is not comfortable, even with the support of the board, if the teachers on the aside sympathize with the fraternity fellows. It is wholly uncomfortable and often risky even with the support of the board of education and the loyalty of the corps of teachers if there be even one much read paper to whose columns the fraternities have free access.

Whatever your convictions, therefore, if you propose to enter into a contest with the fraternities get good and ready and count well the entire cost and all the chances before you take your professional life in your hands. It is no holiday campaign upon which you enter. Be entirely sure that the cards are not stacked against you at the start.

 THE ROUGH PACE.

According to reports that seem authentic, Eudora Robinson, a negro girl aged thirteen, a pupil in grammar school Number 93, New York city, over a social disagreement, was set upon by her girl mates on February 26 in mid afternoon and so severely injured that she died in consequence on March 9. A formal complaint of murder is said to have been recorded and a coroner's inquest held, though no specific action is likely to be taken and none seems desirable; but it is suggestive of the pace that is set among some children, even girls, when social functions and strenuousness get mixed. The new mission of the school is to tone down the temper and social aspirations of children. It is not the fraternity alone that is the trouble, but the spirit that makes social distinctions even among thirteen-year-old colored girls.

 SWINDLING THE TEACHERS.

The Cleveland News of March 20 had this news item:—

"Several subscription book agents have taken \$500 from women school teachers in townships near here. They represented they were selling encyclopedias at a low rate and took the signature of the teacher so that the sets they would send them for examination were sure to be returned. The books never came, but the signatures turned up in the banks as notes, and the teachers paid them rather than fight the case."

We frequently have personal letters regarding various schemes by which teachers are swindled. One woman teacher was induced to put \$500 of long time savings into a well known scheme. She first put in \$100 and was paid 4 per cent. dividend the first six months. That was so much better than the savings bank that she drew her other \$400 and put with the first half. She never drew another dividend and can get nothing for her \$500.

Usually such schemes pay the larger dividend for a few years as long as they can induce people to put in money with which to pay dividends. Another scheme got \$3,000 from teachers in small sums.

Four percent, is a good dividend on a permanent investment. Teachers, of all persons, must keep their principal safe. It will always earn 4 percent., but when that is gone all is gone.

Subscription book schemes are to be looked upon with a suspicious eye. The tricks are myriad, and the teacher is rarely equal to the emergency. "Watch out" is a good motto.

LANGDON THE GREATEST.

William H. Langdon was superintendent of San Francisco fifteen months ago. He was a schoolmaster and was known only as a schoolmaster. He had studied law. He was a good schoolmaster, most popular with the teachers and with the people, and there was need of just the support that he could bring the municipal ticket in the election eighteen months ago, so he was nominated and elected district attorney under the orders and by the support of Abe Reuf, the great boss. In fifteen months Langdon, the schoolmaster, has proved to be a greater success than Jerome and second only to Folk. The profession is honored.

AN OPINION OF CONGRESS.

Our readers may remember that we had a little scrap with the anti-Chancellor papers of Washington. Its grievance was our opinion that Congress could not be expected to be the city government of Washington. Here is that same paper's recent opinion on that question:—

"The spectacle of a great railroad terminal in use by the public, in whole or in part, many months ahead of the provision of street railway facilities to give quick, close, and convenient access to it will stand as a striking object lesson attesting to the serious failure of Congress to do its duty as the district's legislature. The story of the last few days of the session in regard to local legislation is one that causes every public-spirited Washingtonian to feel disheartened. In the first place, the manner in which the houses dilly-dallied with this terminal trackage bill was shameful. Precious months were wasted for no good reason whatever, and the whole question was postponed for adjustment to the closing days of the last session at which Congress could possibly act in time to provide the facilities in season. And then this proposition, to which no one objected, was so overloaded with irrelevant amendments that it failed of passage."

We could not have stated our contention more vigorously.

OFFICER OF THE DAY.

One of the noticeable features of Miss Flora J. Cook's work at the Francis W. Parker school, Chicago, is that of having an officer of the day on duty. Every teacher in the building has one day in the month in which she must serve as officer of the day, which means that she is wholly excused from class work, receives all callers, and there are always visitors, hears the complaints of parents, if there be any, and escorts visitors through the building. This means that every teacher must know all work from bottom to top and must be able to explain

it. The value of this is beyond statement both to the individual teacher and to the school as a whole.

BOYS IN HIGH SCHOOLS.

For many weeks we have been printing the percentage of boys in high schools. The whole subject was brought up by our quoting the figures about Spokane, which has a notable percentage. It is a matter of gratification that there are many others even more notable, but the fact remains that the vast majority are far below in the average.

It is to be Superintendent I. C. McNeill of Memphis. This is a notable election. This is one of the few cases in which the South has taken a man directly from the North for an important Southern superintendency. Mr. Mark of Louisville was the only approach to it that we recall, and he merely crossed the Ohio. Mr. McNeill was a Missouri man prior to his service at Superior. Everything connected with his prompt selection is highly creditable. Congratulations.

Chicago has 7,300 licensed grag shops, about 1,000 unlicensed, and but 5,200 grocery stores. The retail sale of liquors is \$100,000,000. There is no attempt to limit the number of saloons nor the sale of liquor.

Barrett B. Russell, who resigns the superintendency at Brockton, Mass., to enjoy the leisure he has earned, has been one of the eminently successful public school men of the state for forty years and more.

Dr. George Trumbull Ladd, one of the most eminent educationists that Yale University has had in the last quarter of a century, is to develop Japan's educational system.

Some of the Chicago women teachers have played the liveliest political game on record, unless all reports are false.

Baseball gate receipts will take \$100,000,000 of good American money in the next six months.

It is interesting to hear Western university leaders talk of Eastern university conditions.

It would be cruel to say that the election on Tuesday Busseted the Chicago Federation.

The Canadian provinces are arranging to have the flag float over their schoolhouses.

Americans have given \$297,364,000 for charity and education in two years!

The women teachers of Chicago staked much on the election this week.

Japan adds two years to compulsory education, making it six years.

The rates to the N. E. A. meeting are now voted.

One fare plus \$2, round trip, to Los Angeles.

United States navy—\$100,000,000 a year!!

Oberlin College gets \$65,000 more.

Encourage every child to try.

THE WEEK IN REVIEW.

A NOVEL POLITICAL CHALLENGE.

Attention has been directed anew to the question of candidates for the presidential nomination next year by an unexpected pronouncement from Senator Foraker. It has been apparent all along that Secretary Taft could not secure the endorsement of the Republicans of his own state of Ohio, —no matter what assistance President Roosevelt might give him—without overcoming the determined opposition of Senator Foraker and his followers. Mr. Foraker has a lively antipathy for Mr. Roosevelt, and for Mr. Taft both on his own account and because he is Mr. Roosevelt's friend. Mr. Foraker now invites a direct challenge of strength at the Republican primaries in Ohio; and proposes a call for a state convention of Republicans, which, besides naming candidates for state offices, shall express the choice of the delegates for United States Senator and for President. This challenge has stirred the politicians greatly.

MR. ROOSEVELT'S ATTITUDE.

The strong and widespread desire that Mr. Roosevelt shall again be a candidate for the presidency survives all attempts to discourage it. A recent canvass of state legislatures in Massachusetts and elsewhere showed a large proportion of Republican leaders who, in spite of everything, declare for Mr. Roosevelt as their first choice. Either they do not take seriously his statement of November 8, 1904, that he would under no circumstances be a candidate for or accept another nomination, or they hope that a general demand for his renomination and the existence of some public or political emergency may lead him to reconsider his purpose. But to the many inquiries upon this matter addressed to the White House, there goes out unflinching from the President's secretary the declaration that, while the President appreciates the kindly sentiment, "he has nothing to add to his statement issued on the night of his election, 1904."

FINANCIAL FLURRIES.

Speculative circles have been again disturbed by sensational drops in securities, and the money markets at home and abroad are feeling the strain of the situation. But the movement, as before, is speculative only. There is nothing in the general condition of the country or of business to warrant uneasiness. Such help as the treasury may properly give to relieve the stringency is being given. The unusual course of the bank of France in advancing its rate of discount from 3 to 3 1-2 per cent. has been the occasion of much discussion. This is the first time that the bank has made a change in its rate for seven years, during which period the bank of England has changed its rate twenty-eight times. So conservative an authority as the London Times regards this change as an epoch-making event, and argues that it points to dear money for a considerable time to come.

FARM ARITHMETIC AND FIELD INVESTIGATIONS.

[Continued from page 377.]

of corn. (Use the weight of the bushel of shelled corn.)

5. If wheat or oats stood in the shock for six weeks or for a longer time before being threshed, the loss was fully 10 per cent. of the crop. Would the amount of this loss pay the cost of stacking the grain?

6. A half bushel measure holds sixteen quarts of oats or eighteen and a half quarts of water. The volume of a quart used in dry measure is 67.2 cubic inches, while the volume of a quart used in liquid measure is but 57.75 cubic inches.

If you have a pail which holds just two and a half gallons of water, how many times will you have to fill it with oats to measure ten bushels?

7. Our grandmothers used to weigh butter with an apparatus consisting of a flatiron and a broomstick. They fastened the flatiron to one end of the stick and the package of butter to the other and then balanced the stick on the back of a chair. There was a number on the top of each flatiron representing its weight in pounds. Multiplying this number by the number of inches from the back of the chair to the point where the flatiron was attached and dividing the product by the number of inches from the back of the chair to the point where the butter was attached gave the weight of the butter.

If an eight-pound flatiron, placed sixteen inches from the back of the chair, balanced a package of butter placed thirty-two inches from the same point, what was the weight of the butter?

If the flatiron were suspended from the heavier end of the stick, would this method of weighing be unfair to the seller of the butter or to the buyer?

8. Accurate weighing scales and a set of measures are now regarded as an almost indispensable part of the equipment of the kitchen. Boys and girls should learn to use the scales and measures. They should weigh and measure things until they gain the ability to make accurate estimates of weights and quantities.

What is the weight of a quart of water; a quart of milk; a quart of salt, flour, or sugar?

In making butter, one ounce of salt should be worked into each pound of butter. What part of a pint of salt would you use for four pounds of butter? How many tablespoonfuls of salt for two pounds of butter?

9. In dairy problems results sufficiently accurate can be obtained by using the following data: A gallon of milk weighs eight and five-eighths pounds. A pound of butter contains seven-eighths of a pound of butter fat. The actual feeding value of sweet skimmed milk is two cents a gallon, but the value obtained from it depends upon how it is used in a ration. The average value of the food consumed by a cow in a year is equal to the market value of 140 pounds of butter fat, or about 160 pounds of butter.

If milk contains 5 per cent. of butter fat, how many gallons of milk will be required to produce a pound of butter?

10. To find the number of tons of hay in a

round stack it is necessary to make three measurements. First, find the height from the ground to the place where the stack begins to draw in, and then the height from this point to the top. To the first measurement add one-third of the second measurement. You may call this the average height. Measure the circumference of the stack at the base. To find the area of the base, multiply the circumference by seven eighty-eighths of itself. To find the number of tons of hay in the stack, multiply the area of the base by the average height and divide by 512.

11. If there is a field of winter wheat in your neighborhood, look over the field and see if there are any spots where the wheat plants are turning yellow. This is usually due to a lack of lime, magnesium, or iron in such a form as to be available for plant food. The yellow color of the plants at the edges of the field, or in wet places, is due to the fact that the soil is so compact that oxygen cannot get into it to liberate iron and other plant food for the roots. If you find any young plants which appear to be dying, loosen the soil around them and pull up a few of the stools of wheat. Tear the stools apart carefully and see if you can find a small, shiny, brown object which looks like a seed. If you find it, it will be under the leaves near the roots of the plant. This object is a product of the Hessian fly in the flaxseed stage, and it is therefore called a "flaxseed." The Hessian fly is the greatest enemy of wheat. Six years ago it caused a loss of \$100,000,000 by injuring or destroying the crop in the seven leading wheat producing states. I hope there are no flaxseeds to be found, for if they are very numerous nothing can be done to prevent the loss of a crop except to plow the wheat under in the spring and plant some other crop. The only remedy against the Hessian fly is to burn the stubble and straw and abandon wheat raising for a year or two.

Notice the great number of feeding roots on the stool of wheat. Sometimes as many as fifty stalks come from a single grain, and the roots placed end to end would reach 1,740 feet. These roots have to gather forty-eight gallons of water and much other food for every pound of grain produced.

A RAINY DAY.

BY PROF. L. H. BAILEY, CORNELL UNIVERSITY.

The soft, gray rain comes slowly down,
Settling the mists on marshes brown.
Narrowing the world on wood and hill,
Drifting the fog down vale and rill.
The weed stalks bend with pearly drops,
The grasses hang their misty tops,
The clean leaves drip with tiny spheres,
And fence rails run with pleasant tears.

Away with care! I walk to-day
In meadows wet and forests gray;
'Neath heavy trees and branches low;
'Cross splashy fields, where wild things grow;
Past shining reeds, in knee-deep tarns;
By soaking crops and black, wet barns;
On mossy stones, in dripping nooks;
Up rainy pools and brimming brooks,
With waterfalls and cascading
Fed by the new-born grassy rills;
And then return across the lots
Through all the soft and watery spots.

Away with care! I walk to-day
In meadows wet and forest gray.

—March Century.

OUR CONSTITUTION: ITS MAKERS AND ITS MAKING.

[Continued from page 377.]

the matter at Alexandria and Mount Vernon, and they recommended another commission to adjust the tariff. But delegates from five states only, and with limited powers, met in September, 1786, at Annapolis, and the conference could do little. Its members, who had begun to feel keenly the weakness and the turbulence of the nation, framed and forwarded a petition to the several states, urging the need of a more substantial form of government, which led to the convention at Philadelphia.

8. This convention met in May, 1787. It included fifty-five members, sent by their several states as at once their truest representatives and wisest councilors. Many of them were eminent for their patriotism and for the service they had already rendered America; others were famous for their learning and for their judicial abilities; while still others were renowned even beyond their own land as philosophers, orators, and statesmen.

9. Massachusetts sent Elbridge Gerry, a man of singular earnestness and integrity, and Rufus King, a brilliant young orator, and wise, moreover, beyond his years; and Caleb Strong, also firm, calm, intelligent, and judicious. Connecticut sent Roger Thurman, the famous jurist; Pennsylvania sent Robert Morris, the famous financier, Gouverneur Morris, astute and tactful, and Benjamin Franklin, the new world philosopher. South Carolina sent James Rutledge, a distinguished debater, and Charles Pinckney, at once a soldier and lawyer. New York was represented by Alexander Hamilton, ardent, scholarly, and self-sacrificing. Virginia sent James Madison, also a thinker and soldier, and George Washington, who was chosen president of the body.

10. "Never, perhaps," as one has said, "had any body of men combined for so great a purpose,—to form a constitution which was to rule so numerous a people, and probably during so many generations."

They realized some of the difficulties, if not all the magnitude, of their undertaking, for they soon agreed that the old inadequate system of government must be abolished, and a new one substituted for it. The consideration of details revealed some differences of opinion and led to warm discussions. It was Dr. Franklin who doubtless averted a total rupture by recommending a three-days' recess, to "let the ferment pass off," and to give the members time to investigate disputed questions, advising, too, that the members mingle with each other that each might know better his opponent's views, and urging the appointment of a chaplain, that each day's deliberations might be begun with prayer.

11. The same Dr. Franklin, also, when the convention reassembled, made the opening speech, and both strengthened and expressed the more cordial relations which had become established. "On the basis of compromise and mutual concession," he said, must the new constitution be formed. And so far-reaching and profound, and yet so intricate were the questions that presented themselves, that the convention was in session four months. On September 17, 1787, the constitution, in its present form, was agreed upon.

12. The document was signed first by Washington, and the other signers followed him with much solemnity. Their part was done, but their work had yet to be adopted and ratified by the several states, and to pass, also, the fire of private criticism. It did not escape censure, but Americans as a rule approved the production, and were willing to accept it as the Magna Charta of their rights. President Washington wrote to his friend Patrick Henry: "I wish the constitution which is offered had been more perfect; but I sincerely believe it is the best that could be obtained at this time."

13. The constitution and its adoption were for a long time uppermost in men's minds, and a leading subject in their conversation. At the close of the year 1788 it had been adopted by eleven states. It went into effect on April 30, 1789, when the first President of the United States was inaugurated under the government it sanctioned. Rhode Island, the last of the states to decide upon it, adopted it in May, 1790. While all the members of the convention helped to give the constitution its form and substance, three have been held in special honor as having contributed in a large measure toward shaping it. These three are George Washington, Alexander Hamilton, and James Madison.

14. A chief excellence of the constitution has been felt, from the first, to be the fact that it provides for its own amendment, though by its provisions the adoption of such articles can at no time be hasty or ill-considered. In 1789 ten of the fifteen articles of amendment which are now united to it were passed by Congress and were adopted by the states. The constitution has needed, too, its interpreters, and has had them, and foremost among them have been John Marshall, a chief-justice, and Thomas Jefferson, one of the Presidents of the United States.

15. One more name must be added as belonging virtually among those of the makers of our constitution,—Abraham Lincoln. It owes to him more than to any other individual its latest and most significant amendments, which have helped to realize for all persons the aim of its first founders,—“To form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty.”

16. SINGING—“America.”
Note.—This exercise may be made more interesting and effective by having some patriotic decorations in the room. A printed copy of the constitution should be displayed, if possible, with the nation's flag above it. Portraits of some of the men named are desirable, and it would be easy to have at least those of Washington, Franklin, and Lincoln in sight.

BOOKS ON THE THEORY OF EDUCATION.

- “Herbartian Psychology Applied to Education,” Adams (Heath).
- “Teaching of Scientific Method,” Armstrong (Macm.)
- “Education as a Science,” Bain (Appl.)
- “Educational Theories,” Browning (Barnes).
- “Basis of Practical Teaching,” Bryan (S. B. & Co.).
- “Interest and Education,” DeGarmo (Macm.).
- “School and Society,” Dewey (McC. P. & Co.).
- “Social Phases of Education,” Dutton (Macm.).
- “Educational Reform,” Eliot (Century).
- “Education of Man,” Froebel (Appl.).
- “Educational Aims and Values,” Hanus (Macm.).
- “Outlines of Educational Doctrine,” Herbart (Macm.).
- “The Psychological Principles of Education,” Horne (Macm.).
- “Dickens as an Educator,” Hughes (Appl.).
- “Froebel's Educational Laws,” Hughes (Appl.).

- “Apperception,” Lange (Heath).
- “Individuality and the Moral Aim in American Education,” Mark (Longmans).
- “Education as Adjustment,” O'Shea (Longmans).
- “Leonard and Gertrude,” Pestalozzi (Heath).
- “Emile,” Rousseau (Heath).
- “Theory of Teaching,” Salisbury (Century).
- “Ideal School,” Search (Appl.).
- “Education,” Spencer (Appl.).
- “Philosophy of Education,” Tate (Bardeen).
- “Philosophy of Education,” Tompkins (Ginn).

THE LAST WORD.

Dear Dr. Winship: In several recent issues of your paper I have noticed reports from several different cities, giving the relative percentage of boys and girls in the high schools, and comparing the same with the percentage in the Spokane high school. I am glad to see that these schools are interested in this particular problem, but I do not know who is responsible for the claim that the percentage of boys in the Spokane high school is greater than in any other high school in America. I would suggest that students of this problem would refer to page 1731 of volume II. of the report of the commissioner of education for 1904, where they will find that the relative percentage of males and females in the secondary schools of the United States is: Males, 41.84; females, 58.16. Inasmuch as the average in all such schools is 41.84 for boys, then it stands to reason that in some schools the percentage is much greater than this. Please give space to this communication as a matter of information as well as a matter of correction.

Very respectfully,
David E. Cloyd.

ROCKEFELLER GIFTS.

University of Chicago.....	\$21,324,322
General education board.....	43,000,000
Yale University.....	1,000,000
Institute of Medical Research.....	1,825,000
Barnard College.....	1,375,000
Southern educational fund.....	1,126,000
Harvard University.....	1,000,000
Baptist missionary fund.....	2,000,000
Brown University.....	325,000
Bryn Mawr College.....	230,000
Cornell University.....	250,000
McMaster's College.....	275,000
Oberlin College.....	200,000
Rochester Theological Seminary.....	250,000
Vassar College.....	400,000
Teachers' College.....	500,000
Newton Theological Seminary.....	150,000
Adelphi College.....	125,000
Syracuse University.....	100,000
Smith College.....	100,000
Wellesley College.....	100,000
Columbia University.....	100,000
Dennison College.....	100,000
Furman University.....	100,000
Spellman Seminary, Atlanta.....	180,000
Seven smaller colleges.....	316,664
Nine Y. M. C. A.'s.....	845,000
To churches (known).....	3,075,000
Juvenile reformatories.....	1,000,000
Children's Seaside Home.....	125,000
Cleveland city parks.....	1,000,000
Cleveland social settlement.....	100,000
Missions (known).....	2,260,000
Total	\$85,050,988

VALUATION IN COLLEGE TOWNS.

IN COLLEGE TOWNS THE PERCENTAGE OF THEIR TAXABLE PROPERTY TO THAT OF THE WHOLE COUNTY IS HIGHER THAN THE PERCENTAGE OF THEIR TAXABLE INDIVIDUALS TO THE NUMBER OF TAXABLE INDIVIDUALS RESIDING IN THE COUNTY.

City or Town.	County.	Tax Rate, per \$1,000.	Average Tax Rate of County per \$1,000 of Assessable Property.	Average Tax Rate of County outside City or Town in Tabulation per \$1,000 of Assessable Property.	Percentage of Taxable Individuals Residing in County.	Percentage of Population of the County.	Percentage of Taxable Property in County.
Amherst	Hampshire	\$16.25	\$17.04	\$17.21	8.84%	8.54%	10.01%
Northampton ...	Hampshire	17.00	17.04	17.21	30.53%	32.07%	35.48%
Williamstown ...	Berkshire	18.50	18.03	18.00	4.17%	4.50%	4.41%
Cambridge	Middlesex	10.00	18.34	18.19	15.17%	16.01%	18.21%
Andover	Essex	16.00	16.80	16.81	1.57%	1.74%	1.92%

BOOK TABLE.

AMERICAN LIBERAL EDUCATION. Six Papers on the Tutorial System in College: "The Changing Conception of 'The Faculty' in American Universities," "True and False Standards of Graduate Work," "The Present Peril to Liberal Education," "The Length of the College Course," "The American College." By Andrew Fleming West. New York: Charles Scribner's Sons. Cloth. 135 pp. Price, 75 cents, net.

The fact that the dean of the Graduate School, Princeton University, Professor Andrew Fleming West, was offered the presidency of the Massachusetts Institute of Technology with tempting conditions and declined it has awakened much interest in him and in whatever he may say upon higher education. These papers are addresses or stenographic reports of addresses given before the New England Association of Colleges and Preparatory Schools, Association of American Universities, North Central Association of Colleges and Secondary Schools, and the National Educational Association. The belief which underlies these papers is that the American college is the one thing in American higher education most worth maintaining. Its first business is to turn boys into men by teaching them the best things, whether hard or easy to learn, that they may do the best things, whether hard or easy to do—to show them that every difficulty surmounted by well-directed effort means more power to master the greater difficulties still ahead of them—to reveal and embody in them the living and eternal standards of thought and duty. Its constant foes are the self-seeking commercial spirit and the spirit of self-indulgence; its one friend is the better self in every man. Amid the ceaseless assaults of ignorance, selfishness, and weakness it stands as the citadel of our liberal knowledge. "It cannot be taken from without, unless it is first surrendered from within. It cannot be surrendered from within to the forces of ignorance, selfishness, and weakness, so long as its defenders are enlightened, unselfish, and vigorous. If it is ever taken, there is little use in trying to find another place of sure defence.

"And when it fails, fight as we may, we die,

And while it lasts we cannot wholly end.

"So serious, so inspiring, so necessary is the cause of the American college."

THE ELEMENTS OF ENGLISH VERSE. Correlated to Music. By Alice C. D. Riley. A manual for teachers. 220 Wabash Avenue, Chicago: Clayton F. Summy Company. Cloth. Price, \$1.50.

No school book of greater interest has come to our desk in many months than "Elements of English Verse." It is a revelation even to one who has seen every school book of note for twenty years. It is one of the notable educational discoveries of the times, of all times as to that matter. It is as much of a contribution to the art of getting results as the discovery that bacteria on the rootlets of leguminous plants will take more nitrogen out of the air for soil and plants than any amount of nitrogenous fertilizers can give. It is life itself in educational activity. This is as strong language as we know how to use or we would make it stronger. It is the first device I have known by which children as low as the second grade can be led to enjoy the choice of rare words in their writing. They are no longer left in the dreary desert of using names, expressing action, and choosing descriptive words. They need no longer spend their language energies in trying to avoid incorrect forms of speech. Alice C. D. Riley knows how to have little children, nearly all little children, write with the rhythm of choice words and delicate accent, how to detect whatever violates good taste and natural rhythm, and she has, in "Elements of English Verse," told others how to do it in each grade from the second to the eighth. What April is to March, what the robin's note is to the English sparrow's, what the dawn is to the night, the learning of English through rhythm is to the mechanics of the days gone by.

MENTAL DEVELOPMENT IN THE CHILD AND THE RACE, METHODS AND PROCESSES. By James Mark Baldwin, Johns Hopkins University. Revised edition. New York: The Macmillan Company. Cloth. 477 pp. Price, \$2.25, net.

Dr. Baldwin occupies a distinct place among American philosophers, psychologists, and educators. He has shown himself to be a master commanding an important following in this country and in Europe. He is the author of several important treatises along philosophical and psychological lines. Take this work as a sample. It was first published ten years ago. Six editions were called for prior to this revision and it has

been translated into French and German—an honor rarely accorded an American philosopher. In its present perfected form it is sure to have a warm welcome by American students.

A SCHOOL COURSE OF MATHEMATICS. By David Mair. New York and Oxford (Eng.): The Clarendon Press. Cloth. 379 pp. Price, 90 cents.

The value of the mental training secured from the study is advanced as the benefit from a course in mathematics. Certainly if one is able to master this volume, his mental training must have received a great stimulus thereby. The author seems to go far outside anything like the regular mathematical book, and groups together some of the most intricate problems in that science. A pupil that masters it will be a mathematician. A feature of the work is the form of a summarized discussion between teacher and pupils, and it is an excellent feature.

A LIBERAL EDUCATION. By Charles William Super, LL. D., ex-president of Ohio University. Syracuse, N. Y.: C. W. Bardeen. Cloth. 105 pp. Price, 75 cents.

Herein is a series of most valuable articles on the elements which go to make up what is called "a liberal education." And the thoughts expressed come out of a long and tested experience in things educational, which adds materially to their influence. The author's definitions are sound and his comments upon and illustrations of them well chosen and decidedly pat. As an appendix the author gives a list of books that in his judgment will not leave him who reads them without that "liberal education" of which he so pleasantly writes.

ALARCON'S NOVELAS CORTAS. Edited by Professor William F. Giese of University of Wisconsin. Boston: Ginn & Co. Cloth. 234 pp. Price, 90 cents.

A Spanish text containing some of the best tales of Alarcon, which are highly dramatic and give a vivid picture of Spanish life. It has been selected by the editor as especially adapted to beginners in the study of the Castilian tongue. The annotations are all that could be desired. A complete vocabulary and exercises for translation are added. A brief introduction giving some of the chief points about Alarcon would be a welcome addition, but for some reason is omitted.

GOETHE'S IPHIGENIE AUF TAURIS. Annotated by Professor Philip S. Allen, University of Chicago. Boston: Ginn & Co. Cloth. 260 pp. Price, 50 cents, net.

Those whose judgment is to be deferred to think that Goethe's "Iphigenie" is in many respects his loftiest production. And here we have the classical German text, which the editor by his extended introduction, his discriminating notes, his full vocabulary, and his exercises in translation makes of peculiar value to students of the third year of the high school and second year of the college. There is a keen interest aroused by the editor's discussion of the sources of the Iphigenie story.

THE BROADENING PATH. A Treasure Book for Boys and Girls. Together with "Firelight and the Children's Faces," a Book of Help for Fathers and Mothers. By William Byron Forbush, with the editorial assistance of G. L. Howe. Indianapolis: B. F. Bowen & Co. 2v.

"The Broadening Path," by Dr. William Byron Forbush of Detroit, is a work of rare merit and popular interest. No man has done more to promote good work Boston, New York, and Detroit. His heart is in the work. He loves boys, has studied them from his own boyhood days to the days when he has three real boys in his own home. Dr. Forbush's literary instinct and his genius in putting truth and fact in a captivating way combines to make a highly attractive and useful book for parents, teachers, and preachers, as well as for boys.

BOOKS RECEIVED.

"Merrill's Lucretius De Rerum Natura." Edited by William A. Merrill. Price, \$2.25.—"Composition in Rhetoric." By Thomas C. Blaisdell. Price, \$1.00. New York: American Book Company.
 "A Guide Book for Laboratory and Field Work in Zoology." By H. R. Linville and H. A. Kelly. Price, 35 cents.—"Exercises in Chemistry." By McPherson & Henderson. Price, \$1.25. Boston: Ginn & Co.
 "In the Days of Goldsmith." By Tudor Jenks. Price, \$1.00. New York: A. S. Barnes & Co.
 "Studies and Observations in the Schoolroom." By H. E. Kratz. Boston: Educational Publishing Company.
 "Getting There—Where? and How?" Philadelphia: Nunc Licet Press.
 "The History of Robinson Crusoe in Latin." New York: Longmans, Green & Co.
 "Kenilworth." Edited by J. H. Castleman. Price, 25 cents. New York: The Macmillan Company.

AN INTERESTING LETTER.

March 15, 1907.

MR. ORVILLE BREWER,

The Auditorium, Chicago, Ill.,

Dear Sir: I am looking for a superintendent for our schools here. Would prefer a man thirty-five or forty years old, who has had some experience as superintendent in a smaller town that has paid him about sixteen hundred per year. We can pay eighteen hundred to two thousand dollars per year with probably an increase of salary from year to year. I do not wish at this time to consider any personal applications whatever, and the fact of the matter is that if a man made application for the position either personally or through his friends I would be tempted to disregard the application on that account. However, I would be glad if you would submit to me a list of those whom you know could be moved and who would be able to fill our requirements here, and allow me to investigate their merits quietly. The matter may not be decided for two or three months yet. I wish that you would treat this letter as strictly confidential and before divulging its contents to any superintendent kindly advise me that you intend to do so.

Yours truly,

PRESIDENT OF BOARD.

A SAMPLE LETTER.

The above is a sample of the many letters received constantly by Mr. Brewer. It shows how necessary it is for us to be thoroughly acquainted beforehand with those whom we wish to nominate. It takes many days, even weeks, of study to know the candidates. For the scores of places for which we are asked to recommend teachers every day, we must recommend those with whose record we have become familiar or who have sent us testimonials and photographs, and full data enabling us to feel warranted in presenting their names and endorsing them.

OUR ENDORSEMENT WANTED.

In the past educators have looked upon teachers' agencies as little more than bureaus of information. But now-a-days boards and superintendents are learning to look to agencies for their personal endorsements, and this the agency can not give unless it has been furnished with the means of becoming thoroughly familiar with the teachers' career. The feeling of school boards is indicated in the following letter:—

MR. ORVILLE BREWER,

Chicago, Ill.,

Dear Sir: Our board has not yet selected a man for superintendent. The salary has been fixed at a maximum of \$3,000. We are on a still hunt, and will be glad to have you send us one or two names of men, whom you can fully endorse and whom we can visit, but do not desire candidates to call on us. We also wish one man for science and one for Latin in our high school. Do you know any one you can recommend?

Hoping to hear from you soon, I am,

Yours truly,

PRES OF BOARD OF EDUCATION.

Also another letter from an eastern state Normal school by inference indicates the same desire for our endorsement:—

March 15, 1907.

Dear Mr. Brewer: I thank you for the recommendation for our manual training position. I have selected Mr. _____ and have offered him the place.

I will also wish a teacher of literature, salary \$1,800, a man for geography, salary \$2,200, and a secretary and librarian, salary \$800. Please send me papers of strong candidates for these positions.

Yours sincerely,

PRIN. STATE NORMAL SCHOOL.

VISITING CHICAGO.

Superintendents frequently visit Chicago to meet candidates or look over the papers of those who are registered at our office. In looking over these papers they invariably ask for the photograph, which shows the necessity for supplying this.

CARELESSNESS AND INACCURACY REVEALED BY PAPERS.

Many teachers would use greater care in filling registration forms and copying testimonials and writing applications if they could witness the disgust which a superintendent evinces when shown a register form carelessly filled out.

Yesterday a school superintendent in the far west wrote us as follows:—

Dear Mr. Brewer: Do you fancy that a man indicating so much ignorance and carelessness in his application as the writer of the enclosed would make a successful high school principal in so large and growing a high school as ours?

Yours truly,

SUPT. OF SCHOOLS.

When we turned to the letter enclosed, with great mortification we read as follows:—

New Haven, Conn., Feb. 25th, 1907.

Dear Sir: I have just been informed by Mr. Orville Brewer of Chicago of your vacancy in the high school principalship and he has asked me to apply.

I should like to know something about the school if I may before sending an application for the position as to the size of the H. S., number of teachers employed and the line work that would be expected of the Prin., I mean that he should teach, also the length of the school year and the salary the board is willing to pay.

I might say that I have had a number of years experience in high school work and am spending the year in Yale in special preparation.

Yours truly,

While the professor of English rather than Mr. Brewer should be held responsible for the letter yet Mr. Brewer felt chagrined at having had any dealing with so careless a candidate. If teachers could only appreciate that what they place on paper is that by which they are measured in the eyes of those who read, they would learn to use care and so would be far more successful in working through an agency.

PERSONAL INTERVIEWS.

Frequently superintendents and members of the boards visit Chicago to interview candidates. In these cases they write us beforehand to select and send for those whom we can endorse to meet them.

March — 1907, ——— Wash.

MR. ORVILLE BREWER,

Chicago, Ill.

Dear Sir: If nothing happens, I shall be in Chicago a week from Monday and would like to see any local candidates you can get into the city. We want a man in manual training at \$90 or \$100 a month, but we want a man well qualified, and worth that much money. Would also like to see two or three good sixth grade teachers, and possibly a teacher of English for the high school. I shall let you know of the time of my arrival, if you will make a date with these people for about Monday or Tuesday of that week.

Yours very truly,

SUPT. OF SCHOOLS.

Also another superintendent from the West writes as follows:—

March 7, 1907.

MR. ORVILLE BREWER,

Auditorium, Chicago.

Dear Sir: I shall need for the fall term two principals of buildings, salaries \$1,200 to \$2,000. I desire a man who has been superintendent or ward principal of not less than ten years' experience.

I also wish a teacher of English at \$1,150. If he can handle athletics this will be desirable. I also wish ten teachers for grade work, salaries from \$550 to \$900. About four primary teachers, three for grades between the third and sixth, and three teachers of seventh and eighth grades. For the grade positions I must have normal graduates who have had not less than three years' experience. No candidate considered except those who have your personal endorsement. Send me all papers at as early a date as possible.

Yours truly,

SUPT. OF SCHOOLS.

The two letters above quoted as well as all of the letters from superintendents and boards, which show that it is the personal endorsement of the agency which is required, are samples of those being received every day; and should be an indication of the reason why many teachers who register with agencies are not successful—which is purely this, that they do not conceive of the necessity of first of all furnishing sufficient documentary evidence to convince the agency that they are qualified for the positions which they seek. Second, they do not promptly, carefully, thoroughly, conscientiously co-operate with the management in convincing boards and superintendents of their fitness for the vacant position.

The Brewer Teachers' Agency wants only those teachers who are well qualified and who believe that a good position is worthy a good effort—teachers who are thoroughly in earnest and who know their merits and are willing to second in a hearty manner all the efforts of the agency.

We can place a thousand such teachers this year. If you are such a one we can place you. You should write us at the earliest possible moment. Address, The Brewer Teachers' Agency, Auditorium Tower, Chicago, Ill.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

April, 1907: Eastern Commercial Teachers' Association, Boston.

April 3, 4, 5: Southeastern Nebraska Educational Association, Beatrice, Nebraska.

April 4-5-6: Southeastern Iowa Teachers' Association, Centreville.

April 27: Classical and High School Teachers' Association, Latin School, Cambridge, Mass.

May 1, 2, 3: International Kindergarten Union Convention, New York.

May 8-11: Joint meeting of the Eastern Art Teachers' Association, Eastern Manual Training Association, and the Western Drawing and Manual Training Association, Cleveland, Ohio.

July 1-2-3-4: American Institute of Instruction, Montreal.

July 2, 3, 4: Pennsylvania State Educational Association, Greensburg, Superintendent R. B. Teitrick, president, Brookville.

July 9-12: National Educational Association, Los Angeles, California.

October 17-19: Vermont State Teachers' Association, Burlington, Vt.

December 31-January 1, 2, 3, '08: Colorado State Teachers' Association.

NEW ENGLAND STATES.

MASSACHUSETTS.

BOSTON. A meeting of the Bridge-water Normal Association will be held April 27 at the rooms of the Twentieth Century Club, 3 Joy street, at five o'clock. A social reunion will be enjoyed until 6.30, when dinner will be served. The theme will be "Industrial Education." Addresses will be given by Sarah Louise Arnold, dean of Simmons College, and Charles H. Morse, secretary of the industrial commission. Others who are expected to be present and speak are: A. G. Boyden, principal emeritus; Secretary George H. Martin, George I. Aldrich, and A. C. Boyden, principal.

Many teachers of commercial subjects in private and public schools throughout the eastern part of the United States assembled in Boston March 28 for the opening of a three-days' convention of the Eastern Commercial Teachers' Association at Simmons College. Governor Guild, Mayor John F. Fitzgerald, President Henry Lefavour, of Simmons College, and R. G. Lair, president of the association, made addresses. The report of the nominating committee was as follows: President, S. C. Williams, Rochester, N. Y.; vice-president, H. W. Patten, Philadelphia; second vice-president, W. H. Sherman, Providence, R. I.; third vice-president, John J. Eagan, Hoboken, N. J.; first assistant secretary, J. E. Fuller, Wilmington, Del.; second assistant secretary, Mrs. Nina P. Noble, Salem, Mass.; treasurer, L.

B. Matthias, Bridgeport, Conn.; assistant treasurer, E. H. Fisher, Somerville, Mass., and these officers were elected.

NEW BEDFORD. A pedagogical seminar has been organized under the leadership of Dr. Colin Scott of the Boston Normal school for the purpose of studying the relation of the modern school to society. The plan of study contemplates the presentation of reports, by members of the seminar, on the work of institutions and school systems attempting to work out problems of social education and on current literature on the subject, followed by general discussion, and supplemented by lectures by Dr. Scott.

The committee in charge of the proposed educational lectures announces the following course:—

Thursday, April 4—"Social Education," James P. Munroe, member of the corporation of the Institute of Technology.

Tuesday, April 16—"American Ideals in American Education," Arthur O. Norton, professor of history of education, Harvard University.

Date to be announced—"The Professional Training of the Teacher," Paul H. Hanus, professor of education, Harvard University.

Tuesday, April 30—"Industrial Education," Florence M. Marshall, principal Girls' Trades School, Boston.

Date to be announced—"A Modern Education," Frank W. Noxon, associate editor, Boston Herald.

These lectures will be given in the high school building at 7.45 o'clock. The fee for the full course is one dollar.

WORCESTER. Frank Louis Mel- len, for twenty years a teacher in the Classical high school of this city, died recently of blood poisoning. He was a native of Brookfield, a graduate of Amherst, '81, and a teacher of rare excellence.

SPRINGFIELD. The teachers of the Myrtle-street grammar school lately gave a reception to the present pupils and friends of the school, and incidentally to Dwight Clark, the veteran principal, the latter feature having been planned as a surprise. There was a good attendance of alumni and townspeople, and Mr. Clark was greatly pleased to meet so many of his old pupils, who had gathered to congratulate him on his long, successful career. Councilman Ralph W. Wight presented to Mr. Clark a picture, which was the gift of the alumni to him. Mr. Wight also took occasion to announce at that time that it had been the intention to present a large picture of Mr. Clark to the school, but through a misunderstanding this part of the program could not be carried out. He assured the people that this will be done, however, in the near future. Mr. Clark is the oldest teacher in the city, both from the point of age and years of service, his teaching career having extended over forty-five years. In addition to his work in the day schools, Mr. Clark has taught evening school for thirty-eight years, thirteen in Springfield and twenty-five in Indian Orchard.

CONNECTICUT

STAFFORD SPRINGS. Ralph A. Booth, principal of the West Stafford grammar school, has sent his resigna-

tion to the committee asking that the same take effect at the close of the present term.

NORWICH. There was an attendance of fully seventy-five at the lecture by Professor Adams of Yale at the Broadway schoolhouse on Wednesday afternoon, March 20, at the nineteenth lecture in the University Extension course. Matthew Arnold was considered.

THOMASTON. Miss Helen Page Shackley of Warren has been secured as second assistant at the high school, a place made vacant by the enforced withdrawal on account of illness of Miss Robinson, who has gone to her home in Fort Edward, N. Y. Miss Shackley will finish this term and will return after Easter.

BRIDGEPORT. Cornelia H. B. Rogers, 2d, who was for several years associate professor of Romance languages at Vassar College, left a will in which she bequeaths one half of her estate after the death of her father and mother to Vassar College. The amount the college will eventually receive is estimated at \$5,000.

MIDDLE ATLANTIC STATES.

NEW YORK.

NEW YORK CITY. A school census just completed shows that there are 688,427 children attending schools in Greater New York and that 953,485

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 3. Position Writing from the Beginning.
 4. Business Letters from the Seventh Lesson.
- "The most teachable text I have ever seen . . . does not contain a superfluous thing."
—P. B. S. Peters, *Manual Training High School, Kansas City, Mo.*

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persons between four and eighteen years, the school age, live here. The number of foreign-born children enrolled, 113,740, is more than eighteen per cent. of the entire registration of the schools. Probably the most startling thing in the report is the statement that of the 58,948 children whose eyes were tested, 17,928 were suffering from defective vision. Dr. Maxwell recommends that the city supply glasses to poor children who cannot afford to purchase them.

An exhibit of school work in construction and design has just been prepared under the direction of Dr. James P. Haney, director of manual art in the public schools of New York city, and sent to Germany to illustrate the kind and quality of work done in New York schools. This exhibit was arranged at the request of Dr. George Kershensteiner, superintendent of schools at Munich. Dr. Kershensteiner first noted the excellence of American school work in the exhibits of the Berne congress during the summer of 1903. The fact that an exhibit of industrial work from American schools is asked for by Germany is a matter of gratification to teachers here inasmuch as the first kindergarten schools were organized in Germany. It bears out the belief that at the present day America is far ahead, not only in the number of such schools but in the quality and kind of work done. The collection just sent consisted largely of book bindings in forms useful at school, corners for desk blotters, calendar frames, covers for programs used at special school exercises on various holidays, table covers with stenciled designs, all being work which responds to some present need of the pupil and related to the life about him. The work was done by seventh and eighth-year pupils, that is, children of from twelve to fourteen, and in the seventh year of school life. The time given to this instruction is one lesson a week of from forty to sixty minutes in length, according to grade. The good work in manual training done by the pupils of the New York city schools is recognized at home as well as abroad. Sample exhibits, similar to that just being sent to Germany, are frequently sent to the smaller cities of the eastern and southern states upon request from their schools. The art work is also stimulated and encouraged in the different schools of New York city by an exchange of such exhibits from time to time.

PENNSYLVANIA.

MILLERSBURG. Upon the initiative of Principal J. F. Adams, the principals of Dauphin county met in Millersburg last year and formed a principals' conference. This proved so good a thing that to the session held in Steelton on March 16 an invitation was extended to superintendents and principals of the surrounding counties. Nearly a hundred responded from the counties of Dauphin, Lebanon, Lancaster, Berks, Cumberland, and Perry, and a very enthusiastic organization was formed, to be known as the Central Pennsylvania Schoolmasters' Association. It will meet annually, the next meeting to be in Harrisburg. The following officers were elected: President, W. S. Steele, principal of the Harrisburg high school; vice-president, Su-

SUMMER SCHOOLS.

YALE UNIVERSITY Summer School

Third Session, July 8 to August 16, 1907

Courses in Biology, Chemistry, Commercial Geography, Drawing, Education (History, Theory, and Methods), English (Literature and Rhetoric), French, Geology, German, Greek, History (American and European), Latin, Mathematics, Physical Education, Physics, Psychology, School Administration. These courses are designed for teachers and students. Some are advanced courses, others are introductory.

About one hundred suites of rooms in the dormitories are available for students.

For circulars containing full information, address

YALE SUMMER SCHOOL
135 Elm Street, - New Haven, Conn.

UNIVERSITY OF WISCONSIN SUMMER SESSION

June 24—August 3, 1907

A regular session of the University with emphasis on graduate work.

Special courses for teachers, including a course in the Elements of Agriculture, given by Dean Henry of the College of Agriculture.

Summer Session staff of 46 professors, 22 instructors, and assistants.

Location: Madison the Beautiful.

Tuition fee, \$15.

Send for descriptive bulletin to

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TEACHERS' COLLEGE

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Announcement for 1907-08 ready April 1st.

Teachers College Publications:—

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EDUCATIONAL REPRINTS

No. 1. Report of Massachusetts Committee on Industrial Education, 50 cents.

Descriptive circular on application

JAMES E. RUSSELL, LL.D., Dean

perintendent J. C. Wagner of Carlisle; treasurer, A. E. Krabill, principal Boys' high school, Lancaster; secretary, Principal Mary Welsh of Columbia.

GREENVILLE. School affairs have rarely been so peaceable and progressive as now. Superintendent J. J. Palmer has proved to be a wise and earnest leader. The response of the public is shown in the fact that he has successfully managed a course of entertainments that has netted \$500, which sum has been invested in the best of reference and standard books for the schools, and there is still a good nest egg for the next important investment for the schools.

BELLEVUE. J. S. Flint, the efficient superintendent of Mercer county for six years, is now principal of the Fourteenth Ward School of Pittsburg.

UNIVERSITY OF MAINE

SUMMER TERM

Five weeks, beginning July 1, 1907

Total expense, including board and tuition, \$30 to \$35. Credit toward a degree given for all work of college grade.

Delightful summer climate.

For circulars, address

JAMES S. STEVENS, Dean,
University of Maine, Orono, Maine.

Summer School of the Michigan State Normal College

The faculty of the Michigan State Normal College will offer work in all its departments during the six weeks' summer school of 1907. The library and laboratories will be open, and all other facilities of the institution will be placed at the disposal of the students. Tuition fee of \$3.00 covers all courses and lectures.

Tuition will be free to summer school students in all classes of the Conservatory of Music pertaining to public school work.

Summer School begins Monday, June 24, and closes August 2. Monday, June 24, will be classification day. Classes will meet regularly Tuesday and thereafter.

Courses offered will be regular, special, and general, as follows:

1. Regular courses, as indicated in the catalogue.

2. Special courses will be offered in general method by members of the faculty and others engaged for this purpose.

Special courses of six weeks will be offered for village and rural school teachers, and for those wishing to prepare for examinations before county boards or the State Board of Education.

Courses of six weeks will be given in methods in the various departments.

Classes in domestic science and art will be carried during the entire term.

The training school will be operated as a school of observation under the care of the regular critics.

3. General Courses. The general lecture courses which have proved so popular during the last few years will be given again this year. These are all free. They will consist of lectures on educational themes of interest to teachers who seek inspiration, improvement, and advancement in their profession, and will be given for the general benefit of the whole body of students. Eminent teachers and lecturers have been engaged for this course.

Send for catalogue.

L. H. JONES, President

Harvard University

Summer Courses, 1907

July 2—August 9

For particulars apply to the Chairman

J. L. LOVE, Cambridge, Mass.

UNIVERSITY OF CHICAGO

The Summer
Quarter, 1907

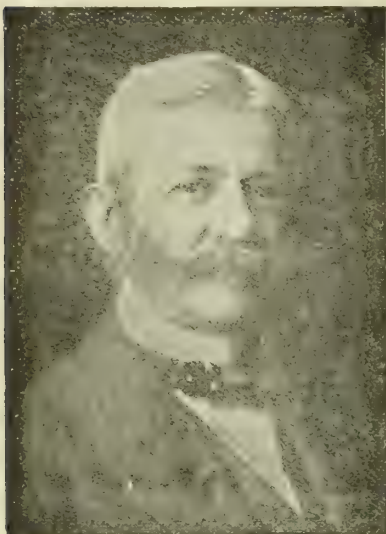
First Term, June 15—July 25; Second Term, July 25—August 31 enables students to begin regular work without waiting for the Autumn Quarter and affords special vacation opportunities for teachers.

Divinity School, Law School, School of Education, Rush Medical College (affiliated); Graduate Schools of Arts and Literature, Ogden (Graduate) School of Science; Senior and Junior Colleges of Arts, Literature, Philosophy, and Science.

For information address
THE UNIVERSITY OF CHICAGO
CHICAGO, ILLINOIS

INDIANA.

IRVINGTON. The friends of Butler College are raising \$250,000 for college endowment and other uses. It is an easy proposition in view of Indianapolis' loyalty.



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In selecting articles or methods of taking care of the books, do you say "cheap" or do you choose a "system" whose articles have for 25 years proven their ability to **Reduce the Cost of Replenishing New Books**, and to keep the books **Clean, Neat, and Sanitary** during the school year?

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THE WEEK IN REVIEW.

(Continued from page 381.)

THE WAR IN CENTRAL AMERICA.

Honduras, in spite of the re-enforcement received from the alliance with Salvador, and the active participation of Salvadorean forces, has proved unequal to withstanding Nicaragua. In nearly all the engagements which have taken place, the Nicaraguan army and the Honduran revolutionists co-operating with it have been victorious. Nicaragua has not much of a navy but it has been sufficient to give her possession of the northern ports of Honduras, and to enable her to penetrate inland up the rivers. The disasters of Honduras culminated in the loss of her chief fortified town and of her capital and the flight of President Bonilla. Salvador is weary of the war and wants intervention in the interest of peace. Although the combatants rejected the assistance of neighboring republics in averting war, they will now find it useful in limiting its disastrous consequences.

A PEASANT REVOLT IN ROUMANIA.

The troubles in Roumania have passed far beyond the massacre of Jews, although that is still their chief and most tragic feature. The movement is developing into a peasants' revolt, which has spread like wildfire all over the kingdom and has taken the most sanguinary and desperate form. The original grievance was the leasing of a large part of the cultivable lands to a trust or syndicate in which Jews were prominent. Maddened by the exactions of these absentee landlords the peasants at first vented their rage in ferocious attacks upon Jews; but they are now murdering and pillaging without much attention to racial or religious differences. They have evidently been organized after a rude fashion; they are led in their raids by students and other anarchist agitators; and they have spread terror through the kingdom. Scores of towns have been burned and Bucharest itself has been under siege.

A FINE EXAMPLE OF MAGNANIMITY.

There was an interesting incident

in the house of commons the other day when Mr. Churchill, the under-secretary for the colonies, being asked whether it was true that the government had invited General Botha to attend the Colonial conference in London, answered that it was true, and that General Botha had accepted. The striking thing about this incident is that only five years or so ago General Botha was at the head of an army fighting against Great Britain, and Mr. Churchill was a prisoner in his hands. Now General Botha is premier of the self-governing British colony which has been erected in place of the Boer republic, and in that capacity is about to represent, at the invitation of Mr. Churchill, the Transvaal government on the same footing as the representatives of other colonies. There can be little doubt that this surprising magnanimity and good faith will allay any surviving distrust or hostility among the Boers.

A GREAT PERSECUTOR GONE.

The death of M. Pobiedonostzeff, for more than a quarter of a century chief procurator of the Holy Synod of Russia, removes a striking figure from the drama of blood and tragedy in Russia. Although his functions were primarily religious, he was through most of the period of his official tenure the most influential personage in the government,—the power behind the throne, both during the reign of Alexander III. and that of the present Czar. It was he who prompted the anti-Jewish decrees of 1886-7, and who curtailed the liberties of all unorthodox Christian sects. He set himself as a rock against every influence which made either for religious tolerance or political freedom. Yet he was personally, according to his standards, a deeply religious man, and the cruelties which he sanctioned or urged sprang from fanaticism and a misguided patriotism rather than from mere ferocity of temper. He was in his eightieth year.

FRANCE AND MOROCCO.

A new crisis has arisen in Morocco, incident to the assassination of a French subject, which marked the culmination of a long period of lawlessness. The Moroccan government is either unable or unwilling to make redress or to furnish protection to

French or other foreign interests; and, the patience of France being at last exhausted, a French military force has been sent to occupy Oudja, a strategic point, which commands the main avenues of Moroccan commerce, and enables France to put pressure upon the Sultan where he will feel it most. It does not appear that France is exceeding the powers given her by the Algeiras conference, and even if she were the existing conditions are so intolerable that it is unlikely that even Germany would feel any desire to restrain her.

IN FLOWING STYLE.

"What do you think of Stodger's last book?"

"Well, I thought it was the driest thing I ever read, but I managed to wade through it."—The Sketch.

It was a "good donkey." It was also a "beautiful donkey." In fact the child went completely through her small store of adjectives. And, when her father came home at night, he heard the adjectives all over again. "And so you liked the donkey, darling, did you?" he asked, taking the tiny lass on his knee.

"Oh, yes, papa, I liked him. That is, I liked him pretty well; but I didn't like to hear him donk."

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Superintendent, Indiana, \$1,400.

Music and Drawing, Pennsylvania, \$75 a month.

Music, New York, \$600-\$800.

Grammar Grades, No. Dakota, \$60 a month.

Manual Training and Science, No. Dakota, \$75 a month.

High School Principal, Maine, \$700.

Latin and Greek (man), private school, New Jersey.

Science and Mathematics, private school, New Jersey.

Send for particulars, giving training and experience.

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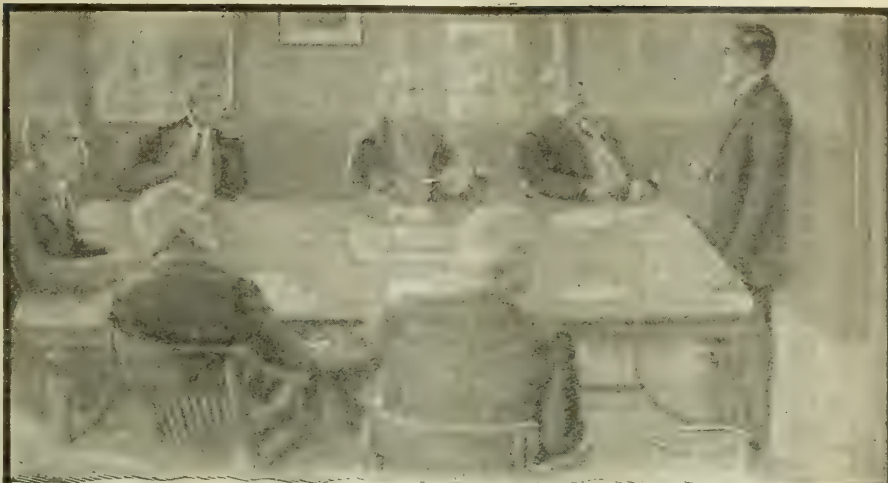
THE MAGAZINES.

—Effective variety is what we are accustomed to look for in the make-up of the Atlantic Monthly, but this quality seems especially noteworthy in the current April number. No one who is interested in education—and who is not nowadays?—can afford to overlook an illuminating paper by Professor G. H. Palmer on "The Ideal Teacher." It is a high standard he sets here; he admits himself that it may be unattainable; but there is inspiration in it. Three, at least, of the articles will make a strong claim upon the attention of men of affairs. "Mutual Life Insurance—The Case for the Agent," "The New Tariff Era," by R. L. Bridgman, and E. A. Ross' article entitled "The Grilling of Sinners." There are two important historical articles in the number, "The Statesmanship of Cavour," by Andrew D. White, and "The Lesson of the French Revolution," by Goldwin Smith; and on the literary side the editors have offered a strong group of essays, "Brunetiere," by Irving Babbitt; "Byron on Our Day," by J. F. A. Pyre; "Mr. Shaw as Critic," by H. W. Boynton, and "Theology and Human Nature," by George Hodges. May Sinclair's powerful novel, "The Helpmate," and General Schaff's delightful reminiscences of Old West Point reach respectively their fourth and third installments; and there are the usual number of brilliant short stories and poems.

—"South America" is the name of a new illustrated monthly printed in Spanish and English, and devoted to matters appertaining to South and Central America, Mexico, and the West Indies, covering commerce, industries, mining, agriculture, finances, science, exploration, travel, fiction, art, literature, music, drama, and society. It is published by the Latin America Company, Metropolitan building, New York city. J. W. Davies is editor-in-chief, and Walter J. Ballard is named on the title page as associate editor. A special article entitled "Our Latin American Trade," written by Mr. Ballard, appears in the preliminary issue just out.

—The most interesting feature of the April St. Nicholas is an account of "Our Hundred-year-old Military Academy"—just one hundred years old in March, 1907—by H. Irving Hancock, together with a full and liberally illustrated description of "How a Cadet Learns to Shoot," written by Lieutenant Henry J. Reilly, U. S. A., while a cadet at West Point. In Mr. Hancock's article, the interesting fact is brought out that George Washington was the father of our national military academy, his influence leading Congress to create the grade of cadet in the army and West Point being chosen for these cadets' training. So while West Point is one of the oldest military academies in the world, it is also, admittedly, the best, its graduates, Mr. Hancock explains, reaching a higher degree of efficiency during the four years' course than is attained anywhere else.

—With "The Shuttle," ranked as the most notable work Mrs. Frances Hodgson Burnett has yet written, still running its course in the Century, the April number is enriched by the opening chapters of Elizabeth Robins' new novel, having the curious and piquant title, "Come and



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In response to a wide demand from educators we have lithographed the splendid original of this halftone. The lithograph is 14 x 25, in four colors, on fine thick board.

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Find Me." There are also charming short stories. A popular presentation of "Color-blindness," with special reference to art and artists (and incidentally railway employees), by Dr. Edward A. Ayers, is a feature of broad interest. Much of this number is devoted to the unusual and out-of-the-way. A. W. Dimock describes "The Art of Catching the Manatee"—one of the least known and most interesting of sea creatures; Bashford Dean tells of "The Long-feathered Fowls of Japan"; Ernest E. Johnson gives an account of his visit to the Haytian ruins associated with the reign of Christophe the Cruel; Frank Wickizer gives a chapter of Missouri history, the story of "A County Thirty-one Years in Rebellion," where public office means always persecution; and Rosalie Slaughter Morton offers from personal experience an account of the marvelous ruins recently unearthed in Ceylon.

—"The Night Schools of a Great City." by Esther Harlan, in the April Delineator, shows the rapid development of these invaluable aids to education. Bliss Carman tells how to walk if you would have it do you good. Daniel Frohman writes on "The Troubles of a Theatrical Manager." Stanley Hood gives directions for "Picture-Making for Amateurs." The fashion articles are, as always, practical.

—A striking study of Abraham Lincoln's life and character, by Judge Joseph Very Quarles of Milwaukee, late United States senator from Wisconsin, appears in the April Putnam's.

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—Boston Post.

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Two boys who managed to be rather unruly in school so exasperated their teacher that she requested them to remain after hours and write their names one thousand times. They plunged into the task. Some fifteen minutes later one of them grew uneasy and began watching his companion in disgrace. Suddenly the first one burst out with despair between his sobs and said to the teacher: "Tain't fair, mum! His name's Bush and mine's Schluttemeyer."—Ladies' Home Journal.

Mrs. Langtry said of the unpleasant and impertinent questions that, under the new custom rules, had been put to her on her landing in America: "They reminded me of that lawyer's bill which is sometimes quoted to show what a lawyer at his worst can be. I don't remember all the bill's items, but two of them were: 'To waking up in the night and thinking about your case, \$7.50. To dining with you after the case was lost, \$5.'"

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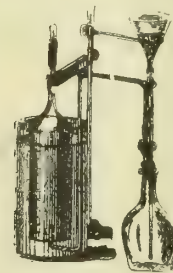
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Next, in 1640, they founded Harvard College—also "younger" and more vigorous now than at any time in its career. Then, two years later (1642), they urged selectmen to see that parents provided for the education of all children to the extent of teaching them (1) to read, (2) to understand the principles of religion, (3) the capital laws of the colony, and (4) to engage in some suitable employment.

In 1647 the General Court of Massachusetts passed its epoch-making act providing for public instruction: "It being one chief object of that old deluder, Satan, to keep men from the knowledge of the Scriptures, as in former times by keeping them in an unknown tongue, so in these latter times by persuading from the use of tongues, . . . that learning may not be buried in the grave of our fathers in the church and commonwealth, the Lord assisting our endeavors, etc., etc. . . . It is therefore ordered" . . . that there be (1) one teacher for every fifty householders, to teach reading and writing, and (2) one grammar school when a town reaches one hundred families "to instruct youth so far as they may be fitted for the university."

From such a beginning has come our great school system, potentially the mightiest engine for good in our national life, actually the most expensive single department in our civil government. It should be noted, however, that in those early days "reading and writing" were the means of training the common man; the substance of his education consisted of religion, civil government, and suitable employment—all of them factors of everyday life in the home, the church, and the community. Until 1692 only church members were freemen and allowed to vote. Down to the nineteenth century there were no public elementary schools, as we know them. The schools that did exist were designed to fit boys for college, and the colleges were but stepping stones to leadership in state and church.

So it has been from the beginning of human society. Schools for leaders come first, because no society can long endure that does not have capable

leaders—leaders in the field and leaders in the forum. The masses of the people may be trained—and trained successfully, too—to maintain civil order and social stability by the institution of slavery, or bondage, or serfdom, or by social customs which impose class distinctions upon all. With leaders trained to lead and a people trained to obey, you have the prime factors in successful national life—successful, at any rate, from the autocratic or paternal standpoint. There is no call for universal education until in the course of human events men—individual human beings—have rights which cannot be denied them. Schools for the common people arise when it is recognized, for example, that each person has a soul to save, or when the form of government gives to each a vote.

The trend in American education for nearly two hundred years was to the advantage of those who were to be our leaders. There was first the Latin school, preparatory to college, and then the collegiate course preparatory to the ministry and to law—i. e., leadership in church and state. Gradually American life began to demand trained physicians and engineers. Perhaps, in one sense, there had always been such a need, but consciousness of the need was not aroused until the discovery of the manufacture and transmission of power through steam some hundred years ago. A new era was ushered in with the nineteenth century.

1. A government guaranteeing equal rights had been firmly established, and the old causes for contention were thus removed.

2. Freedom of worship was assured to all. Denominational control of education gave way to state control.

3. Increasing immigration began to make for a cosmopolitan population. Life was growing more complex; less dependence could be placed on domestic training.

4. Advances in science led to a new industrial order. Before 1,800 men could use only such power as they had in their own bodies, in domesticated animals, in moving air and running water. How impotent such means to the settling of the great West and the upbuilding of a great nation!

These are some of the influences which converted us, inside the confines of a single century, from a provincial and agricultural people into an industrial and commercial nation. The result was that the old education, however successful it may have been in producing great preachers and men of affairs, speedily became inadequate to meet the demands of an industrial and commercial age. A process of differentiation was soon noticeable within the college, and new professional schools sprang into being. Take, for example, the year 1850 as a turning point. Before 1850 we had in all some 10 law schools, 37 medical schools, 2 schools of dentistry, 3 engineering schools, 2 schools of agriculture and mechanical arts. We have since increased the number to 86 law schools (50 of these having been established between 1876 and 1900), 156 medical schools (86 established between 1876 and 1900), 56 schools of dentistry (47 established between 1876 and 1900), while engineering schools and schools of agriculture and mechanic arts are everywhere.

And the end is not yet. We are building rapidly schools for nurses, for artists, for railway superintendents, for architects, for housekeeping and homemaking, for journalists, and even for philanthropists. Then, too, look at the differentiation within the old groups. Medical schools are to-day professional or graduate, medical or surgical, allopathic or homeopathic or eclectic. Engineering has subdivided into civil, electrical, mechanical, chemical, sanitary, and so on through the list as given by many of our great technical schools.

There is no end to this development, and there can be no end to it, so long as human needs increase or differentiate or become more complex. The greater the need of trained leaders the more positive the tendency to supply them. When we cease to grow and expand territorially; when our wants become fewer or our ambitions and susceptibilities become less keen; when we stop pushing onward—then you may confidently predict a period of ease and comfort and satisfaction with existing educational opportunities. But so long as the United States holds its place among the great world powers, so long as our states and cities have ideals to which they have not attained, so long as individuals have ambitions which are not satisfied, so long will educational affairs remain unsettled and unsatisfying. The millennium which many school boards and some educators long for—that age in which the public will not ask for better schools and more of them, and when school superintendents and college presidents will cease to vex their teachers with requests to do some new thing—that millennium, I say, will mark the decline and fall of the great American Republic. It will be the end of a democratic fiasco in civil government, the bursting of the bubble which has tantalized European autocrats for a century with some semblance of reality, the end of the most stupendous failure the world has ever seen.

No, there can be no rest, no halt, even, in the progress of education. It is not something which can be stopped and started at will; it is not a tangible reality which can be fixed on a plate for microscopic examination at any time. It is a vital process, indissolubly bound up with our social and civil life. Once you catch it, or check its course, you will find in your hands merely lifeless clay, a cadaver, in which the vital spark is extinguished.

The trend in American education has been not only in the differentiation of professional schools, but also in the courses of study and subjects taught. I have no time to point out the changes that have taken place even within a generation in our American colleges and universities. Down to 1800 the entrance requirements to our best colleges were Latin, Greek, and sometimes a little arithmetic "as far as the rule of three"; and even in Latin and Greek scarcely as much as we now read in three years in a good high school. But between 1800 and 1870 eight new subjects were added to the entrance list, "whereas during the century and a half prior to 1800 the only addition of any consequence was elementary arithmetic."

The modern college offers far more than any one boy can take or should take. Hence the struggle over classical studies versus scientific

studies, the establishment of "modern" courses, the device of multiplying Bachelor's degrees, the elective system, and all that train of controversies which have vexed the souls and spoiled the tempers of many, many college professors.

A survey of the field discloses much to be thankful for. We have made a fair beginning in our higher education—a beginning, I say, because there is not in this country to-day a college, or university, or professional school adequately equipped for the work it is attempting to do; there is not one of the great plants, however much they may cost the public for maintenance, that is being conducted efficiently or effectively, simply because the public does not yet appreciate the worth of the work they are doing or realize that the greatest economy in operation is impossible when defective machines and ill-paid workmen are put to a task that demands the best in everything—the best of equipment, the best of men, and the best of service. Some day, I hope, the American public will realize that our school system, from kindergarten to university professional school, is an engine so expensive that we cannot afford to keep it idle a part of the time, or run it except with its maximum load; an engine so expensive, too, that we cannot afford to intrust it to the hands of inexperienced or half-trained engineers. No business man would for a moment tolerate the waste and inefficiency in his affairs that we all know exists in education to-day.

I wish to push the indictment one step farther. Our educational system is not only wasteful and inefficient because it is operated at "low pressure," but it is unfair in that it does not do what the founders of this republic meant that it should do. It does not give equality of opportunity to all. This may seem surprising, particularly as we have been boasting for a century of our American liberty, fraternity, and equality. It is the boast, too, of most Americans that our great public school system—the greatest thing on earth—provides alike for every boy and girl taking advantage of it. This is half true—and dangerous, as all half-truths are. The fact is, the American system of education grants equality of opportunity only to those who can go on to the college and the university. It takes little account of the boy—and less still of the girl—who cannot or does not wish for a higher education. Those who "drop out" at the age of twelve or fourteen, compelled to earn a livelihood, have missed their opportunity. But why? Do we in America have need only of professional men and "men of affairs?" Are those who pay the taxes and do the rougher work of life to be denied opportunity for self-improvement? Are only those who can afford to stay in school to reap the advantages of education? In a word, what are we doing to help the average men better to do his life work and better to realize the wealth of his inheritance as an American citizen? These questions raise the problem of vocational training for those who must begin early to earn their living. It is, in my judgment, the greatest problem of the future, and one which we may not longer disregard and yet maintain our standing as a nation.

LOOKING ABOUT.

BY A. E. WINSHIP.

UNIVERSITY OF ILLINOIS.

I have seen the University of Illinois come up from less than 400 to more than 4,000 in fifteen years. For most of its life it was content to be a small institution, but with the advent of Judge Andrew S. Draper in 1894 it began a career that seems to have no limit.

When Dr. Draper went back to New York to occupy the most responsible educational position in the new world two years ago, as commissioner of education of that great state, with almost limitless power, he seemed to share with many others the opinion that the limit had virtually been reached, certainly so far as material enlargement of the plant is concerned, but President Edmund J. James came upon the scene with the idea that only a beginning had been made and he proceeded to get a fifty per cent. increase from his first legislature, and this year he will get a fifty per cent. larger increase than from the last legislature. The habit seems to have been formed at Springfield to give the State University everything for which it asks.

Think of a college campus with 220 acres with a farm of 400 acres adjoining! What would Harvard, Yale, the Institute of Technology, Columbia, or any other Eastern institution think of such condition? Or what would they think of growing from 400 to 4,000 students in fifteen years, coming thus suddenly into fifth place among the universities of the land?

The glory of the University of Illinois is by no means in numbers, but in leadership. Fifteen years ago, on the occasion of my first visit to its campus, the names of those men upon its faculty who had more than local reputation could be counted upon the fingers of one's hands. Now in nearly every department are men of national leadership and reputation as scholars, and among its alumni are numbered men in the forefront of all great civic and educational movements. Fifteen years ago the university was as great as now in the extent of its campus and full of hopes for the future, but in the matter of buildings and equipment was to be classed among the smaller colleges. At that time it possessed but one building of any magnitude with a number of other more or less temporary structures most of which have given way to more imposing buildings. Now the campus is crowned with more than twenty structures, many of which compare favorably with the best in university architecture. The magnificent library building, several buildings devoted to the uses of the department of engineering, nine buildings occupied by the various departments of the college of agriculture with its experiment stations, a chemical laboratory which rivals any other in its size and equipment, a building occupied by the College of Science, an armory, and an extensive gymnasium. But a great university after all is not to be judged by the extent of its material equipment. Its academic and scientific development is no less marked. Its colleges of literature and arts and science, around which must after all cluster

other interests, have developed proportionally. Its College of Law with its separate building is fast taking its place among the leaders in the middle states. The state library school is furnishing each year in large numbers persons adequately trained to take charge of the public and private libraries that are being established so widely throughout the country. In these developments the university is keeping pace with the best educational institutions in the country, while along certain other lines it is setting a standard which other institutions are finding it difficult to maintain. In the department of agriculture everyone knows of its service to the world. Here soils have been studied more elaborately and successfully than elsewhere in the world, and the breeding of corn has been perfected as nowhere else. They have added fifty per cent. to the protein of the standard corn, and they have also reduced it fifty per cent., so that they have bred two varieties, in one of which there is three times as much protein as in the other. They have had the same results in oil yield from corn, so that today a farmer's yield of corn is enhanced two cents a bushel if he raises either the new high protein or high oil varieties.

They are making a close soil analysis of every ten-acre piece of land in all Illinois, so that within ten years they will have a chart map of the state by which a man can know just what he has for soil in every ten-acre block on his farm with the crops and care most profitable. This is merely a sample of what they are doing along these lines.

The experiment in putting life into soil interested me most. In two sample soils, precisely alike in chemical constituents, in one they gave the soil all the nitrogenous bacteria that it could use, and left the other without any, and the lifeless soil produces a brief six bushels of wheat to the acre, while the live soil produces sixty bushels. There are other agricultural experiment stations that are now doing excellent work along various lines, but the University of Illinois has an experiment station unrivaled elsewhere in the world. The state appropriates a quarter of a million dollars a year for the promotion of agriculture in the state, —this aside from all other appropriations to the university.

Cyril G. Hopkins, chief in agronomy, and Louie H. Smith, in plant breeding, have given the University of Illinois in their department the leadership of the world.

Reference is made to the engineering experiment station. In six years the engineering department of this university has come up from 387 to 1,198! In two years it has come up from 800 to 1,198. A gain of more than 300 per cent. in an engineering department in six years is almost incomprehensible and unbelievable; the gain in equipment is even greater.

Massachusetts Institute of Technology is only 177 ahead of it, and Cornell, long the proud leader in the host of engineering students, has but 322 more. The day is at hand when the engineering students in the University of Illinois will lead both Technology and Cornell unless all signs fail.

The engineering experiment station was not only the first in the world, but is still the only one.

Illinois is the second coal producing state in the union, but the value of coal has been seriously underestimated because it was such a frantic smoke producer. In this station they are making important tests on the coals of the state.

They are carrying on all sorts of experiments in house heaters so that they will tell any housewife in the state what kind of coal to use in any common variety of heater, or what kind of a heater to get if she must use a special kind of coal. To my thinking, the experimental car is the most marvelous industrial scheme. No other institution has anything of the kind, nor has any railroad system anything approaching it. The Vanderbilt system undertook to make such a car, but the first time they had occasion to use it on a large scale they side tracked their own car and had the University of Illinois send its car over there to make all their tests, keeping it in service six months. The University of Illinois has two of these wonderful dynamometer cars for steam roads and one for electrical roads.

There is no conceivable phase of train resistance that this car cannot test, and there is no other car in the world that can make these tests. They have made tests on more than 10,000 miles, or more than 10,000 mileage tests, for the Illinois Central railroad alone. Whenever the road gets a new kind of a locomotive, the management has this car test it, and thereafter the engineers and conductors are furnished a chart for the new section of road on which it is to run, telling all about its speed and tonnage power in fair and moderate weather on every rod of the section and how much is to be deducted for extra cold weather, for ordinary rain, for a slippery rail, for a given hard wind, etc.

If the road absorbs a branch line, the car is put on to the new line and charts are made out for every feature of the road. Recently an entirely new truck scheme was recommended to a railroad for which marvelous claims were made. Theoretically it figured out perfectly, and formerly the trucks would have been accepted or rejected on that basis, but to-day the road insisted that these should be installed on forty freight cars, each car loaded with forty tons freight and then this test car recorded precisely the locomotive energy required to haul this train over all sorts of grades and curves in comparison with forty similar cars of forty-ton freight over the same grades and curves.

I was given an outing on the electric railway test car of the University of Illinois. It was delightful to the whirling along over the electric railroads of Illinois, knowing that we were on the only car of the kind in the world, and see the record made of the speed every minute, the electrical force used for every rod of the way, the amount of resistance on every grade and curve, and the resistance of the brake whenever and wherever applied, all these and other important facts being charted in red ink on a large sheet of paper carefully moved by a special motor. In this way they know what test is applied to every rail and bolt wherever the car goes.

All Illinois industries are being tested with equal scientific skill under the direction of Profes-

sor L. P. Breckenridge, who is a son of Massachusetts, a Westfield man, who has been telling Illinois how to do things for the past fifteen years. By the way the only real rival of this university in the engineering department in the West is Purdue University in Indiana, where the head of the department is another Massachusetts man, Professor Goss from Barnstable county.

The department devoted to training for business is doing excellent work. Markets are no longer local, the competitors of producers and traders are no longer their neighbors, so that a business man needs not only the technical physical knowledge necessary to carry on his particular line of work, but a technical, economic knowledge that will enable him to meet the conditions of competition; he must know the physical conditions that enable his competitors to produce more cheaply and to market at a larger profit, and then he must have sufficient economic ability to change his own methods to meet the new competition.

To fit men for the greatest success in the stiffest and most complete competition, the University of Illinois has a remarkably well equipped department, in which there are twenty-one professors in economics, industry, commerce, finance, history, language, law, mathematics, and science, and four lecturers. All this is under direction of Professor David Kinley, who is, by the way, another Massachusetts man.

The university is about to take an immense stride in the development of the School of Education under Director Edwin Grant Dexter. This is to be an educational experimental station worthy a place beside the agricultural and engineering experiment stations. Already Dr. Dexter has thirty instructors in his school, mostly regular professors or assistants from the other departments, but soon he will announce the coming of some of the most eminent educators of the country for his special faculty. Already he has underway some of the most interesting and important investigations in education that have been undertaken, so that it is not hazardous to prophesy that under President James's leadership there will be an experimental station in education of the same general class as those in agriculture and in engineering through which the institution leads the new world.

It is the purpose of President James and Dr. Dexter to link every department in the college with the School of Education in such a way that high schools, colleges of all ranks, normal schools, and academies can here find in every department of classical and applied scholarship men and women with the highest specialized scholarship who have also been professionally trained as teachers. The future of this university is as attractive as anything in the educational and scholastic horizon.

TEACHERS' SALARIES AND COST OF LIVING.

BY JAMES A. BARR,
Superintendent of Schools, Stockton, Calif.

[For the past three or four months Superintendent James A. Barr of the city schools has devoted much time to the gathering of data to show how living expenses have increased during the past few years and how the cost of living has affected wage earners, including teachers. At the meeting of the board of education, Mr. Barr submitted a report recommending that steps be taken at once to secure a sufficient appropriation to raise the salaries of principals, teachers, and janitors, and that hereafter all employees of the school department be paid monthly throughout the year. Each member, when interviewed, expressed his heartiest approval, and stated that justice demanded that the pay of the teachers be increased. The report is highly interesting and is herewith given in full]:—

Stockton, Cal., March 6, 1907.

During the past two years there has been a marked increase in the cost of living. This increase has been especially pronounced in California since the earthquake and fire in San Francisco in April, last. In practically all occupations throughout the state, teaching alone excepted, salaries have been advanced to meet this increased cost of living expenses. In submitting to the tax-levying bodies of this city and county estimates of the expense of conducting the school department during the coming school year, it would seem to be but just that the principals, teachers, and janitors of the public schools should receive as much consideration in the matter of a living wage as is so freely accorded by the public to the plumber, the carpenter, the painter, and to other wage earners.

FORMER STANDARD LOW.

No better illustration of the fixed condition of teach-

ers' salaries could be made than by comparing the salaries paid in Stockton in 1887 with salaries paid now. In 1887 the average annual salary paid grade teachers in Stockton was \$779.41. At that time the standards required of teachers were far lower than those now demanded. A high school education was deemed ample preparation for teaching. Even a grammar school education, supplemented by a few months' additional training, was accepted as a good basis for entrance to the schoolroom as a teacher.

PALTRY INCREASE.

At the present time a large proportion of our teachers are normal school graduates, while not a few have had university training. The training or experience now demanded of the teacher as a prerequisite to entrance to our schools requires at least four more years of preparation than were required twenty years ago, while living expenses are far greater. Taking into account the higher standards and the increased cost of living, one would imagine that there had been a material increase in salaries since 1887. Here are the facts: In 1887 the average salary paid grade teachers in Stockton was \$779.41. To-day, at the end of twenty years, the average annual salary paid such teachers is \$790.80, an increase of but \$11.39, or less than one and one-half per cent.

WHAT AUTHORITIES SAY.

In striking contrast with this small increase is the report of Bradstreet's on the cost of food and clothing at the close of 1906, showing an advance of nearly twenty-five per cent. as compared with the previous year. Stockton, in common with all other places in California, has seen during the past year an even greater increase in the

cost of the actual necessities of life. According to Stevenson, in his "Cost of Living," the cost of foods reduced to an average expenditure, shows an increase of 48½ per cent. over the average cost in 1898.

HIGH COST OF LIVING.

Coal that now retails in Stockton at \$16 per ton, sold in 1906 at \$12, and in 1905 at \$11, showing an increase of 33 1-3 per cent for the year, and of more than 45 per cent. during the past two years. The same coal retailed seven years ago for \$10 per ton, an increase in seven years of 60 per cent. Four-foot wood that sold in 1906 for \$8 per cord, now sells at \$10, an increase of 25 per cent. Within the past two years butter has increased 25 per cent. in cost, bread 20 per cent, potatoes 45 per cent, fresh meats (especially pork and mutton) from 15 to 35 per cent., with increases in many other table necessities in proportion.

Advances have been made in practically all kinds of clothing and house furnishings. For instance, during the past six months the price of muslin has advanced from 10 to 12½ cents a yard, an increase of 25 per cent., while sheeting which sold at 25 cents per yard a year and a half ago now brings 37½ cents, an increase of 50 per cent. A tailored suit that two years ago cost \$22.50 now costs \$30, an increase of 33 1-3 per cent. Shoes that sold last year for \$3.50 now cost \$4, a modest increase of but 14 per cent. The five-cent calicoes of the past now sell for seven cents a yard, an increase of 40 per cent. In this connection it is interesting (and depressing, as well) to note that No. 1 redwood that sold two years ago at \$18 per thousand feet now commands \$34, an increase of nearly 90 per cent., while No. 1 pine that sold at that time at \$16 per thousand feet now brings \$33, an increase of 106 per cent. Without going into further details, so runs the increase in the cost of living for teachers as well as for all others called upon to live during these prosperous times.

It will be admitted that this appalling increase in the cost of living during the past few years, but especially during the past year, has not thus far materially affected the salaries of the principals, teachers, and janitors of the public schools. It is but fair to note how the earnings of other wage earners have been affected. Within the year the minimum daily wage paid carpenters in Stockton has been increased from \$3.50 to \$4 per day, an increase for the year of 14 per cent. It should be noted that the Stockton carpenter is assured of steady work in San Francisco at \$5 per day.

SALARIES COMPARED.

On January 1, 1907, the wages of all employees in the printing offices of Stockton were raised \$3 per week. Job printers were increased from \$19.50 per week to \$22.50 per week, job foremen from \$24 to \$27 per week, linotype operators, afternoon papers, from \$22.50 to \$25.50 per week, and on morning papers from \$25.50 to \$28.50 per week. It is interesting to note that a carpenter working steadily at his trade will earn more during the year than will any grade teacher in the public schools, that any job printer in the city has a greater earning capacity than any of the principals or teachers in the primary and grammar schools (five principals alone excepted, and that the foreman of any job printing office with perhaps but six or eight employees under him, can earn more during the year than can a principal in the service of the grammar schools having charge of the school work of 400 or more boys and girls.

Prior to 1903 plumbers in Stockton were paid from \$2 to \$3 per day, their hours being reduced from nine to eight some two years before. In 1903 the minimum daily wage to plumbers was increased from \$3 to \$3.50. On September 1, 1906, the minimum daily wage was increased to \$4.50 per day, representing an increase during the past four years of 50 per cent. in the wages paid

plumbers. Any journeyman plumber in Stockton working steadily at his trade has nearly double the earning capacity of teachers in the primary and grammar schools, or to make the comparison in another way, the Stockton plumber working steadily at his trade can earn more during the year than can any of the ninety employees of the Stockton school department with the exception of the principal of the high school and the city superintendent of schools.

RELATIVE QUALIFICATIONS.

Under the laws of the state a boy of fourteen from the grammar schools may become a plumber's apprentice or helper. In four years' time he will be a journeyman plumber earning \$4.50 per day, or if he lives in San Francisco, \$6 per day. In other words, the plumber will be earning full wages at an age when the young man or the young woman is about ready to begin a four-years' course in normal school or university as special preparation for teaching.

During the four years that the normal or university student is preparing for teaching at an expense for board, books, lectures, etc., of at least \$500 per year, the plumber will be working at his trade at \$4.50 per day. Should the student be fortunate enough to secure a diploma, he or she may then hope to earn perhaps one-half as much as the plumber. The financial chances of the teacher may best be shown by considering the fact that of the 9,371 teachers engaged in public school life in California, less than 100, or but little over one per cent., are now paid salaries equal to the financial wage standard accorded the Stockton plumber. So much for the financial rewards of teaching school!

TEACHERS PAID LEAST.

Other comparisons just as striking might be made. With the exception of teachers, apparently all wage earners, whether carpenters, plasterers, brick layers, teamsters, hod carriers, etc., are receiving much higher wages, wages more commensurate with the cost of living and with the general prosperity of the times. It should be distinctly noted that these comparisons are not made with a view to showing that better paid wage earners are paid too much, but that the teachers are paid entirely too little.

NO EXTRA COMPENSATION.

Studies that have been made show that the teacher in schoolroom work and in preparation will average more than ten hours per day, whereas most trades are on an eight-hour basis. Moreover, when the tradesman works overtime, his wages for the extra time put in are almost invariably fifty per cent. higher than his scheduled wage rate; but the regular daily overtime put in by the teacher means more service for pupils and parents without thought of extra compensation.

TWO MONTHS IDLE.

Stockton, in common with many California cities, pays the teachers for ten months only. From the last of June to the last of September the teachers must live—but without a salary. If the salaries paid teachers during the months actively employed are not sufficient for a year's support, especially when the vacation is long, they must seek other means of earning a livelihood. Such employment leads to divided interests and is quite sure to be at the expense of school work. All other regular employees of state, county, and municipality are paid for twelve months in the year. Teaching would be on a better basis both for taxpayer and teacher if teachers had a regular monthly income to look forward to each month throughout the year. If teachers of experience are to be retained in the schools, they should receive a sufficient salary for the necessary expenses of living, not for ten months, but for the entire year.

MANY QUIT PROFESSION.

The matter of teachers' salaries is one of vital impor-

tance, not only to the teachers themselves, but to the general public as well. Our teachers are now not only the poorest paid of all our professional classes, but are much more poorly paid than the average California mechanic of to-day.

The teacher's calling, from its very nature, makes heavy financial demands upon one. Teachers must live and dress well. They cannot be cheap and careless in such matters. Their board and their attire cost more than that of cheaper classes of labor. Besides this, it is absolutely necessary, if teachers are to maintain their positions and be effective in their work, that they spend considerable sums of money each year in the purchase of books and magazines, both literary and professional. They must also attend lectures and from time to time take special courses of instruction, all of which are expenses not called for in the ordinary walks of life.

SERVICES UNDERESTIMATED.

As a body the teachers in the public schools of Stockton rank with any corps in California. Both from the standpoint of high character of work done and of the increased cost of living, they are deserving of better salaries. The municipality, as the wealthiest employer of labor, can well afford to pay its teachers on at least the same basis as the individual citizen pays when he seeks the services of the carpenter, the plumber, the brick layer, or the printer.

RECOMMENDATIONS.

In conclusion, the following suggestions are submitted for consideration:—

1.—That the tax-levying bodies of the city and county be requested to levy a salary tax sufficient to raise the salaries of the principals, teachers, and janitors of the public schools to a basis that will at least approximate that of other wage earners.

2.—That, beginning with July 1, 1907, the salaries of all principals, teachers, and janitors be paid in twelve equal monthly payments, the same as salaries are paid to all other regular employees of the state, county, and city.

WHAT IS WRONG? YOU TELL!

BY HENRY SABIN.

I cut the following from the *Journal of Education*, January 24. It is found on the editorial page:—

"These three items appeared in the papers one day:—

"At Schenectady, N. Y., yesterday students of Union College painted several cows green. They were President Raymond's blooded Guernseys."

"Marion, O.—Belated Hallowe'en celebraters stuffed crack and crevice in every room of the high schoolhouse with Limburger cheese, and besmeared books of pupil and teacher alike with the odorous stuff. As a consequence, all the classes, consisting of several hundred students, were dismissed until janitors could cleanse and fumigate the big building."

"Berea, O.—When the recitation hall of Baldwin University was opened this morning strange sounds were heard in the chapel on the third floor of the building. When the door was opened, a large fat cow was discovered wandering about among the chapel fixtures. Chapel exercises were postponed while the students removed the animal. By a united effort the cow was blind-folded and backed down the two flights of stairs to the open air."

"These pranks are not modern. Indeed, they have been more in proportion to the student body during the past five years than they were forty years ago, and yet there is something wrong when such outrages are considered smart. What is wrong?"

Nothing greatly different from the old days after all.

More than fifty years ago the Sophomore class at Amherst went to their mathematical recitation one morning only to find that a cow had pre-empted the room and occupied it as a stable during the night. Tutor Tolman looked in at the door and remarked in his blandest tones: "This room seems to be occupied; we will go over to South College." We gained nothing by the frolic.

That afternoon the stage-coach took away a sorrowful student with all his belongings. We all said: "Poor Joe," and the episode ended. There is a problem here when you ask, "What is wrong?" which I do not pretend to be able to solve. I am convinced that it is not in the schools; it is back of that point. The moral training, I think, is better in the school than it is in the home.

Recently I have had occasion to read much of the writings of Comenius. The following extract from the "School of Infancy" seems to apply here:—

"And here I cannot refrain from severely reprimanding the shallow-brained mockery of affection in certain parents, who, conniving at everything, permit their children to grow up altogether without correction or discipline. Such parents tolerate their children to commit every kind of evil; to run about in all directions, to borrow, to sell, to shout, to howl without a cause, to report upon their elders, to stick out their tongues at others, and to act in every way without restraint; and then to excuse them by saying, 'He is a child, he ought not to be irritated, he does not yet understand those things.' But you, the parents yourselves, are the children of stupidity, if, discovering this want of knowledge in your child, you do not promote its knowledge; for it was not born to remain a calf, or a young ass, but to become a rational creature. Know you not what the scriptures declare: 'Folly is bound to the heart of a young man, but it is driven from him by the rod of chastisement'? Why do you prefer the child's being detained in its natural foolishness, rather than to rescue it from its folly, by the aid of well-timed, holy, and salutary discipline? Do not persuade yourselves that the child does not understand; for it understands how to exercise forwardness, to be angry, to rage, to grin, to puff out its cheeks, to be rude to others; assuredly it will also know what is a rod and its use."

Setting aside the consideration that "the advice of Solomon was ill-timed," there are other suggestions to be looked at. To me it is evident that the point of wrong is in the almost entire absence of home-training in this day. Recently in a large western city, at the first public exercises in a new high school building, erected at a cost of \$350,000, the sophomore class so outrageously conducted themselves that five of their number were permanently expelled, and the others escaped a like punishment by making an apology as public as their

affront had been. These were not children of the slums. One of the five was the son of the county superintendent; one was the son of the president of the school board, and the others were out of the best families of the city.

I see that I am not solving the editor's problem; on the contrary, I am only making it more complex. Let me, however, add this thought. I see in the daily papers too many cases of school troubles, in which the fault is evidently with the pupils, but in which the sympathy, and many times the active support of the parents is not on the side of the school authorities, as it ought to be.

But I cannot see any feasible plan of bringing about a change, unless we can restore the old-time home, with something of its sternness, its hatred of wrong, its insistence upon obedience, and the determination to uphold law and order as the foundation of all that is good and desirable in modern life.

In the New England Magazine for February there is an article, "Dangers to Our Educational System," by G. Stanley Hall. It is worth reading and throws some light on the subject. And still I am constrained to end just where I began: "What is wrong?" You tell.

CO-OPERATION OF SCHOOL, LIBRARY, AND MUSEUM.

The New York public library is making a laudable effort to bring the schools, the branch libraries, and the museums into a close and helpful relationship. Under the direction of Supervisor Gaillard a set of placards have been prepared with valuable information about supplementary material for the lessons and available to any pupils wishing to make use of it for reference. These placards are specially intended for, and are posted in the five upper classrooms of the elementary schools.

The branch libraries set aside for the use of pupils those books which treat on the subject of study in the school schedule, and for the dates indicated therein. For instance, the study assigned for grade 6 B from February 25 to March 2 is "Longfellow." For that period the library sets out all its books on "Longfellow" and reserves them for use by the pupils for reference. Again, the study assigned to grade 8 A for the same dates is "The Jamestown Celebration," and the works on "Jamestown" are set aside for the use of the students of that grade to consult. The officials of the library are specially instructed to render the consulting pupils every aid in their researches.

Then as to the museums; arrangements have been made so that the pupils may visit them, and see many of the articles that will aid to make the lesson in hand more vivid and interesting. And just where to find such articles is carefully indicated in the placards. For example, the subject for grade 8 A for March 18 to 23 is "Paintings." The teachers and their classes are admitted free on two pay days (Monday and Friday) to the Metropolitan Museum of Art, and certain pictures are suggested as important for them to see, as Vedder's "Questioner of the Sphinx," Millet's "Knitting

Lesson," Turner's "Whale Ship," and several others. Again, the study assigned to grade 6 B for March 4-9 is "The Chinese Empire," and the placard informs the pupils that "in the Chinese hall of the American museum of natural history will be found large collections illustrating the work and customs of the Chinese, their games, toys, embroidery, dress, metal work, pottery, etc."

The teachers taking their classes to the last-named museum are supplied with specimens for purposes of instruction, and they may use the classroom of the museum for lecture purposes, where they will be supplied with blackboard, stereopticon, slides, etc. All the museum asks is that it be apprised a few days in advance of the intended visit by the teachers and their classes.

The whole scheme, while elaborate, is yet quite simple, and cannot fail to be of great value in illuminating and impressing the study in hand. Of course a great city like New York has these object lessons in abundance and of the best. The pleasant feature is that both libraries and museums are made easily accessible to the school children. Other cities to a greater or less extent have the same facilities, and will doubtless be willing to follow New York's admirable example in making their libraries and museums accessible and helpful to their schools.

VERSE-WRITING IN PUBLIC SCHOOLS.

BY ALICE C. D. RILEY.

"Fond of poetry? Why, no, I can't say I am. I always skip it in a story or magazine. Of course we read Chaucer, and Milton, and Shakespeare in college, and even parsed and scanned whole sections of them, but now-a-days I skip all that."

This remark, made by a college-bred man of wide attainments, is typical of the present-day grown-up's attitude toward poetry.

In contrast to this, we consider for a moment the delight of all little children in Mother Goose and kindred nursery rhymes. What has happened between childhood and maturity to so completely destroy pleasure in rhythmic utterance? We might, perhaps, better ask what has been done to conserve or develop it? Is there any recognition of such a need in the public school system of to-day?

Worst of all, in its effect upon the child, is the modern neglect of Mother Goose. In the old days of the rocking cradle and the home-keeping mother, babies were crooned to sleep to a melody of "Bo-peep," "Simple Simon," "The Crooked Man," and all the other dear, delightful people who live between the pages of that wonderful classic. But in these days of peptonized baby foods and sterilized nursing there is no loophole of story telling left through which the modern baby may come into his kingdom, and the effect is already apparent in a dulled rhythmic sensibility. A famous teacher of music says that when she finds children deficient in rhythmic sense she almost invariably finds that they do not know "Mother Goose." The principal of a big state normal school, upon being advised to use "Mother Goose" rhymes for the beginnings of work in the study of

rhythm, objected in these words: "But I don't believe many of my pupils know 'Mother Goose.'" Think of it! Not know "Mother Goose!" What an irreparable loss to their development of rhythmic sense.

Sidney Lanier, in his "Science of English Verse," says that "Mother Goose" has a greater variety and a greater freedom of rhythm than any except the great masters of English verse, and this is undoubtedly the basis of its long established precedence as a children's classic, with all its quaint characterization and humorous fancy.

A keen feeling for rhythm, and pleasure in its expression are common to the infancy of both races and individuals. In the music of all primitive races, rhythm is the principal factor, as witness the music of the aborigines upon the Midway at the Chicago world's fair. The musical instruments of such peoples are mostly percussional, beauty of tone being a later development.

It would seem, therefore, that rhythmic sense is an instinctive gift, more akin to the keen scent of the hound or the fine ear of the woodsman than to the more cultivated sensibilities. It appeals directly to the emotional nature. Now, just as civilized man had lost his keenness of scent, far-seeing vision, and finely-trained ear in the pressure of a more complex life, just so may he lose this great gift of rhythmic sensibility by neglecting to use it, and an educational system which totally ignores it is neglecting a great opportunity for culture.

Early educational ideals contemplated pouring knowledge into the young mind much as one pours jelly into a jelly mould, but the educational world has been unable to escape the influence of Froebel. The idea that self expression plays an important and necessary part in all true education is slowly, but surely, leavening the whole loaf. To-day, in most public schools which are abreast of the times, a child does creative work in the arts of drawing, clay modeling, and music. He dabbles in water colors in his effort to project on to paper his impression of a sunset; he models bits of clay into balls and cubes, flowers, birds, and animals; he creates melodies and harmonies and learns to express them in such a manner that others may read his thought. What creative work is he doing in the art of poetry?

Shall the one medium which he is sure to use for self-expression every day of his life, his native tongue, be entirely ignored as art material?

The other side of education, the receptive side, has, if he is fortunate, received some attention. He has had, we will hope, "Mother Goose" and folk-songs, learned by heart bits from English poetry; "Snowbound," "Hiawatha's Childhood," etc.; but what education has he had upon the creative side? One must receive before one can give out, but there will always come a time when to receive all and give nothing will become a positive check upon growth. The noble art of poetry has, however, been so much a thing apart; so shut in, Brunhilde like, by the divine fire; so unattainable and unapproachable, that the idea of actually teaching children to write poetry is apt to cause conservatism to shudder.

What! Bring down the divine fire to boil potatoes? Harness Pegasus to the educational plow? Debase the art of Milton to a-b, ab? Sacrilege Shades of all the poets!

But stop a moment. Let us be consistent. Are we debasing the art of a Corot or a Millet when we allow a child to daub an orange sunset upon a sheet of drawing paper, or that of Michael Angelo when we give him modeling clay, or that of the "three great B's" when he is encouraged to create and write a simple melody? Moreover, are we doing any of these things for the sake of immediate results or are we helping the child to self expression for the sake of the culture thus gained?

We do not expect to find a masterpiece among the sunset sketches. We may not even expect in all the thousands of children in our public schools to discover one great genius, but we certainly may expect to raise the standard of good taste and to cultivate appreciation for art in all of its forms. In other words, to lift the masses out of sordid material living and thinking. If our educational ideal contemplates only the utilitarian; if we wish only to arm our children with brute force in the battle for existence, then we may turn a cold shoulder upon all the arts as being only so many useless frills upon the garment of life. But if we desire also for our children artistic and spiritual growth, an all-round development which will make life not alone a battle but also an opportunity for beautiful expression of the divinest impulses of the soul, then we may not rightfully keep him ignorant of the medium for such expression.

We need not be concerned. The divine fire will always burn. Pegasus will never drag the plow. Poets will continue to be born, not made. We shall not change all that.

Let us eschew the sacred word "poetry" and be modest in our claims. Let us simply talk of "verse-writing." First, let us inquire whether there may be any good reason why the art of verse-writing may not as well be taught as any other. We do not hesitate to teach all the laws which govern the arts of painting, drawing, and music. Is there any reasonable reason for making an exception of verse-writing? If not, what is the practical way to go about teaching it? Much of the difficulty in the path of the would-be teacher is the result of purely academic methods. The prosodists have for generations insisted upon trying to fit a classic measuring rod to English verse, in spite of the discouraging fact that they never succeeded in getting any really great poet to write poetry which would fit their measuring rod. Nothing daunted, they have continued, to this very day, scansion by classic methods, and if the poets have failed to come under the yoke so much the worse for the poets.

In 1880 Sidney Lanier published his "Science of English Verse," establishing English verse upon a musical foundation, and behold, this measuring rod fits exactly. All the imperfect lines and measures, all the extra syllables, etc., so long a stumbling block to the prosodists, vanish in thin air. Anyone who understands music may prove this for himself by using the bar in verse as in music, to indicate the strong impulse, writing musical nota-

tion over the words and syllables to indicate their relative time values. It will then become apparent that English verse has all the charming variety of internal rhythm common to music, and that the signs and nomenclature of music fit perfectly the scansion of English verse.

How advantageous, then, to teach the two arts hand in hand. Since the same rules apply to rhythm in both verse and music, what an easy matter to train the child to write an original verse correctly and then set it to an original melody, and, if advanced enough, harmonize it. What a beautiful unity at once appears where we have heretofore been working at cross purposes.

Take, for illustration, a line from Tennyson's "Maud." The classic method would scan it thus:—

Cōme īn | tō the gār- | dēn, Māud, |

Fōr the blāck | bāt nīght | hās flōwn; |

a mixture of iambic and anapestic feet. Pages upon pages are written and printed dividing off and counting up the number of iambuses, pyrrhics, spondees, trochees, and anapests in this or that celebrated poem. To what end? Of what use to create whole dictionaries of names and to note thousands of exceptions to the classic rules, all the while insisting upon the classic model and also upon the great advantage to be gained, not by following the model, but by varying from it. Is any amount of such study any real inspiration to the would-be creator?

Now, just for a moment let us try Sidney Lanier's measuring rod—music. Let us consider the word syllables as so many tones, represent them by musical notation, and indicate the strong pulse or stress by the musical bar. Thus we have:—

Come | in to the gar-den, | Maud,
For the | black bat night has | flown. ||

and the whole thing falls into perfect symmetry. The same variety in rhythm, possible in a musical composition, is open to the verse-writer. A glance at the above shows that the distribution of time values within the measure differs in each and every measure, and yet the rhythm is always a six-pulse rhythm. This variety in the distribution of time values within the measure is the secret of charm in rhythm, and the possibilities are as infinite in verse as in music. Take any worthy musical score, or any flowing English verse, and you will find that poet and musician alike have allowed themselves this latitude in internal rhythm.

The classic method, allowing as it does for only two values, the long and the short, has no adequate means for notation of this infinite variety.

Another point at which the classic method is inadequate is in the measurement of sciences. Lanier's definition of rhythm says that "rhythm depends upon the exact time relations among its sounds and silences." What recognition does the old method give to the duration of a silence? And

yet how important! How inevitably the good reader observes it! How necessary it is to the rhythmic scheme!

Let us give a musical scansion to Tennyson's "Break! Break! Break!" (Not Lanier's, for he has chosen not to use the bar as in music, to indicate the strong impulse.) Of course, different habits of utterance would arrange different internal rhythms, but suppose we scan the verse thus:—

Break | break | break |
On thy | cold gray | stones, O | Sea! |
And I | would that my | tongue could | ut-ter |
The | thoughts that a- | rise in | me. ||

Here it is apparent that the time measurement of the silences is quite as important to the rhythmic scheme as is the time measurement of the sounds, and any musical composer, in setting such a verse, must observe these same silences in precisely the same way, therefore a great gain has been made in the correlation of studies if verse and music be treated from this common standpoint. Of course, it is necessary to develop the work logically, and work in the two branches should be so arranged as to be mutually helpful, but it can be done, and wise experiments with a class of public school children upon these lines will show an interest and delight on the part of the children which should be sufficient proof of their innate longing for self-expression and its potency for culture.

Teachers may differ as to methods of presentation and procedure; children will show widely-varying abilities in verse-making, depending largely upon their musical advancement; teachers will discover especial tact or lack of it for this kind of teaching; but we believe that eventually verse and music will be taught hand-in-hand, as being sister arts branching from the same parent stem, mutually helpful and dependent, and giving through their unification a broader and more appreciative outlook upon life.

TALKS ON SCULPTURE.—(XI.)

BY LORADO TAFT.

The writer is often asked which statues of antiquity he most admires. Among the female figures it is hard to make absolute choice, but we may group together the three "Fates" of the Parthenon, the Venus of Milo, and the Winged Victory. My preference among these glorious works is the one that I happen to be looking at. Since we have to-day the picture of the Victory before us, we may call it, for the present, the most beautiful of all the ancient sculptures.

As with the radiant Venus of Milo, we do not even know its maker's name. And, again like Venus, it was found upon one of the small islands of the Aegean sea—in this case the island of Samothrace, just off the coast of Thrace. Here it

was discovered in 1863 by a Frenchman, who had it transported at once to Paris.

It is now one of the greatest treasures of the Louvre, where it is admirably placed at the head of a great stairway. Poised there upon its original pedestal, a stone prow of a vessel, it seems to float in the air. Few statues appeal so strongly to one's imagination; it makes the old heroic days real once more. It may be of interest to know that when it was found the figure and wings were in 118 pieces,



WINGED VICTORY.

all of which had, of course, to be carefully fitted and fastened together.

Although we do not know who made this glorious Nike, we are fortunate in being able to learn something about her. We read that soon after the death of Alexander there was in Macedonia a certain powerful general named Demetrios Poliorketes and that in the year 306 B. C. he engaged in a great naval battle with an Egyptian fleet. Fortunately for us and for the schools, he was victorious, and sent the foreign invader about his business. Demetrios became king of Macedonia, and, as was the custom of his time and country, provided a votive offering to be erected in the sacred Island of Samothrace. His very appropriate choice was this splendid statue of Victory. A coin of his reign shows the very figure upon a prow of a vessel, with wings extended and trumpet in hand. Unfortunately the arms, the trumpet, and even the head are lost, but the statue is still triumphant.

You can imagine the illusion of the plunging vessel with this superb creature lightly poised upon its prow. There is rush and impetuosity in her every line. The eye wanders with delight over the sweeping folds of the flying drapery, following them around the graceful figure. Behind, the garment is blown out into great fluttering masses of singular beauty and variety. There is everywhere that

indescribable play of light and shade which sculptors persist in calling "color"—yet without harshness or monotony. Over the bosom and waist the drapery is thin and pressed close to the body, allowing the noble form to show through. No feeble little sister she, squeezed up tight in a corset! How she would pity our deformed young women, with their bent ribs and starved lungs! Like the Venus de Milo, her beauty is largely that of exuberant health, of perfect adequacy. It is a figure worthy of a goddess.—Used by permission of the Chicago Record-Herald.

THE WORLD'S NERVE CENTRES.—(XXXIII.)

BY RALPH WARBURTON.

ROUMANIA.

It is in all probability a far-reaching wave from Russia's serious unrest that is now breaking over the wide plains and vineclad foothills of Roumania. The troubles of the smaller kingdom are similar to those of the larger, in that they are both religious and agrarian. There have been violent outbreaks against the Jews, in which many of those unhappy people have been killed; while many more have fled precipitately to some neighboring principality for temporary refuge. And the peasantry have risen against the land-owners with murder in their hearts and flaming torches in their hands executing summary vengeance on those whom they consider their oppressors. Half a hundred villages have been given to the flames, and the insurrectionists have even meditated marching on the royal city Bucharest. And all this is happening at a most inopportune season, for every able-bodied man should now be in the fields making the furrow ready for the wheat and maize, which are the two great staple crops of the kingdom, standing as they do between the people and the famine. What and when the end of it all shall be, only time can tell!

But what about Roumania itself? It is a little mid-European kingdom with an area of 49,250 square miles, or about the size of New York state. It lies between Russia and the Black Sea on the east, Hungary and Servia on the west, and Bulgaria on the south. It is made up of the three provinces of Walachia, Moldavia, and Dobrudja.

The river Danube is the dividing line between it and Bulgaria, the river Pruth between it and Russia, and the Carpathian Alps between it and Hungary. The Danube is navigable for large vessels up to the southwestern limit of the country, and the Pruth for vessels of light tonnage.

The country is a vast and rich plain, except on the west, where it skirts the Carpathians. The land is much like our western prairies in fertility, and requires no manuring. Its wheat lands are equal to those of Kansas, and its corn lands the peers of those of Iowa. It is one of the few grain-exporting countries of Europe. Great elevators are built along the Danube, and extensive flour mills. Western Europe draws heavily on Roumania's granaries.

While the plains are largely treeless, the foothills of the mountains are splendidly timbered with

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A JUDGMENT.

You estimate a man's judgment of your judgment by your judgment of men's judgment of his judgment whose judgment of a man's judgment your judgment approves, and if that is not your judgment of a man's judgment, then my judgment of your judgment is a faulty judgment.

RISE ABOVE CHILDREN'S POEMS.

We are doing wonderfully well the work of interesting the children in stories and poems adapted to their life, but we do not follow this up, as we should, in such a way as to lead them to love adult poems and other writings. Transferring the child to manly interests and taste in reading is the most difficult of all achievements.

Unwillingly we cultivate arrested development in the literary taste of children, and the remedy for this is not easy. There must be a remedy, and it must be found, regardless of the difficulties in the way. It signifies little that children like poems for childhood. They must in some way be led to love literature for adults when they become adults.

This can be done if they are led to choose for themselves from all the writings of an author. We send a child to a dictionary which has hundreds of thousands of words that he will not use. We no longer allow a student to use a "simplified" vocabulary in the back part of his Latin book, but make him go to the complete lexicon and select for himself the meaning of the word in this connection.

Providing a child with a book of selections adapted to his grade, or providing him with specific selections, will never lead him to read anything in after life that is not selected for him and served up to him. Let him look over the poems of

Longfellow until he finds what he likes and appreciates, and then all through life he will do this and will select poems of his adult interest as he now selects those of child interest.

In all phases of school work we are inclined to serve cheap feed to the children. We are grading all initiative out of their life. Some radical reform is necessary. This is a good place to begin.

THE CHICAGO ELECTION.

School affairs were more intricately and intensely involved with the Chicago election than was ever the case in any other important city. In San Francisco alone have teachers been so ardently enlisted in a campaign, and then there has been no such division of interests as in Chicago. Circumstances necessitated the activity of the women teachers of the federation for the re-election of Mayor Dunne. One does not need to accept the partisan charges of undue or improper activity, for the conditions demanded that Miss Goggin and Margaret Haley should do everything in their power in the campaign, for they had long before staked everything on the retention of Mayor Dunne in office. Never before in American history has the line been so sharply drawn educationally in a great election. The federation had it distinctly understood that Mr. Cooley and what he stood for were the issue. It is safe to say that nothing was left undone that the federation could do. The issue was, of course, a complete triumph for Superintendent Cooley, not so much from his choice as from the way the federation staked all on the campaign. The next great question will be the effect upon the federation. Mr. Cooley has insisted that a large number of the women teachers of the city are not in sympathy with Miss Goggin and Margaret Haley. If this be true the present conditions will reveal the extent of the disaffection. Mr. Cooley is likely to be in condition at an early day to know who are loyal to his administration.

ACADEMY FRATERNITIES.

Principal H. S. Cowell of Cushing Academy, Ashburnham, Mass., has taken a most heroic stand on fraternities and will eliminate them at the opening of the next school year in September. No student will be retained or admitted who does not sign the following pledge, which must also be signed by parent or guardian in approval:—

"I hereby promise, without any mental reservation, that so long as I shall be a student of Cushing Academy, I will not be a member of any secret society connected directly or indirectly with the school, or with any other organization that is not approved by the faculty of the academy. I will not be present at any meetings of such societies nor encourage the same. This promise is made with the understanding that a violation of it forfeits my membership in the school."

Mr. Cowell publishes in a circular to parents and students several opinions by principals of other academies in New England. Among them are the following:—

"Some of the disadvantages are that the socie-

ties cannot be kept out of school politics; that they cause boys to spend too much time in social life to the neglect of their studies; and they break the school up into little groups, and cause in some measure a feeling among those who do not belong to them, that they have not received entirely fair treatment."

"The best of boys fall into the hands of the unscrupulous, and in fraternity matters a thumb screw has been applied that makes them lie and do things that they would not otherwise do. We find them a menace to the unity and spirit of the school. They inevitably exist to grab offices and are continually stirring up jealousies and bad feeling."

"I regard the school fraternity as the most serious menace to the integrity of school spirit and to the smooth administration of school affairs that can exist. We never have allowed them and never will."

It is fortunate that the academies are backing up the public high schools in this contest.

NEBRASKA.

It has been my privilege to be in Nebraska in late March last year and this year and to be sufficiently in touch with the institutions and men to appreciate the progress. The unity of the educational forces is the primal factor of power. There is no appreciable discord. This can only be fully understood when we say that the state university and the normal schools, the public institutions and the denominational colleges, the public school teachers, and those of the higher institutions, the educational forces in Omaha and outside, and the present and past state superintendents are working in absolute unity. Can this be said of any other important state beyond the Alleghanies? Where friction is not noticeable there is a lukewarmness in spots that is suggestive.

And things are a-doing in Nebraska. Harmony is possible where there is no progressive spirit, but it is different where activity is the dominant factor. Systematized summer or junior normals, pedagogical departments in high schools, the establishment of a second normal school at Kearney, a most aggressive department of education in the State University are all suggestive of troubles that might have developed—but have not.

A COLLEGE HIGH SCHOOL DAY.

At the East Side high school in Cleveland they have had a college day this year that greatly interests me. Many colleges and universities were represented in the presentations to the students of the characteristics and attractive features of Oberlin, Western Reserve, Harvard, Yale, and so on down the list. This is primarily for the purpose of impressing the students with delights and profits of college life and incidentally to acquaint them with privileges in various colleges.

AFTER STUDENTS.

The Boston Record has this editorial note:—

"Brown University's invitation to all the seniors in the high schools in and around Boston to a banquet at the university on April 14, everything to

be free, is a striking innovation. It suggests that competition for students among the New England universities is becoming very keen, and that the presidents may have to come together and to apply to their own administrations the rule they have forced on their athletes, not to do any proselyting."

Practically every university has a way of its own to get students. We have a choice lot of methods in use that would sell for a good price. Even the biggest and the best have their own ingenious way. Why not? The competition will grow for some time yet.

FURNITURE TRUST ADMITS GUILT.

Victory has rewarded District Attorney Edwin W. Sims in his investigation of the school and church furniture trusts. F. A. Holbrook, the head of the two combinations and against whom two indictments were returned March 12 by a federal grand jury, charging him with violations of the Sherman anti-trust law, appeared before Judge Landis and pleaded guilty. Thirteen of the fourteen companies indicted at the same time gave notice they would file pleas of nolo contendere, equivalent to admitting their guilt, and will accept whatever fine the court imposes.

The school furniture companies pleading nolo contendere to the indictments returned against them are: American Seating Company, Chicago; A. H. Andrews Company, Chicago; Illinois Refrigerator Company, Morrison, Ill.; Peabody School Furniture Company, North Manchester, Ind.; Haney School Furniture Company, Grand Rapids, Mich.; Hudson School Furniture Company, Cincinnati, O.; Owensboro Seating and Cabinet Company, Owensboro, Ky.; Minneapolis Office and School Furniture Company, Minneapolis, Minn. Those included in the church furniture trust, and which also filed pleas of nolo contendere, are: American Seating Company, Chicago; A. H. Andrews Company, Chicago; Superior Manufacturing Company, Muskegon, Mich.; Owensboro Seating and Cabinet Company, Owensboro, Ky.; Southern Seating and Cabinet Company, Jackson, Tenn.; Cincinnati Seating Company, Cincinnati, O.; Fridman Seating Company, New Richmond, O.; H. C. Voght Sons & Co., Parker City, Ind.

Holbrook is the only one of the defendants upon whom a jail sentence can be imposed. His punishment may be a fine not exceeding \$5,000 and imprisonment for not more than one year. If the maximum penalty is inflicted in all the cases, the government will receive \$225,000 in fines, as each indictment charges three violations.

After the pleas had been entered Judge Landis instructed the clerk to enter them in the record and then announced that sentence would be pronounced within ten days or two weeks.

BEWARE OF A SWINDLER.

C. W. Bardeen prints a letter from the widow of a prominent educator, saying that a smooth article, "a young man, perhaps thirty years, tall, slender, dressed in gray suit and brown shoes," claiming to be a nephew of Mr. Bardeen, and with a good story, borrowed five dollars. This slick young

man has taken in some others. This is so old a trick that really no one should be taken in by it. Mr. Bardeen says: "We have no relatives borrowing money, and anybody who tries to borrow money on our name should be arrested as a swindler or at least shown to the door." So say we all of us. It matters not what the story nor how close the claimed relationship. "Relatives" of a lot of educators have tried it on us. Show them the door. "Sons" of superintendents have been our bait. It is no kindness to your best friend to help a fellow making such claim to relationship.

IS ENTITLED TO IT.

C. W. Bardeen of the School Bulletin has this to say of his prosperity. He deserves it all:—

"Those who have visited our office within the past five years will not be surprised to learn that we are compelled to seek larger quarters. We have crept over into the next building here till we are now occupying six floors, and still we have to lift up one thing to get at another under it. We move May 1 to the new Joy building, next block east of the city hall, opposite the Yates hotel. Here we shall have space, light, and passenger elevator so that all parts of our establishment may be easily reached. Our readers will pass by the building coming from the east by the New York Central, and after May 1 we hope they will not fail to call upon us when in the city."

PERSONALITY IN WOMEN'S CLUBS.

The extent and character of the development of the women's club movement is astonishing more in its character than in its extent. Many explanations have been offered, and we would like to suggest one that we have not seen, namely the personality in the movement. At a time when the impersonal tendency has been magnified everywhere else the women have magnified the old-time personal touch element. This is admirably exemplified in a plea recently put forth by the president of the federation, Mrs. Sarah S. Platt Decker of Denver, who issues the following:—

"During the month of April the president makes the plea that she may have a postal card from every club member. Just a word, if nothing more than the name of the sender, to take the place of a handshake, and to give joy to the heart and courage for greater endeavor.

"Remember the address, 1550 Sherman avenue, Denver, Col.

"At home during April. R. S. V. P.

"Sarah S. Platt Decker."

VALUELESS RECOMMENDATIONS.

The board of education of Los Angeles formally issues notice to all applicants for positions that no general recommendations will receive attention. This may seem a drastic measure, but it is what all cities must come to. Los Angeles requests a list of references and it will write to such as it elects to address. In this way alone is a board sure to get an honest opinion. If it falls heavily upon a candidate sometimes, the blame must rest upon candidates who have abused the privileges. This

experience is typical of the abuse sometimes made of general recommendations. I was asked several years ago to recommend a young man to a superintendency paying \$1,000. He was a good deal of a man for them to get. They would have been in great luck if they had taken him. What he lacked in scholarship and other characteristics he made up in adaptability to a rural town of 4,000 inhabitants. I wrote enthusiastically of his exceptional fitness for that place. Several years afterwards I was astonished to find him reported as the probably successful candidate for a position that paid nearly \$4,000, and the newspaper item gave as the only reason specified that he came ardently recommended by me. I found the fellow had taken a few sentences out of my letter, had omitted the date, and had it printed at the head of a number of recommendations. That has been done so many times that boards of education are justified in demanding merely "references."

SPRING PILGRIMAGES.

Teachers and senior classes of high schools have established the spring pilgrimage as a regular feast. Washington and Boston, New York and Philadelphia, Pittsburg and Gettysburg, are the steady attractions, but this year Jamestown comes in as the favorite wherever the vacation comes late in April. Literally many thousands of teachers and older pupils visit these six places annually. It is a great education as well as inspiration.

From 1900 to 1906 the cities of the United States gained 16 per cent. in population, while the population outside of the cities gained but 8.8 per cent. By cities are meant places with more than 8,000 population.

The best saying of the month: "The idea that you have enemies is egotism gone to seed. It is poison in your system, and like any other poison you must eliminate it or suffer. Don't bother to forgive your supposed enemies—just forget them."

The 1906 census estimates of the United States place our continental population at 83,941,510, New York at 4,113,043, Chicago at 2,049,185, Philadelphia at 1,441,735, St. Louis at 649,320, and Boston at 602,278.

Don't pin your faith to the estimated population of cities issued by the United States. You may get into all sorts of trouble if you do. It is not official. It is merely an estimate.

Superintendent W. W. Stetson is being congratulated on the vote of the Maine legislature in nearly doubling the salary of the state superintendent of public schools.

Chicago has been a storm centre ever since the superintendents met there, but not because they met there.

I. C. McNeill will add materially to the educational forces of Tennessee.

THE WEEK IN REVIEW.

MUNICIPAL OWNERSHIP BEATEN AT CHICAGO.

The municipal ownership of street railways was the chief issue at the city election in Chicago April 2. It was involved in two ways: In the candidacy for re-election of the Democratic mayor, Mr. Dunne, who was pledged to the immediate adoption of the system, and in a referendum upon certain traction ordinances which had been passed by the city council over the mayor's veto, and which provided for twenty-year leases to the street railway companies, with improvements in equipment, fares, transfers, etc., the division of net profits between the companies and the city, and the right of the city to buy the roads at a certain fixed price. The result was the defeat of the municipal ownership scheme. Mayor Dunne was beaten by the Republican candidate, Mr. Busse, and the traction ordinances were approved. The ordinances thus accepted contain a promise of better conditions of street railway administration without an adventure with the experiment of municipal ownership and operation.

MR. HARRIMAN AND THE PRESIDENT.

The publication of a stolen copy of a letter written by Mr. Harriman to a friend regarding his relations with President Roosevelt has elicited from the latter a vehement denial of Mr. Harriman's allegations and certain letters sustaining his denial. The question at issue turns upon heavy contributions made by Mr. Harriman and three other financiers to the Republican campaign funds in New York in 1904, and a promise alleged to have been made by Mr. Roosevelt to appoint Senator Depew ambassador at Paris. The correspondence given out by Mr. Roosevelt seems to refute the allegations made by Mr. Harriman, and, so far as railroad legislation is concerned, it appears that Mr. Harriman was not only not consulted, but was refused his coveted opportunity to read in advance a portion of the President's message bearing on that subject. The whole incident, however, is unpleasant, and serves to emphasize the desirability of forbidding corporation contributions to political funds.

THE PRESIDENT AND STOCK-WATERING.

The railroad presidents and other financiers have been trying to prevail upon the President to make some public utterance which shall reassure the public mind regarding his policy toward railroad corporations. They intimate that dreadful things may be expected in the stock market if the President does not do something to restore confidence. But it is not the President, but the railroad managers who have shaken public confidence; and if they now find it difficult to market their securities, they owe it quite as much to such transactions as those disclosed in the investigation of Mr. Harriman as to any contemplated legislation, state or national. It may be true that if an effort were made now to squeeze out of railroad securities the water which is in them a financial upheaval would

result; but what the President contemplates is legislation to prevent stock-watering in the future.

FORAKER AND TAFT.

The challenge which Senator Foraker made to Judge Taft, that the choice of Ohio Republicans for a presidential candidate and for United States Senator be tested by a direct issue at the state convention has been promptly accepted by Mr. Taft's brother, acting in his behalf. The Taft reply is, in effect, that as Senator Foraker has included the two offices of President and Senator in the proposed primary contest, the proposition is accepted, and a distinct contest will be made,—Taft for the presidency or senatorship, or Foraker for the presidency or senatorship. If the Republicans of Ohio, by their votes at the primaries, declare that they prefer Foraker for the presidency or senatorship, then Secretary Taft will be eliminated from the political situation. But if they indicate that Secretary Taft is their choice for the two offices, then Senator Foraker is to be eliminated. This goes somewhat farther than Mr. Foraker proposed.

ANOTHER CANDIDATE ON THE HORIZON.

Another candidate for the Republican nomination to the presidency looms large on the horizon. This is Governor Hughes of New York. The splendid work which Mr. Hughes did in the investigation of the life insurance companies forced his nomination for governor over the heads of the bosses; and it carried him far ahead of his ticket at the polls and gave him the gubernatorial office. As governor, he is showing himself possessed of the true grit of a reformer. He has disregarded the mandates of the Republican machine; he is trying to oust for incompetency the state superintendent of insurance; he is urging legislation for the regulation of public utilities corporations, ballot reform, and police recognition; and he has raised up against himself an unholy alliance composed of the worst elements in both political parties. If he triumphs in this righteous war, he will be a highly eligible candidate for the presidential nomination.

GRAFT EXTRAORDINARY.

The enormous cost of the state capitol of Pennsylvania has compelled an investigation, and the results already show an amount of fraud and graft which is phenomenal even in these days of reckless extravagance and corruption. The contract for decorating and furnishing most of the building was held by the Sanderson Company. A sub-contractor testifies that he furnished a boothblack stand for the Senate lavatory for \$50, and that the total cost of the stand, including chairs and furnishings, was \$125. But the Sanderson Company collected \$1,619 from the state for this article. For desks which the sub-contractors furnished for from \$65 to \$75 the state paid from \$264 to \$285. Umbrella stands which the contractors bought for \$14 each were charged to the state at \$73. A mahogany

THE WORLD'S NERVE CENTRES.—(XXXIII.)

[Continued from page 405.]

FARM ARITHMETIC AND FIELD INVESTIGATIONS.—(II.)

BY SUPERINTENDENT C. F. GARRETT, SAC CITY, IA.

HOW SOME IOWA BOYS MAKE MONEY.

oaks, beeches, and firs. Vines thrive there; and myriad damson plum trees, from whose fruit brandy is made.

The climate is trying, the cold wintry winds being long-continued and severe, and the summer heat running up as high as 120 degrees. There is practically no spring, but there is a lovely autumn season stretching to the late November. Marsh fevers are prevalent because of frequent inundations and wretchedly unsanitary habits of the peasantry.

There are about six and a quarter million people in all, five million of whom belong to the Greek church, and half a million are Jews. The internal trade is almost wholly in the hands of the Jews, a fact that in some measure accounts for the antipathy towards them.

The Roumanian people are supposed to be descendants of the Roman colonists located along the Danube by the Emperor Trajan about 105 A. D. Roumania is really the old Roman province of Dacia. Besides the dominant race, there are 200,000 gypsies.

The landed proprietors own great estates embracing from five to twelve thousand acres. The peasants on these estates are not serfs, as they were formerly; but many of them are wretchedly poor. Their staple dish is called "Mamaliga," and is nothing more than a thick Indian corn porridge, on which salt is sprinkled. Their old habits of agriculture are giving way to modern methods. Since 1880 more than a quarter million German and American plows have been imported.

In fact Roumania has made mighty strides the past forty years from semi-Asiatic to European conditions. There are over 1,000 miles of railway in the country, and 3,000 miles of telegraph. Bucharest is a fine city of 250,000 inhabitants, with excellent schools and a university. The schools of the kingdom follow the German system, but they are by no means sufficient in number to meet the needs of pupils.

In the earlier times, after the conquest of a part of Europe by the Turks, Roumania was included in that conquered portion. But there was frequent resistance to the rulers in Constantinople. And Turkey never met a fiercer foe than the Roumanians. In later days they entirely freed themselves.

As if paying off an old grudge Roumania aided Russia in her war with Turkey, and had 32,000 soldiers at the famous siege of Plevna.

By the treaty of Berlin the integrity of Roumania as an independent kingdom was provided, with a clause in the compact that all classes should enjoy freedom of religion. In 1881 Prince Charles of Hohenzollern stock was made king, and his crown was made from cannon captured at Plevna. His wife, Elizabeth, is an accomplished woman, and of a literary turn. She has written much both in poetry and prose under the pen name of "Carmen Sylvia," and her productions have had a wide circulation, and have won for her no little fame.

Energy, intelligence, and a good character form the best capital anyone can possess, and for a boy having these qualifications and some knowledge of the common things around him there are almost innumerable opportunities for making money. The success attained in the three business enterprises noted in this article was due more to the superior qualities of the boys who engaged in them than to the existence of unusual opportunities.

A young Mr. Fawcett of Cedar county became interested in corn two or three years ago, and applied himself so diligently to the study of the subject that he soon thought he knew the general characteristics of a good ear of corn. He selected a few fine looking specimens and entered them in the contest at the State College, but his exhibit failed to win a prize. This failure might have discouraged some boys, but it proved to be a good thing for him, as it served to increase his determination to know more about corn breeding. He began to study and to make experiments with the purpose of producing corn that should have the ideal qualities. As a result of his work he produced and selected the best eleven ears of corn shown at the Iowa state fair this year, and with this exhibit he captured \$109 in premiums.

This of itself is a notable achievement, but it is probably only the forerunner of greater successes to be won by this boy. He is one of those bright, steady, courteous, manly fellows who readily gain the respect of all classes of people, and as he has no bad habits to hamper him, he has much the advantage of boys of less strength of character.

Some time ago a high school boy in western Iowa, who had become very much interested in dairy problems, discovered a way to turn his knowledge to practical account. He bought a Babcock tester, learned how to use it, and then induced a few farmers to save a small bottle of milk from each cow in their herds for a comparative test. To make this test, he put eighteen grams of milk in each of the bottles belonging to the apparatus, and labeled each bottle with the name or number of the cow from which the milk was taken. He then added to the milk an equal quantity of dilute sulphuric acid, which gave it a dark brown color and a high degree of temperature. The bottles were then placed in the centrifugal machine and whirled for about five minutes, and when they were taken out it was found that the clear butter fat had risen to the top of the dark liquid. By adding a sufficient quantity of hot water the butter fat was brought up into the long neck of the bottle, where the amount could be read by means of a scale.

By this test the boy was able to show just how much pure butter fat was contained in a given quantity of milk from each cow, and after he had made a careful investigation as to the cost of keeping cows on the farm he succeeded in convincing a number of farmers that a cow giving less than 400 gallons of milk in a year does not pay her board un-

less the milk contains more than 4 per cent. of fat. Some of the cows represented in the test appeared to be unprofitable, but this might be due to the season or the character of the feed, so this boy was employed to repeat the tests at regular intervals during the year.

In the summer vacation he secured enough business of this kind to give him employment for all of his leisure time for the next year. He is now in his senior year in the high school, keeping well up with his class and enjoying a good income from his milk-testing business, at which he works on Saturdays. He has earned sometimes as much as \$24 in a month at this work, and the information gained from the results of his experiments has been worth hundreds of dollars to the farmers who have employed him. There is enough business of this kind in Iowa to furnish profitable employment to more than a thousand capable boys, but in order to succeed those who engage in this work must be worthy of the confidence of their employers.

I know a bright ten-year-old boy who invested his entire cash capital in a good cow and began selling clean, rich milk for five cents a quart. For nine months he took care of the cow, did the milking, delivered the milk to his customers twice a day, attended school regularly, and never was tardy. From the proceeds of his sales he paid the cost of stable rent and pasturage for his cow, and bought the oats, bran, salt, corn, and hay that were needed. His net profits from his sales in nine months amounted to \$67.80, and of this amount his books showed that he had \$65 on deposit in the bank.

The results of these three experiments cannot be measured by the immediate results. These boys have learned lessons of industry and business management which will be of great value to them in their larger enterprises in the future.

COSTLY CRIME.

The total cost of crime in the United States for the year 1906 reached the stupendous figures of \$1,076,000,000.

The cost of all spiritual, ecclesiastical, physical, humanitarian, educational, and healing agencies in the United States for the same year was \$540,000,000.

This country spent on crime last year more than all it expended on agencies that make for virtue by \$500,000,000.

Such are the figures recently made public by Harper's Weekly, and the character of that publication will protect it from any charge of reckless extravagance of statement, to say nothing of the charge of "yellow journalism."

The article in question gives particulars of the way in which it reached the appalling totals, particulars which cannot here be reproduced in full without quoting the entire article. But some of them cannot be passed by with indifference.

Nearly one-fourth of the \$130,000,000 raised by taxation in Greater New York in 1906 was spent on the repression and correction of crime.

Property stolen and not recovered the country over amounted to \$20,000,000.

Banks and trust companies lost by frauds over \$10,000,000.

The national government estimates its annual losses by smuggling as \$75,000,000.

Criminal losses by fires are estimated by the underwriters as \$100,000,000.

There are more than 250,000 prisoners in state, county, and city prisons throughout the land. The loss of wages of such prisoners at \$300 a year each is \$75,000,000.

Such particulars and such totals may well set the taxpayer to thinking as well as the criminologist and the social economist. It is the costliness of the thing that the article deals with, and that makes direct appeal to the taxpayer. That frightful expenditure of over a billion dollars a year to repress and correct crime comes from his not over-plethoric pocketbook.

The national government is called upon by the article to "undertake the work of compilation, and prepare a thoroughly reliable and scientific statement covering the entire subject,"—a suggestion that ought to be heeded.

Nor is the following suggestion any the less important:—

"The figures representing the expense of crime are so startling that we ask ourselves how long our national and state government can possibly continue to pay such enormous sums for the maintenance of courts of justice, police, and other institutions without taking serious cognizance thereof.

"One thing, however, is certain; unless our federal and state authorities do something to close some of the floodgates of evil so prevalent in our large cities there is no telling what the end may be. Our rulers should endeavor to make it easy to do right and difficult to do wrong, so as to reduce the cost of crime to a minimum, or make our jails and prisons self-supporting."

THE RURAL COMMUNITIES.

BY PROFESSOR LIBERTY H. BAILEY,
Cornell University.

We have been trying to increase the productiveness of farms, and we have succeeded in making two blades of grass grow where one grew before. The time has come when we must redirect our rural institutions. In order to provide amusement for the young people we should revive the old country games of years ago, like long ball, fox and geese.

The country church is now just where it was fifty years ago, having advanced not a bit. The pastors must take an interest in agricultural matters, and the church must become more than a place in which to preach. It should be the social centre of the community, a place where residents of the country can gather for enjoyment as well as religious help.

The schools must be made to meet the needs of the rural youth of the present day, and there must also be a change in rural government, whereby the farmers may work together and be assured that they are being well represented.

BOOKS ON PSYCHOLOGY.

- "Psychology," Angell (Holt).
 "Psychology Applied," Baldwin (Appl.).
 "Essentials of Psychology," Buell (Ginn).
 "Psychology," Dewey (Harper).
 "Psychology in the Schoolroom," Dexter & Garlick (Longmans).
 "Psychology of Youth," Hall (Appl.).
 "Psychology and Psychic Culture," Hallack (Am. Bk.).
 "Psychologic Foundations," Harris (Appl.).
 "A Text-Book in Psychology," Herbart (Appl.).
 "Psychology," James (Holt).
 "Talks on Psychology and Life's Ideals," James (Holt).
 "Genetic Psychology," Judd (Appl.).
 "Psychology and Life," Munsterberg (H. & M.).
 "Psychology in Education," Roark (Am. Bk.).
 "Teacher's Hand-book of Psychology," Sully (Appl.).
 "Elements of Psychology," Thorndike (Seiler).

UNIVERSITY OF MAINE.

My dear Mr. Winship: Ninety-nine times in a hundred I agree with the Journal of Education. Here is the 100th time, the one time when from my standpoint the Journal of Education is hardly fair. I refer to your editorial on the University of Maine.

A generation ago Congress created those institutions variously known as "land grant colleges," "agricultural colleges," and "Morrill art colleges." In those days many western states had not progressed very far in advanced educational institutions. Hence the times were ripe for state universities, many of which sprang up as a result of this national legislation and have become great successes.

Conditions were entirely different in New England. Here with our greater years we had already Harvard, Yale, Dartmouth, Brown, Bowdoin, Amherst, Williams, Tufts, and other colleges. The problem of how to start the new Congress-inaugurated institutions was therefore more difficult in New England than in the West, not on account of "the prejudices of our grandfathers," but because of the great educational progress already made in the East.

There is a long chapter of educational history in connection with the inauguration and development of these land grant colleges in New England—a history of bitter discussion, of legal controversy, and of radical changes. But, skipping all that, in Maine a college of agriculture and mechanic arts was duly established and it finally came under the presidency of Dr. George E. Fellows, a fine executive officer of great ambition. He succeeded in getting the legislature to change the name of the institution to the University of Maine, and in time added a department of law and an academic department for the degree of B. A.

Now there is a feeling in Maine, where three other colleges exist, supported by private endowments, that the state should, under conditions existing there, stick to the original purpose of the institution—a mechanical and agricultural college, and not compete with existing institutions in work leading to the B. A. degree.

Imagine President Butterfield of the Massachusetts agricultural college to induce the legislature to re-christen it the "University of Massachusetts," imagine the addition of a law school, imagine the creation in this state-supported institution of an academic course competing with Harvard, Tufts, Amherst, Williams, and Holy Cross; and you have the condition existing in Maine. And you can easily imagine that Massachusetts lawmakers might criticise such a policy, without being charged with old-fogysism.

The Maine "University" has done splendid work in its agricultural and mechanic arts departments, and there

has been no desire to cripple them; it has some magnificent professors in these departments; I have nothing against its academic department. But underlying the discussion has been a principle, a question of policy, which in no way reflects on the broad-minded liberality or intelligence of the people of New England.

Bowdoin.

[The signature might lead one to think that this emanated from Bowdoin College. It is from a graduate of Bowdoin, a man deeply interested in agriculture, and we cannot appreciate why he should take this view, but he is intelligent upon all these questions and genuinely honest.—Editor.]

EDUCATIONAL PROGRESS IN JAPAN.

BY WALTER J. BALLARD.

The following statistics tell part of the story of Japan's educational progress (Sun Trade Journal figures):—

	1894.	1904.
Government expenditure	\$ 676,000	\$3,000,000
Elementary schools	24,046	27,444
In school, of school age census .	.61 per cent.	95 per cent.
High school applicants		4,167
Increase in high school enrollment (all could seat)		1,546
Special or technical schools	63	1,994
Pupils in same	27,409	137,649
Pupils in elementary schools ...	3,501,071	5,154,113
High schools	256	296
Pupils in same	4,295	4,946
Middle schools	82	268
Pupils in same	22,515	101,196
Normal schools	47	64
Students in same	5,804	19,404
Girls' high schools	14	95
Pupils in same	2,314	28,446

These figures show how earnest is the Japanese interest in education. Battleships by the dozen, but new schools by hundreds and thousands. Note 4,167 applicants for the high schools, though only 1,546 seats available.

A RABBIT'S OPINION OF US.

Two men came by the Rabbit's brier patch the other day, and one was telling the other that animals do not reason. Said he: "I have experimented with caged monkeys, and they are altogether governed by reflex action. A desire for food produces an irritation, and the irritation creates a stimulus, and the stimulus drives the monkey's paw into the peanut-bag. It is all mechanical; there is no thought whatever about it—not a bit," he added emphatically, as he picked a huckleberry and spat it out again, with a grimace like a monkey with a red pepper when he found the taste of a malodorous bug on the berry.

"To be sure, all nonsense," said the other man. "These field naturalists, who say that animals do reasonable things, are all blind dreamers and imposters. See that rabbit there, waiting like a fool for us to go by, and depending on his coloring to hide him. How could he possibly think? What has he in his head to think with?" Then he came to the edge of the brier patch, thinking to catch me, while I bolted out of sight into the thickest cover and then circled behind him, as rabbits love to do, and sat low in a clump of dried grass, watching him go poking his cane into every empty bush and brake in front of his nose, where of course no sensible rabbit would ever think of hiding.

From Peter Rabbit's Brier-Patch Philosophy, interpreted by William J. Long (Ginn & Co., Boston).

BOOK TABLE.

MANUAL OF PATRIOTISM. Compiled and arranged by Charles R. Skinner, state superintendent of public instruction, Albany, N. Y. Published by the compiler. Cloth. Illustrated. 470 pp.

One of the most elaborate as well as one of the choicest volumes on patriotic themes that has ever come to our notice. It is provided by the state legislature of New York for free distribution among the thousands of schools throughout the Empire state, with the view of awakening and deepening the sentiment of patriotism in the minds and hearts of the children and youth. To no one could the selection of the material have been entrusted with better grace than to Mr. Skinner, the state superintendent of public instruction, and he has honored the task assigned him finely. He has here massed together numbers of the best things ever expressed as patriotic sentiment in prose, in poetry, and in music, so that there is a wide variety of selections and at the same time a splendid harmony throughout them all. A very valuable section is on "The Nobility of Labor," while nearly seventy pages are devoted to "Important Dates in American History." The musical features are of a peculiarly high grade. The work may well be regarded by other states as a model worth following, as an inspiration to love of country.

KEFFER'S NATURE STUDIES ON THE FARM. By Charles A. Keffer, professor of horticulture and forestry, University of Tennessee. New York, Cincinnati, and Chicago: American Book Company. Cloth. 154 pp., with illustrations. Price, 40 cents.

Published as one of the well-known series of Eclectic Readings, this book presents simple lessons in agriculture. The reading of the book is to be supplemented by reports of farm operations at home, the making of easy experiments at school, and excursions of the class to the woods and fields. Soils and plants, their relations to one another, and the best way of combining them in economic plant production, form the subject of the twenty-six chapters in the volume. Numerous illustrations from photographs add to both the attractiveness and helpfulness of the book, which will aid in making farm life and the things pertaining to it more interesting to the average boy or girl.

THROUGH FRANCE AND THE FRENCH SYNTAX.

By Robert Louis Sanderson, assistant professor of French in Yale. New York: Silver, Burdett & Co. Cloth. Map. 153 pp. Price, introductory, 65 cents.

A valuable work on French composition. "Composition requires an amount of work," says the author, "of thought and reflection, by the side of which translation is child's play." So, to aid the student the better to master French, he gives brief and choice bits of description of France as the tourist sees it, and these excerpts from a traveler's notebook are to be put into French. At the same time he gives with each excerpt notes on idioms and the more obscure words and phrases that are decidedly helpful to the pupil. A full English-French vocabulary is a welcome addition. With no definite class of French pupils in mind, the author imagines it may be of chief help to second-year pupils.

HELPS TO THE READING OF CLASSICAL LATIN

POETRY. By Assistant Professor Leon J. Richardson of University of California. Boston: Ginn & Co. Cloth. 12mo. 66 pp. List price, 50 cents.

This brief manual is designed to assist the student in Latin to read with greater intelligence such classical poetry as that of Vergil and Ovid. Without such ability to read the Latin, the author believes that the student cannot enter fully into the comprehension or the enjoyment of it. So he gives the principles governing Latin metrical compositions in the Augustan age, treats of rhythms, syllables, feet, verses, etc., and then passes on to the "Dactylic Hexameter and Pentameter." Brief practical hints of great value are also given.

HISTORIC SHRINES OF NEW ENGLAND. By Felix J. Koch, A. B. Chicago: A. Flanagan Company. Cloth. Illustrated. 182 pp. Price, 50 cents.

This house has already published several valuable monographs entitled "Little Journeys," and this is a valuable addition to the growing list. The author has evidently seen New England's show-places with appreciative eyes. And he tells about them delightfully, and without the customary extravagance. He also illustrates his text with many pictures, in some of

which, however, his camera has not done its best. But this is a forgivable fault, when one considers the entire work, which is admirably conceived and executed.

UNIVERSITY HYMNS. Compiled by Professors Parker and Jepson of Yale University. New York: A. S. Barnes & Co. Cloth. 331 pp. Price, 75 cents.

A fine collection of hymns, tunes, and chants, specially prepared by the compilers for use in the public and social worship of Yale University, but capable, of course, of a much wider use than by any one body of students. The needs of a congregation of young men are conspicuously kept in sight by the authors, and so the melodies do not rise to too great a height, nor descend to too great depths. There are some splendid unison melodies. It is noticeable what a large percentage of the fine old hymns and tunes appear in the collection, at the same time that Dykes, Stainer, and other more modern authors are copiously used. The entire book is a work of musical artists.

ELEMENTARY ENGLISH COMPOSITION. By Tuley F. Huntingdon, A. M., recently of Leland Stanford, Jr., University. New York: The Macmillan Company. Cloth. 357 pp. Price, 50 cents, net.

A remarkably sane treatment of a much discussed subject, and at the same time decidedly original. It is written not so much for instructors as for the pupils, and these of the higher grammar grades and the initial high-school grades. The chapters on "Narration from Models" and "Description from Models" are gems in themselves. The text is quite fully illustrated by choice pictures to aid the impressiveness of the theme in hand. The book is surely worthy of a wide circulation.

CARLYLE'S HEROES AND HERO WORSHIP. Edited by John Chester Adams, Ph. D., English instructor in Yale. Boston: Houghton, Mifflin & Co. Paper. 268 pp. Price, 45 cents; cloth, 50 cents.

The editor in providing this text of Carlyle's noted essays has kept the beginner in view, rather than the experienced student of Carlyle's works. He deems these essays as giving the most direct and available information as to Carlyle's thought and style. A brief life of the writer prefaces the text, and a few portraits adorn it. The essays are summarized carefully, and the notes are of decided value to the student reader.

BIRDCRAFT. A Field-book of Two Hundred Song, Game, and Water Birds. By Mabel Osgood Wright. With eighty full-page plates by Louis Agassiz Fuertes. New York: The Macmillan Company. Cloth. 310 pp. Price, \$2.00, net.

This best of nature books of its class has been so popular that it is now in its seventh edition. Its information is genuinely reliable. It is presented by the pen of a literary master, and it has been pedagogically perfected by the development of the various editions.

THE GREATEST FACT IN MODERN HISTORY. By Whitelaw Reid, ambassador to Great Britain. New York: Thomas Y. Crowell & Co. Cloth. Portrait. 40 pp. Net price, 40 cents.

This is the famous address prepared at the invitation of Cambridge University, and delivered there in 1906. Mr. Reid did not choose the subject, which has to do with the rise and history of the United States; it was chosen for him by the Cambridge authorities, singular to say; and Mr. Reid "would not run away from it," so he said. It is a masterly treatment of the subject from one who is abundantly competent to deal with it.

BOOKS RECEIVED.

"A Scientific French Reader." By H. F. Dike. Price, \$1.00.—"Through France and the French Syntax." By R. L. Sanderson. Price, 65 cents.—"Guide Books to English" (Books One and Two). By Harris and Gilbert. Price, 45 cents and 60 cents. New York: Silver, Burdett & Co.

"The Richmond Second Reader." By Harriet E. Richmond. Price, 40 cents.—New Hudson Shakespeare: "As You Like It," and "The Merchant of Venice." With notes by Henry Norman Hudson.—"The Major Dramas of Sheridan." Edited by G. H. Nettleton. Price, 90 cents. Boston: Ginn & Co.

"A Text-Book of Electro-Chemistry." By Max Le Blanc; translated by W. R. Whitney and J. W. Brown. Price, \$2.60.—"Economics." By F. W. Blackmar. Price, \$1.40. New York: The Macmillan Company.

"Expressive Reading." By George F. Bell. Syracuse, N. Y.: C. W. Bardeen.

"Phonic Word List." By S. F. Buckelew and M. W. Lewis. New York: Isaac Pitman & Sons.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

April 27: Classical and High School Teachers' Association, Latin School, Cambridge, Mass.

May 1, 2, 3: International Kindergarten Union Convention, New York.

May 8-11: Joint meeting of the Eastern Art Teachers' Association, Eastern Manual Training Association, and the Western Drawing and Manual Training Association, Cleveland, Ohio.

May 10: Eastern Connecticut Teachers' Association, Norwich.

July 1-2-3-4: American Institute of Instruction, Montreal.

July 2, 3, 4: Pennsylvania State Educational Association, Greensburg, Superintendent R. B. Teitrick, president, Brookville.

July 9-12: National Educational Association, Los Angeles, California.

October 17-19: Vermont State Teachers' Association, Burlington, Vt.

December 31-January 1, 2, 3, '08: Colorado State Teachers' Association.

NEW ENGLAND STATES.

NEW HAMPSHIRE.

LEBANON. The town is to raise this year \$7,500 for school purposes above the amount required by law to be raised.

VERMONT.

LYNDONVILLE. The first union for expert school supervision under the new law has been formed at Lyndonville. The towns comprised in this union are Burke, Newark, Lyndon, Sheffield, and Sutton. There will be about fifty schools in this union.

NORTHFIELD. Principal George S. Wright, who has been at the head of the Whitcomb high school in Bethel for the past seven years, will assume the duties as principal of the high school at Northfield next September.

BRISTOL. Clarence M. Hazen has resigned as principal of the high school in Bristol. William H. Botsford, a former principal of the school, and now an attorney in Rutland, has taken charge of the school for the present term.

RUTLAND. A meeting of the school directors of Rutland county was held in Rutland April 2. Some of the speakers were Governor F. D. Proctor; Mason S. Stone, state superintendent of education; Superintendent D. B. Lock, Rutland; A. D. Tiffany, Pittsford; C. E. McIntyre, Danby, Dr. H. M. Martyn, Cuttingsville. Subjects under discussion were "Centralization of Schools," "Transportation, Truancy, and Expert Supervision of Schools." Representatives from twenty-one of the thirty-one boards of school directors in the county were present. The meeting was arranged for and presided over by W. P. Abbott, examiner of teachers, Proctor. Five towns ex-

RECENTLY PUBLISHED.

Buckwalter's Easy Primer. Buckwalter's Easy First Reader.
Buckwalter's Second Reader.

By GEOFFREY BUCKWALTER, Principal of Mt. Vernon School, Philadelphia.

Correspondence Solicited.

PARKER P. SIMMONS, 3 E. 14th St., New York.

pressed a desire to form unions with other towns.

ST. JOHNSBURY. The towns of Barnet, Danville, Walden, and Waterford, and the village school district of Danville have united to form a union for the employment of a superintendent. Harvey Burbank, principal of Phillips Academy, Danville, was elected supervisor.

ESSEX. A union for school supervision has been formed by the towns of Essex, Colchester, Shelburne, South Burlington, and Williston. Principal C. D. Howe of the Essex Junction high school has been elected superintendent at a salary of \$1,300.

BRISTOL. The towns of Bristol, Lincoln, Starksboro, Monkton, and New Haven have formed a union for the employment of a superintendent. No superintendent has yet been elected.

MONTPELIER. The state of Vermont maintains three normal schools for the training of teachers, one at Randolph, one at Johnson, and one at Castleton. The number was fixed at three many years ago, when Vermont had three congressional districts, but for the last twenty-five years there have been but two such districts in the state. The report for the fall term of 1906 shows that the total attendance at Randolph was 66, at Johnson 59, at Castleton 105. This makes a total attendance for the three schools of 230. Of this number forty-six were graduates of high schools or academies.

MASSACHUSETTS.

BOSTON. The American Humane Education Society and the Massachusetts Society for the Prevention of Cruelty to Animals have arranged with the superintendents of the state to observe Friday, April 12, as Band of Mercy day in all the public schools of Massachusetts. The American Humane Education Society sent out nearly 10,000 of a sixty-five-page "Suggestive Program" for distribution by the superintendents to aid the teachers in preparation for the

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EDUCATIONAL REPRINTS

No. 1. Report of Massachusetts Committee on Industrial Education, 50 cents.

Descriptive circular on application

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JAMES S. STEVENS, Dean,
University of Maine, Orono, Maine.

exercises of the day. All the cities except one celebrate this day, and nearly all the towns. This work is not, as is commonly supposed, solely to teach kindness to animals, but to impress the larger principles of benevolence; respect for law and social order, honor for parents and elders, self-respect and respect for others, self-control, sympathy, pity, and consideration for all creatures.

SHELBURNE. At a joint meeting of the school committee of Shelburne, Buckland, and Colerain April 5, Captain C. P. Hall was elected superintendent of the district for the fifteenth time. Mr. Hall has been a very faithful and efficient official whose services have been appreciated.

SPENCER. The next regular meeting of the Worcester County School Superintendents' Club will be held April 13 at the State Mutual Restaurant, in Worcester, at one o'clock. At the business meeting the arrangements for the last meeting of the year—ladies' day—speakers and subject will be considered. The subject for the afternoon is: "Some Hints About Teaching Spelling and Reading." The discussion will be opened by fifteen-minute talks by Superintendents Charles L. Hunt of Clinton and Thomas E. Thompson of Leominster.

BROCKTON. The resignation of Superintendent Barrett B. Russell was one of the surprises such as Brockton does not enjoy. He has been superintendent twenty-two years, and is the only superintendent the city has had. He was born in Dartmouth, Mass., in 1844, and was educated at the State normal school at Bridgewater, and later took a course at the Massachusetts Institute of Technology. He taught in Dedham, and then returned to the State normal school at Bridgewater, where for eight years he was instructor in chemistry and mathematics. He was then in Lawrence as principal of the Oliver grammar schools, leaving that position to become superintendent of the Brockton schools on February 1, 1885. Superintendent Russell was president of the New England Superintendents' Association in 1905. He is a member of the Massachusetts Schoolmasters' Club, and has been president of the Plymouth County Teachers' Association. He served three years as trustee of the Brockton public library, and is a director of the People's Safe Deposit & Trust Company.

CONNECTICUT.

ROCKVILLE. Mayor Henney of Hartford has been secured to give the address to the members of the graduating class of the high school at the graduation exercises of the senior class in the town hall on June 18.

NEW HAVEN. Professor Van Tine, head of the department of American history in the University of Michigan, has declined an offer to take the same chair at Yale University.

The resignations of Dr. Lewis Ormond Brastow, professor of practical theology in the Yale Divinity School, and of Daniel Cady Eaton, professor of the history and criticism of art, were accepted at the March meeting of the Yale corporation.

MIDDLETOWN. Professor Francis G. Benedict, who is to take charge of the new government nutrition laboratory at Boston, concluded his du-



Dustless Schoolrooms

The gravity of the dust question as applied to our schoolrooms is such that we cannot afford to ignore its significance. While great attention has been given to ventilation, very little has been given to dust.

When it is considered how much dust is constantly being raised by shuffling feet, it becomes necessary that, in order to correct the dust evil in our schools, we must use some means whereby the dust will be prevented from circulating. It has been proved that wherever

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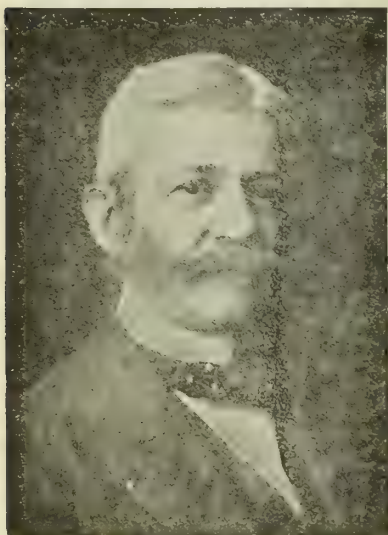
31 Union Square, New York City

ties at Wesleyan University last week. Before he takes charge at Boston he, with his family, will take a European trip.

NORWICH. The next meeting of the Eastern Connecticut Teachers' Association will be held at the Central Baptist and Broadway Congregational churches on May 10. Among the speakers will be Professor Charles H. Judd of New Haven, Superintendent Robert H. Small, president, and Miss Margaret Slattery, supervisor of the normal school, Fitchburg, Mass. The president is J. B. Stanton, Norwich; vice-president, Irene P. Bindloss, New London;

secretary and treasurer, C. H. Hobson, Greenville; executive committee, Mirian Skidmore, Willimantic; W. D. Tillson, Putnam, and J. L. Chapman, Plainfield.

BEST BIRD BOOK Nuttall's Birds of the U. S. and Canada. Cloth. \$3.00. 914 pages. 110 colored illustrations. 272 black and white illustrations. THE IDEAL DESK-BOOK. Special introduction price to teachers, \$2.00 postpaid. LITTLE, BROWN & CO., BOSTON



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THE WEEK IN REVIEW.

(Continued from page 409.)

case for the barber shop which the sub-contractor furnished for \$325 was charged at \$3,256. The sub-contractor charged \$6,145 for the wainscoting; but the state was charged \$62,486. So it went, all up and down the line.

THE HAGUE CONFERENCE.

The British government has made a formal and official request to the Russian government to include the question of a limitation of armaments in the program of the Peace conference which is to assemble at The Hague next June. The reply from St. Petersburg will be awaited with interest, but the preliminary discussion of the subject does not encourage the hope that it will be of a favorable nature. There exists in Europe a considerable jealousy of England's naval strength, and a feeling that such a suggestion would come with better grace from a power which was not already more than prepared for any possible warlike emergencies. But even if this large and vital subject is not included in the Hague program, there is promise of good results from the gathering of the representatives of more than forty governments, great and small, to consider such matters as the conduct of naval warfare, the rights of neutrals, and other subjects embraced in the original program.

THE WORK OF THE DUMA.

Russia is at least going through the motions of parliamentary government. The spectacle of an elected chamber of representatives of the people discussing, with grave deliberation, the budget presented by the minister of finance is one that could hardly have been dreamed of five years ago. The discussion, moreover, is not a pretence nor an empty show, for the minister of finance, in presenting his budget, admitted that the government could not levy new taxes without the consent of parliament. This alone is a great gain over conditions existing but a short time ago. The present Duma is manifesting a more orderly temper and a larger degree of self-restraint than its predecessor; and the reactionaries who want to see it dis-

solved will have to search hard to find an excuse. The more extreme reactionaries have again resorted to assassination to remove an obnoxious political opponent, their victim this time being Dr. Jollos, editor of the Moscow Russki Viedomosti, and one of the ablest and purest of the Liberal leaders. There was a striking scene in the Duma when the entire membership, reactionaries and all, stood and remained standing for several minutes in tribute to him.

Governor Guild and Mayor Fitzgerald led an array of distinguished speakers who participated in the opening of the industrial exhibit at Horticultural hall April 7. Among the other speakers were Hon. Andrew J. Peters, John Graham Brooks, John Tobin, president of the Boot and Shoe Workers Union.

The program of conferences and addresses in the lecture hall during the week was of unusual interest to wage-earners and those interested in their welfare. Among the many speakers on subjects of live interest were Professor William T. Sedgwick of Technology, John Golden, president United Textile Workers; Owen R. Lovejoy of the National Child Labor committee; Hon. Samuel Ross, Professor C. E. A. Winslow of Technology, President Henry S. Pritchett of Technology, Professor Paul H. Hanus, chairman of the commission on industrial education.

"The exhibit has been prepared by the highest authorities in their respective fields of inquiry, and the facts set forth are both comprehensive and reliable."

The teacher asked: "Elsie, when do you say 'Thank you'?"

Elsie's face lighted up, for that was the one thing she knew, and she confidently answered: "When we have company."—Chicago Tribune.

When a man gets a letter from a woman and finds that it is written right straight along on pp. 1, 2, 3, and 4, in proper order, how she rises in his estimation!—Somerville Journal.

You can never tell how far a man is going to get by the speed at which he starts off in life.—Florida Times-Union.

MR. ROOSEVELT, PLEASE NOTICE.

A small citizen of Springfield, Mass., made out a list of the things he hoped to receive for his approaching birthday, and this is what his fond mamma found recorded as the first item of all:—

"Anew testiment, reversed virgin."—Lippincott's.

"While it is, of course, a platitude to say that a wise teacher learns by instructing others," recently observed an instructor in a preparatory school in Brooklyn, "it is permissible to remark that he frequently picks up some curious information in this way. I once asked a boy to explain, if he could, the difference between animal instinct and human intelligence. It was a pretty hard question, but the lad was equal to it.

"If we had instinct," he said 'we should know everything we needed to know without learning it; but we've got reason, and so we have to study ourselves 'most blind, or be a fool.'"—Harper's Weekly.

It takes some men a long time to find out just what they are fitted for in life, because they aren't.—Somerville Journal.

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Copy for this department must reach us ten days previous to date of publication. This department appears second and fourth week each month.

SCHOOLS AND COLLEGES

MONEY IN COMMERCIAL ART. Ambitious young men and women should send for my booklet "A New Door to Success," which gives full details of my method of teaching drawing. A full year's practical art instruction for \$30.00. Grant Hamilton Studio, Suite 719 Flatiron Bldg., New York.

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Disaster to the School Desk Trust.

[School Bulletin.]

F. A. Holbrook and nine church and school furniture manufacturing companies are named in indictments returned by the Federal grand jury at Chicago.

In addition two petitions were filed in the United States circuit court asking for an injunction restraining the furniture companies from further violations of the Sherman anti-trust act, under which the indictments were returned. The indictments charge the defendant corporations with controlling eighty per cent. of the church pew and school desk business of the United States.

The indictment first charges conspiracy in restraint of trade, conspiracy to monopolize trade and commerce, of several overt acts in furtherance of the conspiracy.

The school furniture companies indicted are:—

Minneapolis Office and School Furniture Company, Minneapolis; Owensboro Seating and Cabinet Company, Owensboro, Ky.; the Hudson School Furniture Company, Cincinnati; Haney School Furniture Company, Grand Rapids, Mich.; Peabody School Furniture Company, North Manchester, Ind.; the Illinois Refrigerator Company, Morristown, Ill.; E. N. H. Stafford Manufacturing Company, Chicago; A. H. Andrews

MISCELLANEOUS

INDIVIDUAL COMMUNION SERVICE. Many materials; many designs. Send for catalog 4A. Service sent on approval. George H. Springer, Mgr., 258 Washington street, Boston, Mass.

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1607-1907—"THE OLD NATIONAL HOMESTEAD; or, The Story of Jamestown," by Robert W. Wallace, A. M. A new, timely, and patriotic lecture, thrillingly interesting in its details, and specially appropriate for this year of commemoration. Address R. W. Wallace, care of Journal of Education, Boston. Telephone 985-1, Somerville, Mass.

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HOUSE TO LET for the summer months. Address, W. F. Jarvis, Waltham, Mass.

Company, Chicago; American Seating Company, Chicago.

All the corporations and individuals named in the indictment are made defendants in the petition for the injunction.

The list is interesting, because the agents of some of them, Andrews & Co., for instance, have been violent in their denunciation of the trust, representing their companies as outside of it.

N. E. A.

The meeting of the department of superintendence in Chicago February 26, 27, and 28 was by far the largest meeting of that department ever held. The largest previous meeting was at Louisville, Ky., where 900 were enrolled.

The rates granted at the meeting at Los Angeles July 8 to 12 are based upon one first-class limited fare for the round trip plus the \$2.00 membership fee, as follows:—

Round trip rate (including membership fee) from Chicago, \$64.50; New Orleans, \$59.50; St. Louis, \$59.50; St. Paul, \$61.90; Memphis, \$61.15; Missouri River points, \$52.00.

These rates allow returning by diverse routes without extra charge, except, if the trip is made one way through Portland, Ore., \$12.50 is added. The ticket conditions allow stop-overs on both the going and returning trip at all points west of Du-

MISCELLANEOUS

KLIPS bind pamphlets, papers, magazines. Price-list free. Fourteen samples, 7 sizes, postpaid, on approval, 75c. Covers to order. H. H. Ballard, 326, Pittsfield, Mass.

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DRAMATIC

STANDARD PLAYS FOR COLLEGES AND HIGH SCHOOLS. "The Spanish Gypsy," George Eliot; "The Princess," Tennyson. Dramatized by Marguerite W. Morton. Every production of these plays has been a distinct success. Royalty, ten dollars for each performance. Copies sent on approval to responsible persons. Address Miss Marguerite W. Morton, St. Paul, Minn.

AGENCIES will find this new department a useful one for their business. Address, Journal of Education, Boston.

luth, St. Paul, Missouri River points, first Texas point, and in California. Tickets will be on sale from June 22 to July 5 inclusive, and will be good for return to starting point until September 15.

Extensive arrangements are being made for special rates for a great variety of side trips and excursions to points of interest in California and at the principal stop-over points en route, both going and returning.

A report from the committee on hotels and accommodations assures that rates for entertainment at Los Angeles will be about as follows:—

At the large, first-class hotels, American plan, from \$3 to \$5 per day.

At smaller hotels and apartment houses, European plan, \$1.00 per day per person, without bath; \$1.50 per day with bath.

Accommodations for 15,000 people in private families and many small family hotels will be about fifty cents per day for each person, two in a room. If meals are desired, break-

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THE MAGAZINES.

—The principal features of the American Monthly Review of Reviews for April are the three articles on the safeguarding of human life on our railroads; an account of the workings of "The Newest Government Department" (Commerce and Labor) by a Washington observer; a striking presentation of the results of the medical inspections conducted by the New York board of health in the public schools of that city, by Dr. John J. Cronin; an outline of the work undertaken by the Carnegie Institute at Pittsburg, by Frank Fowler, the artist; "The Making of the Forest Ranger," by Arthur Chapman; "The Restoration of the Transvaal to the Boers," by W. T. Stead; "The Revolution in Chicago's Judicial System," by Stanley Waterloo; "The Immigration Law of 1907," by W. S. Rossiter; and "Is Industrial Japan Likely to Menace the American Wage-Earner?" by Harris Weinstock. The editorial department, "The Progress of the World," deals with the relations between the railroads and the public, with especial reference to the state legislation of the past winter. It also covers all the important international developments of the month.

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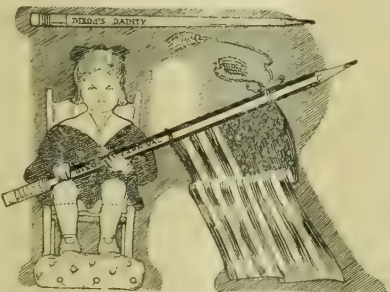
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"NEW DREAMS, MY CHILD."

BY FREDERIC ALLISON TUPPER.

New dreams, my child, and still new dreams again,
The dear old dreams are sweet, so sweet, I know,
But with the mists of morn away they go
Beyond the purlieus of our mortal ken.

Each age hath dreams more radiant than before,
Could we but yield us to the Sender's power,
And full of dreams is every passing hour,
But men neglect fair dreams for visions lower.

What time I wandered o'er the springtide hills,
And plucked with joy the pale anemones,
The violet, the bloodroot, or heart's-ease,
And dreamed my dreams and heard the dashing rills

Leap onward to the river and the sea,
So onward leapt my life as free as they;
And while the rainbows played amid the spray,
So youth's bright rainbows still surrounded me.

Could life be what the young and happy dream,
How loath were human heart to let it go!—
This drifting with life's river fast or slow,
And well an endless drifting it may seem.

Yet new dreams come, the dreams of wealth and power,
God grant the dream of service best of all!
So each unstained may hear the battle-call,
And make his dream grow real hour by hour.

WHAT THEY SAY.

LAWTON B. EVANS: This is an age of acts rather than of facts.

SUPERINTENDENT PAYSON SMITH, *Auburn, Me.*:
Teach a child not to find facts, but to find himself.

SUPERINTENDENT C. P. HALL, *Sherborn, Mass.*:
Motive is the power that drives life's work, and this in the teacher is the determination to place himself in the front rank.

SUPERINTENDENT HERBERT J. JONES, *Holden, Mass.*: A teacher ought to read Browning and Tennyson, but she must know how to teach spelling. She ought to read the best fiction, but she must know how to run a school program in a business-like way.

MRS. E. B. WILSON, *Carroll, Ia.*: There are some people who claim that children are sent to school to learn about books, that the home and business life are the only places to teach such practical subjects as cooking, sewing, gardening, and printing. It will not be many years before this idea will be as antiquated as a narrow-gauge railroad would be at the present time.

LOOKING ABOUT.

BY A. E. WINSHIP.

[Notes on an eight-weeks' trip in November and December, 1906.]

Of Spokane, educationally and personally, I have already spoken editorially (January 3), now I will speak rather of it as the metropolis of the Inland Empire.

The Inland Empire is one of the marvels of America. Look up the one-hundredth meridian from British America to the Rio Grande and note that it runs through the middle of the Dakotas, Nebraska, and Kansas. West of this meridian to the Sierras is fully a third of the United States. This vast territory is arid, requiring irrigation either from mountain streams or by artesian wells. There is but one exception, this is the Inland Empire—an oasis richer than any in the Sahara. Here are about 40,000 square miles—about the size and shape of Indiana—out of the million and a quarter square miles in the arid region, or about one-thirtieth of the vast district, which blossoms as a rose without irrigation. These 40,000 square miles are in four states, Washington, Oregon, Idaho, and Montana. There is nothing else in the United States to be compared to this.

The only way to see the garden spot of the United States is to go from Spokane to Pullman and to Walla Walla in Washington, to Lewiston, Idaho, and to Pendleton, Oregon. Here, according to the official figures of the United States, are raised the greatest number of bushels of wheat, oats, and barley to the acre of any place in North America. Whitman county in Washington and Latah county in Idaho actually lead the entire union.

This Inland Empire is cutting this year more than 1,000,000,000 feet of lumber. There was one famous log drive last year of 80,000,000 feet of lumber.

One silver mine in this district, at Coeur d'Alene, paid \$3,000,000 in dividends last year. Another company sold \$6,750,000 worth of silver. In all the mines of the Inland Empire last year produced \$40,000,000.

From one railroad station 394,000 pounds of butter was shipped in the four months from June to September inclusive.

Here are raised of the renowned "Greenacres" cantaloupes more than 200 crates to the acre, and more than 200 crates of strawberries are raised to the acre and are sold at \$3 per crate. One acre produced 4,000 watermelons not equaled anywhere in the southland. And from 550 dewberry plants there was marketed \$660 worth.

Of course the orchard is the pride of the Inland Empire. One orchard produced 25,000 boxes of apples. Another orchard produced 15,000 bushels of apples, 200 boxes of cherries, and 300 boxes of pears this year.

Three hundred boxes of the best of apples to

the acre is not unusual; 2,000 boxes of tomatoes per acre, and \$200 worth of cucumbers are sold from an acre.

This entire empire, richer in its combination of soil, mines, forests, and water power than any equal area in the world, has Spokane as its metropolis, and not only do all railroads in that part of the world lead to Spokane, but electric roads already run out in many directions, and within two years there will be a remarkable system of electric roads practically through all of this inland empire.

In this oasis world are five notable educational institutions. In classic leadership Whitman College at Walla Walla is unrivaled west of Colorado and north of California. Not large, not aspiring to greatness, it is dominated by the classical standards of the East, from whence came its inspiration and from which its support has largely come. President Penrose has maintained the historic standards of Whitman and has given it modern ideals as well. Walla Walla is one of the cleanest, most attractive cities in the Northwest.

Washington State College at Pullman is one of the highly tonic educational spots in the West. Way above the thousand mark its enrollment is soaring. An agricultural college it surely is, and only two or three other agricultural colleges have done as much for the promotion of scientific agriculture in the past twelve years as have President Bryan and his faculty, but this state college is much more than an agricultural college, for the engineering department is of the utmost importance, and in chemistry, physics, and mechanics it leads that entire section. In the botanical department there are more than 40,000 plants preserved and classified. In all significant collections Pullman has the best in the entire country west of the Rockies. The enrollment of students is 150 more than a year ago, and the Freshman class has 352.

At Cheney the Eastern State normal school of Washington has made immense strides in efficiency, in scholarship, and in professional standards. Dr. Henry M. Shafer has already given the school a distinct and suggestive personality. His faculty has a scholarly standard that sets a new pace to most of the normal schools of the country. A graduate of Harvard, with his doctor's degree from Columbia, Dr. Shafer has brought about him a faculty that is highly educated and well trained, and besides he follows up his graduates in their teaching until he knows the extent to which they succeed or wherein they fail. He follows each until he is a distinct success.

Over the borders in Idaho are the State University at Moscow and the Northern State normal school at Lewiston. Although my knowledge of these is confined to acquaintance with members of the faculties and their publications and the reputation these institutions have among their neighbors, this is all sufficient for me to speak confidently of their high scholarship, great prosperity, and intense earnestness on the part of presidents, professors, and the student body. Of these I shall speak more specifically in my letter from Idaho.

G. D. C., Nebraska: The Journal of Education is a source of inspiration to me.

THE TREND IN AMERICAN EDUCATION.—(II.)

BY JAMES E. RUSSELL.

Teachers' College, New York.

Although we have consciously done next to nothing to give the average man a fair start in his life work, unconsciously we have been putting forth efforts to meet his needs. A century ago the elementary school was the first step in the way to college. So it is to-day, but with this important difference; the curriculum of the old-time school was religion and the three R's. The time came when religion had to be put aside. That left the three R's—an impossible curriculum, notwithstanding the praises of some good people who do not think for themselves, but have an unquenchable desire to think for other people. You cannot read without reading something; and you cannot reckon without problems in something. The colonial schoolmaster, like the modern parochial schoolmaster, made religion the substance of his instruction.

The fact is, the moment religion was put aside something else had to come in. We put in English literature, history, civics, science, and music—in a word, the course was enriched. Yet the common sense of our American public insisted on further enrichment for the sake of those who needed a more practical training. Hence the introduction of drawing, manual training, cooking, and sewing—fads and frills, if you please, but nevertheless an honest (if unintentional) effort to accord to the great mass of our children vocational advantages similar to those enjoyed by the few who could go on to higher grades of vocational training. It is precisely the same sort of development (from the simple to the more complex; from the general to the specific; from the purely disciplinary to the practical and vocational) that we have observed in the field of higher education.

But the end is not yet. The movement is only begun. The trend is unmistakably toward still further differentiation and still more complete adaptation to the needs of every-day life. The distinctive peculiarity of American education from the beginning almost to the present day is its selective character. Like the Scottish schoolmaster, we have rejoiced more over the one "lad of pairs" who somehow gets ahead, despite our instruction, perhaps, than over the ninety and nine who need our help. We boast of an educational ladder that reaches from the gutter to the university, and we see nothing amiss in making our elementary schools preparatory to the high school, and the high school preparatory to the college and university. In other words, that which few need all must take.

No other great nation thinks it worth while to train everybody for everything—and nothing!—and to do it at public expense. Germany has its great system of schools leading to the university and to professional life, and any boy who will may go forward as surely, if less easily, than with us. But Germany has, too, a system of public education which connects direct with practical life when the boy or girl leaves school at the age of fourteen. To be sure, it is little more than a beginning that

can be made in training for practical life before the age of fourteen, but in the past twenty years astonishing progress has been made in supplementing the common school training and continuing it over a period of two, three, or four years after the boy has left school and while he is learning a trade. In making Germany a dangerous rival of England and the United States in the markets of the world, the continuation schools are doing quite as much by

schools, twenty-six commercial and industrial schools for boys, six commercial and industrial schools for girls.—Address.

A STUDY OF NORMAL SCHOOLS OF THE MIDDLE WEST.

BY ARTHUR C. BOYDEN,
Bridgewater, Mass.



PRESIDENT HARRY PRATT JUDSON,
Chicago University.

supplying the skilled workmen as the technical institutes and universities are by sending out engineers and scientific experts. If you want a chance to do some hard thinking and self-criticising, send to the department of commerce and labor in Washington for volume 33 of the special consular reports just issued (1905) and read that able treatise of 314 pages on "Industrial Education and Industrial Conditions in Germany." If that does not provide food for reflection there is something wrong with you—or with me.

Instead of being satisfied with our school system in this country, we should be thoroughly ashamed of it—ashamed not of our good schools and the good work that is being done, but ashamed that we as a people are being contented with so restricted a system of public education and so narrow a curriculum. We accept the politician's dictum that we are too poor to spend more than we do on education, when the fact is we are too poor to spend so little. More, much more than we now spend on education would be money in our pockets if only we knew how to spend it aright.

France, heavily burdened as she is, maintains in addition to her great system of elementary, secondary, and higher schools (including universities, professional schools, and schools of science) the following institutions for teaching the industrial arts: One national institute of arts and trades, one central school of arts and manufactures, eight high schools of commerce, one advanced school of commerce, one commercial institute, four national schools of arts and trades, one national school for training superintendents and foremen, two national schools of watchmaking, four national professional

Mr. Boyden has visited the following schools: At Ypsilanti, Mich., representing, with its membership of 1,600, the normal college type of school; Kalamazoo, Mich., a new school which is working at the problem of preparing teachers for the rural schools of the state; Milwaukee, Wis., a normal school under city conditions, requiring high school graduation as an essential to admission; Oshkosh, Wis., a large school organized along broad lines; Menomonie, Wis., unique in its organization for industrial work, and having intimately connected with it a county agricultural and training school; Cedar Falls, Iowa, organized on a scale to meet the needs of a large state in which it is the only normal school; DeKalb, Ill., a comparatively new school, finely situated, and equipped along modern lines; Normal, Ill., one of the oldest schools and well organized in all lines of work. A visitor from the East is impressed with the progressive spirit in which modern problems in education are met in the Middle West and the great freedom allowed in working out the problem, and the adaptive means used to accomplish the work.

What makes the most marked impression is the breadth of the work regarded as appropriate to a normal school. The larger schools are thoroughly differentiated into departments, each with its head and its body of assistants. All lines of pedagogical preparation are covered,—primary, secondary, and specialization. All kinds of student activities are organized and developed,—literary, social, and athletic. As a result, a strong class of students is attracted to the institution and the graduates have a wide range of influence in the state. Strong faculties of expert teachers are possible to a degree unattainable in small schools where one person must teach a variety of sometimes unrelated subjects.

In most of the schools the so-called curriculum studies and the distinctly pedagogical subjects are obligatory, while the additional subjects are arranged in groups of electives, thus enabling students to pursue lines of culture which will contribute to their teaching ability much further than an entirely obligatory course will allow. The study of these cultural subjects is conducted with direct reference to teaching and is intended to be on as broad lines as the work in the state university. In most cases the university gives specific credit for work done in the normal schools. As a result, a large number of normal graduates each year go on to the university and later fill positions in the high schools of the state. The faculties of the normal schools are largely made up of graduates of both institutions,—normal school and state university.

In schools having a four-years' course above high school graduation a pedagogical degree is given after thorough examination. The elective cultural work makes this possible, and it gives an

adequate recognition of professional preparation.

All of the schools have large libraries: Milwaukee, 11,000 volumes and 6,500 pictures for school use, all carefully card catalogued; Oshkosh, 12,000 volumes in the normal library and 1,500 volumes in the training school library; DeKalb, 12,000 volumes; Normal, 15,000 volumes and 4,500 pamphlets. The purpose seems to be to make the libraries complete in all lines that apply to the teacher's preparation for his profession. Trained librarians are in charge of each library, with a corps of assistants sufficient to make it available to students and teachers in the most effective manner possible; so that the libraries are fully organized and in constant use by all the students. Bibliographies are prepared by the librarian and instructors in order to make all of the books and pamphlets valuable to the school departments. Courses are given in library management to assist the students after graduation in organizing and caring for school libraries, as well as to give them facility in using large libraries.

Much attention is given to essays, debates, reading courses, literary societies, and student plays, as representing the work of the literary departments.

In all of the Wisconsin normal schools specified reading courses are established for a threefold purpose: (1) To put in practice the knowledge of how to read, gained in the literary courses; (2) to extend the knowledge of books; (3) to put students in touch with world interests. Two of these courses, juvenile literature and library science, are required of all students. In addition, each student elects two courses from the following list: Literature, travel, history, economics, sociology, science, pedagogy, psychology, ethics, art. Once a week the members of each reading course meet the teacher of the department under which it is conducted for reports and discussion. The results of such courses are not only the formation of good habits of reading, but also the acquisition of a large fund of literary knowledge valuable in school work,—one more step towards the education of a cultivated teacher.

One is impressed with the vigor manifested in the different schools in working out the manual training courses. All of the schools are equipped for the different lines of manual training and for domestic science. Many of them are well prepared for training in the elements of practical agriculture. The grade teachers are prepared in all the lines of constructive work,—those from kindergarten upward, in many cases through the high school. Specialized courses are provided for supervisors as a means of introducing the subject into the schools on the plan of an interchange of subjects among teachers in large buildings.

The professional courses in education are broad and extended, including psychology, principles of teaching, school management, child psychology, science of education, and the history of education. Much emphasis is placed on the history of education. The objects of the study are to investigate educational ideals, ancient and modern, and to broaden the student's educational horizon by making him familiar with the leading educational theo-

ries and systems that have influenced our present ideals and practices.

Prominence is given in all the schools to economics and sociology. In sociology the aim is "to train the student to observe more closely the social conditions by which he is surrounded, and to relate these to his school work and to the community in which he is to teach." The study is supplemented by visits to various places for the purpose of observing practical conditions. In economics the aim is "to create an interest in, and to secure a scientific study of, the affairs of the day." In most of the schools elementary courses are required, while advanced courses are elective. The subject is taken as a regular study, five hours per week.

Great importance is given to field work in geography and biology. There is an appropriate equipment of local maps, bird glasses, etc.

Special attention is given to physical training. Ample opportunities are provided for outdoor and indoor athletics, and children's games are made a special study. The German, Swedish, and eclectic systems are taught.

Individual training in blackboard sketching is a common feature of the schools. Usually a room especially fitted up for the purpose is provided. Extended practice is given in natural forms, plant and animal sketches, illustration of literature, and artistic reproductions or creations.

There were discussions in marked prominence, reports on library reading, the conducting of exercises by students, reading of theses, sharp quiz exercises, demonstrations and laboratory experiments. The lecture system was only slightly in evidence.

Thorough professional courses for college graduates and superintendents of schools are provided in most schools. These include child psychology, school management, history of education, modern methods of teaching, courses of study, school supervision, philosophy of education, practice, and electives from scholastic lines.

The importance given to musical courses is characteristic. Glee clubs are common as a part of the school work in music. Opportunities are provided for instrumental practice and instruction in preparation for teaching. In some schools there is a special music course for kindergartners, including care of the child's voice, study of kindergarten songs, and practice in teaching songs to classes of children.

The atmosphere of sympathy and confidence between students and faculty is very marked. The spirit of self-government is developed and opportunities for student initiative are many. Advisers for different groups of students are selected from the faculty.

[The elaborate study of all industrial work is reserved for another paper.]

In England illiteracy has been remarkably reduced in fifty years. For instance in 1853 out of every 1,000 bridegrooms 304, or nearly one-third, could not sign their names, and made their mark. In 1905 the proportion was reduced to seventeen, or about one in sixty. Twenty times as many in 1853 as in 1905.

BACKWARD PUPILS.

BY FRANK B. DYER,
Superintendent of Cincinnati.

There are exceptional pupils in every school and in almost every class who need especial attention that cannot be given by the teacher who has the responsibilities of a large class. These pupils have been irregular in attendance on account of sickness or neglect of parents, or have come from other schools or countries and do not fit, or perhaps are mentally slow. For various reasons they have fallen behind pupils of their age, or have become discouraged. Like a train when once behind, they continue to lose time. Attention should be given such pupils. An "ungraded class" may be formed with an especially competent teacher or a special class for some particular kind of deficiency. Pupils may stay in such a class for a few days or weeks, and in some cases a year or more. Feeble-minded children may be segregated and given physical training and much work with the hand, which seems to be the best method of awakening the mind. Some provision for such pupils should be made in every large school. A start has been made in this direction by organizing a class for foreign pupils in the Sixth District school. There are now twenty-nine in the class, of varying ages. The chief subject taught is English in its various branches. As fast as pupils are prepared to enter the classes for which they are otherwise fitted they are transferred.

UNIVERSITY EXTENSION EXPERIMENT.

While Princeton University has been trying and testing the tutorial system, Brown University has been making an interesting experiment to bring the university and the community around it into closer affiliation, and to obliterate to some degree the long-standing distinction between "town and gown."

The attempt is to make the work of the university available to citizens who are willing to enter upon a specific course of directed study. These are definitely enrolled as students of one or other of two classes. One class is known as "certificate students," who are enrolled as intending to study for a collegiate degree. The other class is known as "hearers," and comprises those, who, while not looking towards an academic degree, are yet desirous of increasing their general culture by systematic attendance upon lectures by the teaching staff, and by further reading upon the topics assigned.

That the plan has met with popular acceptance is evidenced by the fact that during the past winter some five hundred citizens of Providence have enrolled themselves in one or other of the two classes named. It has been a pleasing sight to see the procession of older or younger people toiling up the hillside towards the university in the afternoons or evenings, to be in attendance at the lecture rooms. Many in this notable company are teachers in the city schools, who have enlisted in their life work as instructors without any preliminary collegiate education, but who now are convinced of the advantage which such advanced study would bring to them. These teachers are almost entirely

enrolled in the class of "certificate students," and have their eyes upon a subsequent degree. The few who do not plan for a degree are eagerly desirous of perfecting themselves in the branches in which they are already giving instruction; which in itself is a most laudable aim. Probably the larger portion of the total enrollment is of teachers, though many are from the ranks of private citizens. In its inception the new movement was largely a teachers' movement.

The lectures and referential readings are those which belong to the regular university work. These are not weakened or popularized at all to meet the new citizen and teacher element. They are faithful repetitions of those to which the regular students of the university are committed in their collegiate course. These additional lectures of course increase materially the work of the professors; but one of the compensations is said to be the manifest pleasure the professors find in seeing the interest, almost the mental hunger, of those who have come into the extension movement.

One fear has been expressed that there would be a necessary cheapening of academic degrees by this new method of instruction. But these degrees have been and will be sacredly guarded. Degrees are not to be granted to "certificate students" by any short-cut method of instruction. They will be conferred only after a long-continued attendance and the passing of all required examinations. The full equivalent of the regular collegiate course must be rendered before a degree is attainable. But while the "certificate students" may have to spend more years than a regular student, it will be possible for them to shorten the course somewhat by their making use of the university summer school, a period which to the average regular student is the vacation season.

Another matter is too important to be overlooked. Not a few persons, teachers included, have been unable to go to college through financial inability. But the new method makes it financially possible for the "certificate students" to get the benefit of a collegiate course. The plan is not by any means a charity, and wisely so. A fee of three dollars is charged for each course of ten lectures, and an entrance and certificate fee beside. By this method the student will be able by economy to meet in small payments the fees which would be forbidding if they were to come in the usual advance term-bills. The expense is thus distributed in a way adapted to those whose incomes would prohibit a heavy initial expenditure. But at the same time they are spared the mortification of being in any sense charity students.

The entire scheme seems to have been carefully thought out by President Faunce and his professional staff, and on the face of it seems feasible and serviceable. It is still too new to venture any prophecy regarding it. It will have to prove its value to the community by what it can do. But one does not have to wait to acknowledge the excellent spirit in which it has been conceived, or to express the hope that it may accomplish as much or more than its originators desire. Professional educators, and many more than they, will watch the experiment with the deepest interest, as one of the new movements of the day.

SCHOOL GARDENING.—(I.)

BY D. R. WOOD, B. S.,

Supervisor of Nature Study, State Normal School, San Jose, California.

The art of gardening is comparatively easy in theory; its consummation in the soil is more difficult. Every one who undertakes this work is beginning, to a certain extent, an original experiment; under the necessarily different conditions, results will be considerably varied. But there are a few principles that apply to all gardens.

(a) Location.—The location should have the first consideration. No garden should be placed in the centre of the yard, but near a fence with a southern and eastern exposure. The spot selected may be on the south and east side of the school building, if not directly under the eave drippings. A school garden needs a background; a fence or building furnishes this. It also furnishes protection, and if one needs to guard against animals, the enclosure will be less unsightly. Evidences of a possible failure are less apparent if the garden is placed along the fence or building.

Other considerations in the choice of location are soil and natural drainage. A light soil is preferred, but garden vegetables and some flowers may grow well in heavy soil, sticky clay, or soil as sandy as the beach. Both the soil and the drainage may be improved by artificial means. Whatever the character of the soil, whether clayey or sandy, the addition of a little lime or wood ash will often give good results. The amount to use on the soil depends upon the character of the garden and has to be determined by experiment. The use of these corrects acidity, makes clay more friable, and holds sand closer together, besides furnishing plant food. Humus, decayed plant or animal matter, forms the richness of all good land, and rarely is there too much of it. In sticky soils, which have a tendency to bake, humus produces a loose texture and helps to retain moisture. In naturally loose and leachy ground it brings the grains closer together and promotes chemical activity, at the same time supplying plant food.

(b) Compost.—Leaves, garden refuse, barn yard manure, made into compost and allowed to decay make good humus. Let us suggest that a school garden is not complete without its compost heap. The pile should be well mixed and turned over frequently each season until thoroughly broken up into a mass of even texture. Vegetable matter decomposes more slowly than animal tissues.

(c) Drainage.—Good drainage is important. This can be determined by studying the lay of the land, the appearance of the soil, and the vegetation it has grown. The purpose of drainage is to get rid of an excess of water, which, left alone, cuts off the supply of air from the roots of the plants and stops growth. Drainage must be done thoroughly before planting; afterwards no remedy can be found for a failure. Surface drainage is frequently secured by raising the beds above the level of the ground. This plan has some disadvantages; grass roots will run in under and suck up the moisture, or if rains come that are heavy the soil will be washed

away; it is better than no drainage, however, when no other plan seems practicable. The ideal method is tile drainage, though for school purposes this may be too expensive. Trenching is a good substitute for tiling. It consists of breaking up the soil two or three spades deeper than is needed for planting; a spadeful is thrown out from the top, the subsoil is then cut to the depth required, but is not taken out and turned over. It is only lifted up a little and allowed to drop back into place, in such a way, however, as to break up the earth thoroughly. A method like this can be used only when the subsoil is very hard and is near the earth's surface. The soil thrown out should be replaced and more soil or fertilizer added. The replaced soil should be from twelve to eighteen inches deep, loose and mellow, that the tender roots can grow through it freely. It holds moisture and lies close to the roots, and this supplies them readily with food.

ARRANGEMENT.

If the garden is to be worked by the school as a whole, the teacher should suggest the best arrangement and place for the planting of the seeds. It may seem best to assign a portion of the ground to each class or to each pupil to cultivate individually. It would, however, be better for each section to grow definite things, that the work done may have the appearance of a complete whole. Make the beds long and narrow, not wider than three feet, if they can be worked from only one side; if from both sides, then they may be six feet. The seeds should be sown crosswise the bed, in order that the rows may be hoed from either side. Mark the rows by sticks, or leave a ridge or depression. The soil may be broken up before the young plants appear. The rows ought to be four or five inches wider than a narrow rake.

SEEDS.

Encourage children to send for seed catalogs. Let the choice be made early that the children may study conditions necessary for the seeds to sprout. Let the children experiment with seeds in schoolroom, planting them in boxes, cases, or suitable dishes. Let tests be made with soils of different textures. The soil should contain sufficient moisture at the time of seed planting to avoid the necessity of immediate watering, as this has a tendency to bake the soil.

PLANTING.

It is usual to make the earth firm about the seed by patting it lightly with a hoe or walking over it, placing one foot after the other. This is to make sure that the soil is brought close against the seed. Small seeds should not be put into a soil that bakes or is not thoroughly prepared. It is well to sow some large, vigorous seeds, such as radish or turnip, along with the weaker ones; the stronger seeds break the crust and help the weaker out. Of course the radishes and turnips must be pulled up

when other plants appear. Most seeds must be planted more thickly than the plants can be profitably grown. If they come up well, thinning is necessary and should be done as a rule as soon as the first leaves appear. In thinning care must be observed not to loosen the roots of plants that are left.

The depth of planting the seed depends upon the size, the condition of soil, and habits of germination. Planting too deep is a frequent cause of failure. Warmth, air, and moisture are necessary for germination. In the spring moisture is usually abundant while warmth is lacking. The soil is warmest near the surface; accordingly the covering should be shallower than if planted in summer when warmth is abundant and moisture is lacking in the surface soil. Air and warmth are admitted less easily in clayey soil than in sandy, therefore seeds in this soil require less covering. Small, weak seeds require less covering than large, vigorous ones. Some kinds need only to be pressed into the soil, and have a little sand or dust scattered over them. Seeds that have a thick skin, and those that germinate slowly should be soaked before planting. It is better to plant the weak seeds in seed boxes in the schoolroom and transplant to the garden when the second leaf appears.

Some plants bear transplanting much better than others, but many can be removed from place to place if the earth about the roots is preserved nearly unbroken in the process. Transplanting should not be done when the weather is too warm or the ground is not in perfect condition. The soil should be pressed closely about the roots of the plant in its place and it should be shaded from the sun by large leaves, paper, or pieces of board.

WATERING.

Watering the garden is one of the most difficult things to do properly. It is usual for the inexperienced gardener to sprinkle the garden every day or two and think he has relieved the drought. The effect of such treatment may be harmful, as a crust is likely to be left about the plant. In watering, the ground should be thoroughly wet so that the moisture will get to the lower and outer roots of the plants. This may be done by flooding or by allowing the water to flow along the beds and soak in. Do not water too frequently. Prevent the water from evaporating by breaking the soil with a rake. Use the rake instead of a watering pot just as soon as the surface is sufficiently dry to be broken up. The watering should be repeated only when it is evident upon careful watching that more moisture is required. It must be remembered that the small, active roots which take up moisture and plant-food are most numerous at the extremity of the large root and some distance from the stem, therefore, watering must be done in such a way as to reach them. The best time to water is when the plant needs it. Water should not be

turned on the leaves except to wash the dust from them. Evening is considered the best time to water, and there is a reason for this. By morning the soil will usually be sufficiently dry for the gardener to supplement the watering by the use of the rake.

WHAT TO PLANT.

Plant early vegetables of the common kind to begin with, and if the first sort is a success, plant the next season those that are not commonly cultivated, such as cauliflower, Brussels sprouts, and artichokes. If the garden can be worked at the time of the late rains, some of the biennials may be planted, as parsnips, turnips, and cabbages. In the beginning let the garden be small and take care of it, for by this means the practical problem of gardening, as applied to a particular school and locality, will be demonstrated.

THE FLOWER GARDEN.

(a) The flower garden for the beautifying of the grounds may be more easily started and cared for. The beds need not be made except for certain varieties, and many plants grow better singly and can be planted in places more easily protected and watered. Geraniums, all of one kind in a place, can be easily cultivated and give color to the yard. They are easily slipped at any time of the year, and after once being started will give abundance of flowers without much care. Hollyhocks, columbines, fleur de lis, chrysanthemums, some roses, cannas, monybreccias, dahlias, fuschias, goldenrods, honeysuckles, hop vines, ivies, Madeira vines, nasturtiums, plumbagoes, and many others will grow well after once they are helped to adapt themselves to new conditions of growth and soil.

(b) The best annuals are petunias, sweet peas, phlox, morning glories, poppies, and zenias. This list may be almost indefinitely increased. If the grounds are large enough, let a place be set aside for the growing of our native plants, trees, and shrubs. This spot should be given its own way in all matters, and its only care should be an occasional watering and putting in of new plants that may have died. Scatter the seeds of the native flowers about the grounds before the first rains and set aside a place for the growing of the native bulbs.

(c) Trees.—In every school yard shade trees and ornamental trees should be planted by the children. It is customary in many of our institutions of learning to have a class plant a tree commemorative of its commencement. How much better it would be if a tree could be planted when a class entered school, then if one tree died another could be planted, and the class would be sure of a memorial and could have the pleasure of its personal supervision. In this way an interest would be awakened in forestry, a very important subject, vital to the welfare of our state.—California Education.

Leafy buds are swelling with the swelling song;
Unbound brooks are laughing as they dance along;
Tender blossoms springing from the brown earth bare—
Life and joy and gladness waking everywhere!

Ever new the glory that the years repeat,
Nature's great heart throbbing all about our feet!
Everywhere the promise speaking clear to men,
Death is life immortal. We shall live again!

—Florence W. Cox.

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PRACTICAL PHILANTHROPY IN CHELSEA.

BY SUPERINTENDENT B. C. GREGORY,
 Chelsea, Mass.

A practical kind of moral training has found a place in our schools for many years. In all the schools, generally at Thanksgiving time and sometimes at Christmas, gifts of fruit, vegetables, toys, games, and clothing are voluntarily brought in by the children and distributed under the direction of the teachers. This year the day nursery was the recipient of most of these donations. The contributions are absolutely voluntary, and the beneficiaries are selected by the school contributing. In one school which may be regarded as typical the principal reports:—

Our Thanksgiving donation amounted to about seven barrels of eatables, two packages of clothing, and some toys. The eatables consisted of potatoes, apples, oranges, grapes, raisins, nuts, cereals, onions, pumpkins, squashes, sugar, cake, and Washington pie. He adds: "The wish to give something was general and dominant. One little boy gave one small apple, but his heart was warm enough for a barrel." The effect on the children is amply indicated in the above sentence.

In some of the schools there is a continuous effort to alleviate the needs of their own members in the matter of clothing. Thus, in one school, there is a committee of ninth-grade pupils who are asked by the principal to cause to be furnished clothing, shoes, etc., to be distributed among the deserving needy. The supplies are given out under direction of the principal.

In another school, through the interest, sympathy, and influence of the teachers, homes have been visited, clothing supplied to needy families, and in several cases lunch has been furnished children who were not provided for during the noon recess. All this is done in a quiet and unobtrusive way.

Often baskets of fruit and food are sent to the sick and blind and flowers to teachers and pupils who are ill.

W. J. B., Philadelphia: I could not feel that I knew what was going on in the educational world without the Journal.

COLLEGE ENGLISH.

BY EDITH GILES.

A STUDY OF "LORNA DOONE"—(VI.)

CHAPTERS X TO XV.

There is little of incident in these chapters. At the close of chapter XV., where John Ridd sees Lorna for the second time, the story comes to a definite turning point. The intervening chapters introduce two characters of importance to the later story: First, Tom Faggus; secondly, Master Reuben Huckaback.

In chapter XV., by a mere parenthetical phrase, the story has moved on in John's age and experience.

A series of simple incidents lead up to the striking entrance of Tom Faggus. The simple incidents, while insignificant in themselves, are like fine parts of a design wrought in hand carving; the association of John Ridd with his home life is sweeter and more vivid for them. It is a function of incident, to enhance associations in this way and also to lead up to a more important incident, as in the entrance of Tom Faggus. But even in these minor incidents every line counts because of the individuality which turns it into a live incident.

The passage might be plucked from the story and narrated simply as an anecdote, and its charm would remain. Rarely do we find incident used in such fine detail as Blackmore uses it where there is no effect of bolstering up the story, nor an obvious purpose of working up to a climax. From the very dwelling on the farmyard scene, the surprise of the entrance of Tom Faggus is as complete as was the fact itself. The completion of the barnyard incident is an effective use of suspense before the man whose appearance was sudden enough to make us feel that it is significant is described to us. We are interested in the fate of the drake, and we should look at the stranger with a divided mind if we were not first satisfied in our sympathies.

The next chapter is a series of incidents devoted to bringing out the character of Tom Faggus—his sensitiveness, his pride, his sense and love of his own importance, his cleverness, his appreciation of human nature, and love of wit; also we are satisfied as to who he is—highwayman and outlaw, bandit of the roads.

At this point it is necessary that the action of the story should move on over a space of years. Fresh as the interest has been in Jan Ridd's boyhood, it has now done all that it could do. It has opened the story with all the impressions that are to work later into influences on the story, particularly as they concern the character of Jan Ridd. They have placed all the important characters for us, and they have filled up the local setting so that we have a clear idea of the situation in every way.

So far the story has not dragged. Now with a rapid, yet very simple touch the author moves it on for a number of years, to the time when Jan Ridd, having come of age, begins to think and act the part of a man. Henceforth the story is a man and woman's romance. The sweetness and freshness of its childish beginning never leaves it—but it is no longer a child's story. Notice the effect of

the interrogative in turning the course of the story. It gives a decided impulse to the interest in leaving behind further detail for expectation of what is coming next.

Chapters XIII., XIV., XV. are devoted to Master Huckaback's story. The principal interest in them is plain narrative and character sketch. In all literature there is but one Reuben Huckaback, and we can well afford the three chapters given to him, though they are all his own story.

Finally, at the end of chapter XVI., Lorna Doone appears again.

The remarkable grace and force of the para-

graph which introduces her is worth careful study. We remember how she left the story, borne off on the great Doone's shoulder, into the stronghold of the Doones, where she would seem to be entirely shut out from Jan Ridd's life.

So now, without any dramatic period, with a simplicity of description that yet makes a picture in which no touch is missing, out of the mysterious world, where she disappeared, she slips into the story and its action again—and it is through Jan Ridd's feeling that we know the important part she is to take in it. In the fewest possible words the situation and all that it portends is set before us.

PEACE EXERCISE.

ARRANGED BY JANE A. STEWART.

SINGING (Air: "America").—

"God bless our native land!
Firm may she ever stand
Through storm and night!
When the wild tempests rave,
Ruler of wind and wave,
Do Thou our country save
By Thy great might!

"For her our prayers shall be,
Our Father's God to Thee,
On Thee we wait!
Be her walls Holiness;
Her rulers Righteousness;
Her officers be Peace;
God save the state!

"Lord of all truth and right,
In whom alone is might,
On Thee we call;
Give us prosperity;
Give us true liberty;
May all the oppressed go free;
God save us all!"

PEACE (THANKSGIVING) EXERCISE — (words by Hezekiah Butterworth, adapted, for nine participants).

(Liberty is seen upon a raised seat in the centre of the platform. Columbia enters attended by four heralds with trumpets. They blow softly on the instruments.) Columbia (advancing).—

Liberty, pilot of the Aryan race,
Before whose prow the heavens rose in gold,
Behind whose keel the ocean backward rolled,
We sing thy praise, O seer,
On this our harvest year;
And that new pilot that as years increase
Shall life's uncharted mysteries unfold
And glorious lead the race of heaven to peace!

First Herald.—

"Come see ye a day that no eye ever saw,
Nor again shall be seen by the living!"
So the sweet notes of peace blew the trumpets of war,
For Rome's century feast of Thanksgiving;
The century feast of Minerva and Pan,
Of the golden wheat fields of Latona,
The feast that the games of the heroes began,
The feast of the Cycles of honor;
The seculum grand that the destinies sung
In the centuries thrilling with story;
When the heralds went forth and the clear trumpets
rang
Through the air and the arches of glory—
'Come, see ye the day that no eye ever saw,
Nor again shall be seen by the living;

Come see ye the day!

Come see ye the day!

The seculum! Feast of Thanksgiving!"

(Blows trumpet.)

Second herald.—

"Grander trumpets than Rome's in the Appian Way,
In our ears, oh, my brothers, are ringing;
They have summoned the nations; 'Come see ye the day
That the mountains and hills have been singing;
Come see ye the day that awakened the strain
When the golden lyres trembled o'er Bethlehem's plain.
That the prophet by Shiloh foresung in his lays,
That Virgil re-echoed in Pollio's praise,
That to number the Aryan races have trod
Through ages of toil the new highways of God,
That the end of the faith of all heroes shall prove,
And crown all the martyrs with laurels of love!
Come see ye the day that man never saw,
The day that shall silence the trumpets of war,
And forever shall live;
Come see ye the day!"

(Blows trumpet.)

Third herald.—

"Long the trumps have been sounding. Them Phocion
heard.
Aurelius in night marches olden;
Then Rome, that stood still at Concordia's word,
To sing mid her harvests golden.
The white Essenes heard them, the Waldenses tents,
The Palmers of peace, 'neath the skies of Provence;
Pestalozzi who gave the free school to mankind,
Where boldly the Alpine cross blew in the wind;
Them Wilberforce heard, them Cobden and Bright,
The Quakeress Mott, them Sumner and Wright,
And grand San Martin, who obedient laid down
Vicarial gold and Peruvian crown,
And young Salaverry who peace paeansung
Where the Andes above him their irises hung;
New Italy heard them, and summoned from far
The nobles of peace to her dead halls of war,
And the white-bordered flag of America lay
On the old gladiator! Immortal that day!"

(Blows trumpet.)

Fourth herald.—

"We heard them that morn, when the banner unfurled
O'er Sandy Hook's waters to welcome the world.
And the navies passed by and beheld on the height
The white-bordered flag in the war-clouded light.
When the white city set its new domes in the air,
And the angels at night in the skies gathered there;
And o'er it were lifted the gates of the sun,
And heaven to the workmen had answered, well done!
The jubilant trumps, down earth's Appian Way,
Rang forth to all peoples: 'Come see ye the day—
Come see ye the day that no man ever saw,

The day that shall silence the annals of war,
And forever shall live;
Come see ye the day!"

(Blows trumpet.)
(Bugles sound outside.)

Columbia.—

"We a new pilot wait while the peace bugles play,
And the trumpets blow sweet down the Appian Way,
And memories bold of the heroes of old
Send forth the new steeds of the cycles of gold;
Come see ye the day that no man ever saw,
But forever shall live;
Come see ye the day!"

(Enter Peace attended by pages with bugles, and carrying the white-bordered American flag of peace.*)

Peace.—

"Liberty! Columbia! Hail!

Four hundred years from that immortal morn
When shook the new-found earth the Pinta's guns,
And glorious Liberty and Peace were born;
Now Time her last melodious cycles runs
And gathers here her new creation's sons,
To give to man his birthright, and the world
The Peace it claims from sacredness of blood;
To honest toil the wealth that it creates;
To make the earth a brotherhood of states
Beneath a flag for all mankind unfurled, (Waves peace flag.)

And self to lose in universal good;
Thine is the noblest work since time began,
Thine is the final parliament of man."

Columbia.—

"Peace, blessed hope of the Aryan race,
'Neath Hesper's star we wait a pilot new,
For new achievement, greater toils to face
Than Argonaut or bold Alcides knew,
To rise for Truth, and still the seas of blood,
And lead mankind to equal brotherhood.
Who shall it be? What power shall bid war cease?
Thou answerest me, 'White-bordered flag of Peace!'"

(Takes the flag and waves it slowly.)

"Oh, white evangel, by the angels rolled
Out of the skies, thy signal we behold!
The silver trumpets blow across the world
To see God's banner in the West unfurled.
Three thousand years the Aryan race has marched
'Neath Hesper's torch towards the returning West.
The Indus and the Oxus gave the word:—

Advance!

O'er Iran's desert and Caucasian steppe
The order ran 'neath burning olive trees:—

Advance!

Across Marmora's fleet and windy waves
Still rolled the human tide and up the Danube passed.
The Adriatic smiled, and came the Rhine and Rhone
To bring them welcome; still there came the word:—

Advance!

The pioneers swept o'er the Pyrenees
To meet the Xenil and the Guadalquivir,
And face the sunset waves of mystery.
Then came the Pilot walking on the main,
Upborne by Truth and Destiny to meet
The brother races of the blue Antilles;
But the same voice was heard upon the deep:—

Advance!

Then rose the three Americas in sunset air,
And o'er sierras blazing in the sky
From lands of inland seas and mighty vales
Down to the shores of the Pacific tide
The restless race their ancient legends bore!
Halt, pioneers, ye face the East again!

*The flag of peace is formed by putting a border of white several inches deep around the flag of any nation.

The path of science happy Freedom trod!
And lo came Peace down from the heights of God!"

Peace (addressing Liberty).—

"Oh, Freedom, I sing the new hope of thy story
On this festival day, and the flags of thy glory
I would girdle with songs white as angels of light!
The pilot returned not when back came the Argo,
But Orpheus, singing, to Troy brought the cargo
Of golden-fleeced treasures! Oh, sons of the heroes,
Earth's pilots return not, but all who have given
To Freedom their blood, and wrong downward have
driven,

Have fought for the Peace that the angels of heaven
Sang forth from the stars, over Bethlehem burning—
Your Argo of Peace is from Colchis returning."

"Oh, Liberty, twice brings her harvest Peace to thee!
I sing the song that Salaverry sung,
The warrior poet o'er whose white camps hung
The frozen irises of Andean skies,
And whose celestial vision saw arise
The flag of Peace, humanity to free."

Liberty (rising, recites).—

"Ye warriors of freedom, ye champions of right,
Sheathe your swords to sweet harmony's strains,
No bayonet should gleam and no soldier should fight
Where Liberty's broad banner reigns.

"Melt your lances to ploughshares, your swords into
spades,
And furrow for harvest your plains,
No shock of the battle should startle the shades
Where Liberty's broad banner reigns.

"But Plenty should follow where Peace leads the way,
And Beneficence waken her strains,
Let the war bugles cease and the peace minstrels play
Where Liberty's broad banner reigns.

[Continued on page 444.]

TALKS ON SCULPTURE.—(XII.)

BY LORADO TAFT.

We come now to one of the most celebrated works of sculpture in the world. The Apollo Belvedere has been written about and talked about for 400 years. It was found in the last years of the fifteenth century in Italy on the estate of a certain great cardinal, who was destined to become the famous Pope Julius II., the good friend of Michael Angelo and the fierce enemy of almost everybody else.

Some German artist painted once a romantic picture of the first exhibition of this statue. The proud figure stood complete in all its beauty upon a pedestal, while grouped around it were the white-bearded Pope and his courtiers, cardinals, and priests. Handsome, boyish Raphael was shown at one side with his train of pupils, and somewhat aloof on the other side was Michael Angelo, looking very cross and jealous. Possibly his dear friend, Vittoria Colonna, was near him, in which case it may be that he was not looking so ugly after all.

It is a great pity that Michael Angelo never saw the sculptures of the Parthenon. No man ever lived who could have enjoyed them more than he, but he had to content himself with what was known then—the Laocoon group, the Hercules Torso of the Belvedere, the Apollo, and, of course, many Roman copies which were being dug up all the time. Fortunately, the popes were great collectors, and these

"finds" were brought up and added to their collections. This reminds me to say that the "Belvedere" was the name of the original gallery where these things were kept. I used to suppose that Belvedere was Apollo's family name, like Jones or



APOLLO BELVEDERE.

Tomkins, but have learned since that this was a mistake.

When the beautiful statue was first discovered the hands were broken off and lost, so no one really knows just what Apollo was doing. The sculptor who restored the figure gave it very long hands and

put a bit of a bow in one of them—the left—to indicate that the god had just sent an arrow at some enemy. This explanation seems to make good sense. Apollo is advancing with great strides of his very long legs. The left arm is stretched straight out, as it would be in holding the bow, while the right hand is dropped at the side in a lively gesture, as though it had just sped the arrow on its errand of destruction. He holds his head very high, and some think that they can detect a sneer in that haughty look. It certainly is rather disdainful, but it has a right to be, for the sun god was invincible. And what a beautiful head this is, with its clean-cut features, its far-seeing eyes, and its wealth of curly locks.

Perhaps they are a trifle too curling, those ringlets. They do look a bit snaky in places, but this and the sharpness of the drapery and overpolish on parts of the body were doubtless the mistakes of the zealous marble cutter, who carved this figure from a still more beautiful bronze. The original must have been a glorious work, but we should be thankful—as Michael Angelo was—to have even a copy when it is as fine as this. It will pay you to look it up next time you visit an art institute. See if you can recognize it from this picture.—Used by permission of the Chicago Record-Herald.

PUBLIC SCHOOL MUSIC.

THE FUNDAMENTAL PRINCIPLES OF MUSICAL INTERPRETATION.

BY CONSTANCE BARLOW-SMITH,

In Charge of Public School Music, University of Illinois.

Music has two departments: Science and art. Science has to do with the laws of construction; art is the performance and interpretation of the language of tone and rhythm. Art is recognized only after knowledge of the science is attained.

The mind should control action in music as in speech. So we recognize that music occupies a distinct place in education, one which no other subject can fill. Progressive educators realize the psychical value of music and recognize its vital relation to the general scheme of education. It has been admitted to the curriculum of the public schools on merit. Inefficient teachers have done much to retard the appreciation and progress of music in the schools, and superintendents are indirectly responsible for poor results in many communities, because their standards are so low for qualifications of music teachers. The day has passed when the public will be satisfied with a teacher who knows only the songs and exercises in one set of books.

An immense amount of time and labor is necessary in preparation for this line of professional work. I know of no subject that requires more. It involves a knowledge of music, of child nature, of teaching principles, and of materials.

Thomas Tapper has stated very emphatically that in order to become a successful music teacher of children, "One must be both a child lover and a song lover." I should like to add that one must have a well trained mind. Besides acquiring

knowledge, the musician must be prepared to illustrate his subject by some kind of performance. Technical difficulties must first be overcome by the teacher. In the process of reading for information alone many hours must of necessity be spent with the greatest thinkers and writers that the world has ever known. Few people outside of the profession realize the amount of energy consumed in preparation for, and in teaching music in the public schools.

Song is the basis of all things musical. Before the child speaks, he has tone as a medium of expression. His cries of anger and fear, and even the guttural little cooings have pitch.

Rhythm is early a mode of expression for the untaught infant. He claps his little hands and pounds with his toys in regular rhythms, while he crones his happy song without words. Somehow he has the beginnings of music. We are privileged to develop these beginnings when he comes to us, with the realization that we are, in a large measure, responsible for results. It should be our purpose to help him to get the power necessary to discover new fields of worth and enjoyment, which comes to those who make music a part of their lives.

If we teach the child to think first and to sing afterward, we must, by a natural logical process, teach him what to think and how to express his thoughts in music. I believe that analysis plays a very important part in interpretation. The small child can be taught to know that the song is composed of fragments, called motives, and that each little notice is a musical thought, and further, that two short thoughts make one phrase, etc. The

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IMPORTANCE OF ATTENTION.

"Attention is necessary to the correct use of all the faculties. . . . It affects all sides of the intellect, and is one of the very foundations upon which memory is built."—Landon.

The object of education is to know where to place the attention to best advantage, how to place it most promptly, and how to keep it there most intently.

A trained mind is attentive. The measure of an educated man is the thing to which he gives heed and the alertness and intensity of the mind in relation thereto.

Accuracy in number work, correctness in the use of English, and good spelling are all impossible until one is trained to give attention to combinations in number, to relations in words, to arrangement of letters.

In any kind of business, even in industrial life, attention is the one requirement. I know a large industrial plant in Massachusetts, in which there are thousands of men employed, and the one rule with no exception is that whoever has accident of any kind due to himself is discharged at once. A blunderer is not tolerated for a day. As a result they have never had a serious accident in the entire plant.

Attention is a state or condition of mind, and is related to every phase of life. The teacher who plumes himself on his great achievement merely because he holds the attention of the class while he is handling it has slight conception of what is expected of the teacher.

All too little is really attempted by way of training in attention. Children are praised if they show the fruit of attention and are promoted for it, but they must learn it largely by themselves or inherit it. Now and then a teacher is a genius in the art of influencing or inspiring pupils or students to develop this power. The teacher who

has this rare gift does vastly more for his pupils than a teacher with an ideal method of presenting a given subject, but without this art of training in or inspiring attention to every task assigned, to every work assumed.

A boy who should fail once to give attention to the ball on the diamond, or to the signals on the gridiron, would never get into either game again. Every player on the field in a baseball game knows where the ball is every minute. Nothing ever directs his attention so that he fails to know where it is. A teacher who could secure such attention in the schoolroom would be worthy a place beside Arnold of Rugby and Mark Hopkins of Williams. Beside knowledge, methods, and devices, power to develop attention is like the midday to the twilight. When will teachers be appreciated by what they can do in this greatest of teacher arts? When will we stop certificating teachers on their technical information and skill in processes and learn to give them a chance to demonstrate their ability to develop attention. Sometime the world will get wise in the value of this power in the teacher and in the taught.

DR. A. D. MAYO.

Two weeks ago we had an appreciative editorial upon the service Dr. Mayo had rendered the cause of education, and received from him a delightful acknowledgment. On the ninth instant he went hence. It is a comfort that we said in his lifetime that which is so often left till one has gone.

"A rose to the living is more
Than sumptuous wreaths to the dead.
In filling love's infinite store
A rose to the living is more
If graciously given before
The hungering spirit has fled.
A rose to the living is more
Than sumptuous wreaths to the dead."

—Nixon Waterman.

Dr. Mayo's work was well rounded out. It was an exceptionally long life of effort, and one filled to the brim with service to humanity. His last years were spent in Washington, where he died. His last work was upon "The History of the American Common Schools."

LEADERSHIP IN RURAL SCHOOL INITIATIVE.

The chief problem in all education is the development of initiative in school children. While this may be no more difficult in rural than in city schools it is much more important that they be given initiative in rural affairs than that city pupils be given an initiative in city affairs.

Whatever the school does or fails to do, it is in large measure a failure unless it develops a love, a genuine and not pretended love, for rural life. This is much more difficult of achievement than any other feature of school life in city or country.

So far as I know or have heard Cap Miller of Sigourney, superintendent of Keokuk county, Iowa, has done this better than has any other man or woman in the country. Because I knew him at the beginning of his work and have known it more intimately than that of any other county superin-

tendent much has been said of him and of his work in these columns, so that in this connection there is no excuse for doing more than to sum up the achievements.

In a sentence, Cap Miller has every boy and girl above ten years of age doing something in connection with the school, in which he is intensely interested, either in school-home agriculture, domestic science, manual work, plant or animal study, or local history. Indeed, in a variety of ways the schools appeal to every child, in the later years of school life, to do and to know something in rural life intelligently which he would not have done but for the inspiration in initiative.

FINANCES OF N. E. A.

The report of the treasurer of the N. E. A. for the year ending June 30, 1906, as it appears in the "Volume of Proceedings" just issued is interesting, revealing as it does what an immense business organization it is.

Permanent fund, \$155,100.

Receipts for 1906, \$56,152.

Total expenses for 1906, \$35,549.

Transferred to the permanent fund in 1906, \$10,-250.

Receipts from Asbury Park meeting, \$39,956.

Received from railroads on account of the Boston meeting of 1903, \$269.

Interest on permanent fund, \$6,552.

Receipts at secretary's office, \$8,243.

Memberships at Louisville, \$839.

EXPENSES.

Trustees of permanent fund, \$391.

Secretary, \$4,000.

All office expenses, \$4,581.

"Volume of Proceedings" and Year Book, etc., \$17,899.

Special committees, \$294.

Asbury Park meeting expenses, \$6,740.

Miscellaneous expenses, \$842.

The receipts from the Asbury Park meeting were not as great as had been expected, and the expenses were much greater. Several expenses usually borne by the local committee had to be paid by the association. The badges alone cost the N. E. A. \$945. All in all, fully \$2,500 of expenses came upon the treasurer that do not ordinarily.

President Roosevelt's expenses appear to be \$548.32. It probably paid, but it helps to roll up more than \$6,000 for the local expenses of the meeting.

The significant features are an expense for the year of more than \$35,000, with an income of less than \$7,000 from the invested fund.

The active members and the income from the fund just about paid for the "Volume of Proceedings" and the Year Book.

The payment of \$554.57 for lawyers' fees in connection with the new charter is regrettable.

The best thing about the treasurer's report is the fact that it is complete and explicit. Nothing is covered up or hidden away. A wayfaring man can understand it.

PEACE CONGRESS.

The National Peace Congress held in New York this week was a notable success. Five thousand attended the opening meeting at Carnegie hall; more than a thousand attended the overflow meeting in Broadway Tabernacle, and other thousands were turned away from both. Sometime somebody will discover that \$100,000,000 for the United States navy and a forty per cent slashing of the appropriation for the report of the commissioner of education are not American. William T. Stead plans one hundred thousand dollars for a peace movement. Edwin Ginn plans for a million-dollar fund, and Andrew Carnegie is likely to give millions to promote the interests of peace. The American people are getting to be tremendously in earnest, and this naval folly may prove a blessing in disguise. We can afford one grand blunder if only it proves to be the last.

Samuel T. Dutton, superintendent of the schools of Teachers College, has been the chairman of the committee of arrangements, raising \$25,000 for the success of the greatest peace demonstration in the New World.

SUPREMACY OF THE PEOPLE.

The unexpected is happening now. The people are ruling and overruling with a vengeance. A lobbyist isn't worth a nickel a day in any legislature west of Ohio and north of the Ohio, and their value is not large in any other state. A big man, whether he be a lawyer or a railroad magnate, is of the slightest account this year. The legislators stand in awe of "the people." Of course it has gone too far in some instances, being little short of a panic, but it is well to have the pendulum over on that side for a few weeks, since it has been on the other side from time immemorial.

GOES TO CANADA.

George Herbert Locke, recently professor of education and dean of the College of Education of the University of Chicago, and for six years editor of School Review, has been appointed dean of the school for training of teachers in the Macdonald College, founded by Sir William Macdonald, and affiliated with McGill University, Montreal. He will also be a professor in the faculty of arts in McGill University.

Macdonald College is to be the Experimental Station in Education for Canada. Situated on the banks of the St. Lawrence at St. Anne de Bellevue, twenty miles from Montreal, with 700 acres of land for experimental purposes along agricultural, horticultural, and nature study lines, with fifteen buildings costing a million of dollars, and with an endowment of over two millions, it will start upon its unique work well equipped.

Mr. Locke is a graduate of Toronto University, Canada, and has been in educational work in this country for ten years. He held the first fellowship in pedagogy in the University of Chicago, was for two years instructor in Harvard University with Professor Hanus, then in Chicago University. During seven years he was professor and editor, and

for two years he has been engaged in literary work in Boston with the firm of Ginn & Co. He is one of the clearest headed specialists in education in university work.

NO INJUSTICE INTENDED.

It was far from our thought to be unjust to teachers. We used it merely as a text for some remarks that we thought needed. We gladly print Dr. Robert J. Aleys letter because he knows the situation, and we have the highest respect for his judgment.

Bloomington, Ind., April 1, 1907.

My dear Mr. Winship:—

Your editorial in the Journal of Education for March 28 on the school situation at Bloomington, Ind., does a great injustice to the teachers and to 90 per cent. of the citizens who are back of them. These teachers put up a noble fight for good schools. They were continually misrepresented in the columns of a paper owned by a member of the school board. A majority of the board refused to correct these false reports. A member of the board assumed the prerogative of excusing high school pupils from studies that they disliked. Under these conditions, and many more equally as bad, the position of the high school teachers became intolerable. That their patience enabled them to stand it as long as they did is a matter of surprise to every one who knows the conditions.

It is true that they had a contract with the board. It is equally true that the board had a contract with them. The board was the first to violate that contract. After repeated failures to have the board carry out their part of the contract, these teachers, as a last resort, offered their resignations. The resignations were accepted several hours before the teachers quit their posts of duty. To call this a strike is to put into the word a meaning it has never had before.

If the patrons of the school, the people who know the high character and excellent work of these teachers, and who are thoroughly conversant with the policy of the board, had a chance to vote, the teachers would be carried back into their positions by an overwhelming majority.

Very truly,

Robert J. Aley.

COLORED COMPLICATIONS.

President F. L. Williams of the Colored Teachers' Association of Kentucky has sued Berea College for a portion of the million-dollar fund which was given when the college was for both white and black students. The legislative enactment will not permit the two races to be educated in the same place. The constitutionality of this law is to be taken to the supreme court.

A GREAT PLAYGROUND SCHEME.

Mayor John F. Fitzgerald is doing some notable things in his hustling administration, one of the best of which is his proposition to sell the Fort Hill city property to the government for a site for the appraisers' stores and put the half million re-

ceived therefor into public playgrounds in the congested districts of the city.

It is said that a Western millionaire once telegraphed President Charles W. Eliot to wire quick how much it would cost to duplicate Harvard, and his reply was: "About two hundred and fifty years." The answer is correct whether it was ever telegraphed or not.

Hon. J. L. McCleary, the eminent schoolmaster Congressman, who was defeated for re-election last November, has been installed as second assistant postmaster-general, one of the most desirable positions in Washington.

Arraying men teachers against the women teachers is a calamity, but is no greater than to array women teachers against men teachers. You can have neither without both.

New England never burned witches. Stop that falsehood, if possible. Senator A. J. Beveridge repeated the falsehood in the United States Senate recently.

New Bedford joins the "Justice to Teachers" list by raising salaries of principals and grade teachers, affecting two hundred teachers.

Consumption is as sure to be practically eliminated as smallpox and yellow fever have been. It is a great time to be alive.

Indiana still pays her county superintendents by the day, \$4.50 for days of actual service. It is a temptation to keep busy.

Read "The Autocrat of the Breakfast Table" once more before September. It is as good as a week in balmy woods.

The principal has a right to expect loyalty from his teachers, but no more right than they have to expect it of him.

And James Brisbane Walker is to defray all the expenses of a World Peace Congress. The navy must slow up.

Public schools of commerce in large cities are sure to be as common as manual training schools.

Cincinnati school children selected the names for all of the recreation parks in that city.

Fred A. Busse becomes mayor of Chicago with a twenty-line inaugural.

Jamestown will be the last of these war-glorifying expositions.

Mrs. Sage has provided a clearing house for charities.

Of the 1,231 at Chicago, 878 were active members.

Opportunity spells responsibility.

THE WEEK IN REVIEW.

A THREATENED STRIKE AVERTED.

Thanks to the mediation of the chairman of the interstate commerce commission and the commission of labor, the threatened strike of the employees on the railroads west of Chicago, which promised to be one of the most disastrous labor struggles on record, has been averted and the questions at issue adjusted. There were forty-three railways affected, and more than 50,000 employees. The quarrel, as usual, was over hours of labor and wages as well. The two commissioners went to Chicago and had personal conferences with representatives of both interests. The adjustment reached is satisfactory to both. The employees get an increase of ten per cent. instead of twelve per cent., for which they had contended, and they abandon their demand for a nine-hour day; but the increase of wages which they will get under the agreement will amount to more than \$5,500,000.

A CONVENIENT STATUTE.

This mediation was accomplished under an act of Congress,—the Erdman Act of 1898—of which only two or three applications have been made, but which, as this incident shows, is an extremely convenient act to have on the statute books. Under this act, whenever a dispute arises between the managers and the employees of any corporation engaged in interstate commerce, either party to it may appeal for the intervention of the chairman of the interstate commerce commission and the commissioner of labor for purposes of conciliation, and it is made the duty of these officials to use every effort to adjust the trouble. If they fail in this, they are empowered to appoint a board of arbitration, whose decisions are made binding upon both parties. In the present case, the appeal was made by the railway managers, and through the agreement reached, the difficult experiment of enforcing the results of arbitration was avoided.

A PROTRACTED INVESTIGATION.

It is now eight months since the unfortunate affray occurred at Brownsville, Texas, in which certain soldiers of the Twenty-fifth (negro) regiment were involved, and the investigation of the incident by the Senate committee is still in progress. More than 100 witnesses have been examined, and more than \$100,000 has been expended, and there is almost as much mystery as ever. Enough has been developed to suggest that the original investigation made by army officers was not searching enough to bring out all the facts. It is anticipated that a majority of the Senate committee, including perhaps three Republicans and five Democrats, will bring in a report finding the negro soldiers the aggressors, while a minority of four Republicans will report that they have been the victims of grave injustice.

HALTING THE NICARAGUANS.

The United States has found it necessary to do a little police duty in Central America. The Nicaraguan navy is not a formidable affair, as navies

go, but there is enough of it to work considerable havoc in the bombardment of coast towns in northern Honduras. Something had already been done in this way, and more would have been done, had not the commander of the United States gunboat *Marietta* served formal notice upon the commander of the Nicaraguan expedition that it could not be permitted. He gave as a reason that assurances which had been given of the safety of American and foreign interests would be worthless if the valuable mercantile and business houses in the coast towns, three-fourths of which were owned by foreigners, were to be destroyed by bombardment. The Nicaraguan commander saw the point and agreed to moderate his operations accordingly.

PEACE CONFERENCE WITH AN IF.

The date of the peace conference at The Hague has been definitely fixed for June 15. The Russian government has made a formal communication to our own and other governments regarding the present situation, from which it appears that all of the governments invited to the conference have accepted the invitation and have signified their approval of the tentative program outlined by Russia in its circular note of April, 1906. But these acceptances have not been unattended by reservations. The United States, Great Britain, Spain, Japan, Bolivia, Denmark, Greece, and the Netherlands reserve the right to introduce questions not included in the program, especially that of the limitation of armaments; while Russia, Germany, and Austria-Hungary reserve the right to refuse to join in discussions of questions which, in their judgment, cannot result in practical advantage.

AN INTERNATIONAL STRIKE.

A strike is in progress among the longshoremen of the port of Hamburg, which is of international interest not only because of its effect upon commerce, but because the shipping companies affected have resorted to the unusual expedient of introducing strike-breakers from England. Three hundred steamships and a large number of sailing vessels have been tied up by this strike. The natural antipathy of the strikers for the strike-breakers has been intensified by the fact that the latter were of another nationality. There have been several riots, such as might occur in New York or Chicago under similar conditions, and the English longshoremen have been clubbed, stoned, and shot at. Such conditions cannot be long protracted without a risk of arousing unpleasant feeling between the two peoples. If it impossible to discourage the intrusion of English longshoremen, before they start, the German authorities should be extra vigilant in protecting them against mob violence.

BLOODY REPRISALS IN RUSSIA.

It is only the more conspicuous assassinations which are reported in the cable despatches from Russia. Lesser police, military, and civil officers in all parts of the empire are being continually re-

THE NIGHT SCHOOLS.

PUBLIC SCHOOL MUSIC.

[Continued from page 433.]

The official statement that 4,407 pupils of thirty-three nationalities, ranging in years from fifteen to seventy-eight, attended the elementary evening schools of Cleveland during the past term is a fact of happy significance. In many cases children fresh from Europe made their entry into the night schools, while the foreign-born pupils' average length of residence in this country was less than one year. The attendance at these schools has steadily increased. Year by year the gratifying and also pathetic sight is presented of hundreds of strangers to these shores young and old together, striving with earnestness, and sometimes as a great sacrifice, the better to equip themselves to battle with the new conditions here encountered and to seize the larger opportunities here presented.

Most of these night pupils are from countries in which educational advantages are the slenderest, extending, for the masses of the people, hardly beyond the years of childhood. In their old homes most of the pupils would be beyond the common school age. While in most cases the bread-and-butter motive is frankly the controlling one, it is probably the fact that a higher aim influences many; that they endeavor in their new country to make up some of the deficiencies which they realized in the old; that they are impelled by the worthy ambition which carries an American boy from grade to grade beyond the bare requirements, and that they profit perhaps more than he does by the training, if only by reason of the greater obstacles that must be overcome. Education obtained at such a serious sacrifice is likely to prove that best worth having.

It is impossible to estimate the effect of these night schools as a factor in assimilating to American conditions these large numbers of foreigners, most of whom know little even of our language; but it is probably sufficient to justify their retention if only as a leaven of citizenship. It goes without saying that most of these ambitious young people are of the stuff that will make them leaders among their fellow countrymen, and the benefits they are winning for themselves will eventually percolate through the more inert mass of their fellows. The pupils are not the only beneficiaries. The night schools contribute to the welfare of the whole community in the same sense, though to a less degree, as does the school system.—Cleveland Plain Dealer.

ATHLETICS VS. BOOKS.

Professor Arthur Gordon Webster of Clark University, Worcester, has this to say: "Last year the University of Pennsylvania spent on athletics \$88,000, while during the same time fifteen colleges and universities in the state of New York, including Columbia and Cornell, spent on books for their library, \$67,000. In a single football game the gate receipts amounted to \$80,000, a sum more than sufficient to run both Clark College and Clark University for a whole year." Comment is needless.

work may be begun in the first year of the child's school life by employing as an agency, imagination. Sound exists in imagination as surely as does anything else. This faculty for focusing sound in the brain is receiving marked attention by leading psychologists. It appeals to me as a valuable means of training. What have you to say to Mrs. Smith to-day, Mary? Will you tell it in music? Just one short sentence. Shall I answer it in music? Well, sing it carefully, and then, Mrs. Smith is careful to piece the fragments out, so that the tune shall sound well to the other little listeners. The class may take part in this exercise by singing the combined fragments, and they will soon learn that there is such a thing as a musical phrase or sentence, inspired by thought.

The next step in my judgment should be suggested imagery. Tell the child what to think, lead him on in his own imagination to the climax of tone utterance and you will find that (in the majority of cases) his mind will supply the climax. For instance, children, I should like to know if some of you can imagine a bird that you have never seen? Let us try Charles first. Close your eyes so that you may forget all about us and what we have been doing. Now travel with me into fairyland. You are going to make the picture up, you know. Begin with the feet and legs, now paint the wings and breast any gorgeous color that you like, and the beak long or short. Your bird must be beautiful I know, and he sits on the limb of a tree in a beautiful garden. He opens his eyes, looks about, and his little heart throbs with joy as he hears the birds singing in the trees all about him. Now he opens his mouth to answer them. What does he say, Charles? Can you hear his short, crisp song of happiness, and whistle or sing it for us?

In an exercise of this kind, each child imagines his or her own bird, and each child imagines a short, joyful bird song, in fact each child has invented some sort of a melody. It seems to me a delightful path on the road to invention.

Some children are more "matter of fact" than others and show less interest in an exercise of this kind, but the next step never fails to claim their attention. Every child who has hearing loves bird calls and responses. These can be used to secure interval practice and quick imitation.

Rote songs should be selected with a view to their future usefulness. They should contribute toward the general education and development of the adult that is to be. If a song cannot be recalled in after life by man or woman with pleasure, has it been worth while? The range must be suitable to the compass of the child voice, and the intervals and rhythms simple. The words should be carefully chosen for worth, and have few repetitions. If we teach the melody by phrases, before the sentiment of the words is known by the class, I believe that a keener sense of appropriate fitting is developed. It seems to me wise to teach some melodies without words, giving a chance for original word thought.

It is possible for the music teacher to give as in-

telligent an analysis of a song as it is for the regular teacher to interpret a poem so that the majority of the class will understand. We plan our work for the average child, and our methods of instruction can be made similar to those used in other subjects.

Repetition and contrast are natural to us; we have an instinct for both. Our whole music system is built upon these two principles. Repetition appeals to the child first, and in recognition of this fact I believe that we do well in teaching part singing, when we begin with the round or catch. Our forefathers have left many quaint contributions of canonic form. As soon as a child can take part in an exercise of this kind he is ready to appreciate the canon, or rule of strict imitation.

Contrast develops more slowly, but a child can be taught early that contrast is evident in nearly every selection that he sings.

Analysis should be a part of every music lesson. The child can, and should, be told of the value of different rhythms in expressing emotion as early as he has a sense of appreciation for their arithmetical values.

Folk songs should be taught because they have proved their value by living, and because they have musical, rhythmical, and poetical characteristics peculiar to the people of the country that gave them birth.

If the music work has been carefully supervised in the grades, pupils are prepared to enjoy the art song and more difficult music that it is possible to study in the high schools, because of the changed conditions in voice and environment. The more intelligent the student becomes in music the better he understands and appreciates the symmetry, grace, and beauty of it.

He learns in the grammar grades of an antecedent and consequent in speech; should he be denied the knowledge of the same in music? He can also understand that certain rhythms and intervals express joy, and that others express grief, fear, surprise, etc.

Much more can be accomplished in teaching the principles of interpretation than one would imagine before undertaking it. Good songs and a competent teacher are the first essentials. By good songs we mean that the content of the words shall be useful in the development of the embryonic adult, as well as that the songs have a good musical setting.

Songs from the masterpieces should be given with their proper sources, and when it is possible, with the original setting. I think we are apt to select songs just because they are beautiful in some work of art, forgetting that in the process of elimination much of the beauty is lost.

The beginnings of music as told in musical history stimulates interest in the science and performance of music. Biographies of the great tone masters give a knowledge of the limitations and conditions under which the great art works were written and extend an interest to the works themselves.

Entertainments in high schools can, if properly managed, become factors in community music education and be of lasting value to the students.

Artists usually respond with pleasure to an invitation to illustrate a good musical lecture in the cause of education. By carefully guiding young people in the development of musical experience we are opening up possible avenues for future effort that we ourselves are unable to explore. Let us see to it that the tools are good, and that the children use them intelligently, so that the future will be toward better citizenship. By cultivating good taste in music we eliminate the bad. We are such a great mixed people that we need music, both socially and intellectually. Let us look to the quality. There are many good books to select from; many more are being written; and sheet music is within our reach at small cost.

Picture music helps to a better understanding of some phases of music. The great masters have all employed it as an agency to image scenes, birds, and beasts. If a Mozart can turn the whole zoological gardens loose in his overture to the creation, and a Beethoven imitate the sounds of nature in one of his great symphonies, we can get useful suggestions for our work along this line.

In emphasizing music as an aesthetic factor in child life we must ourselves have high ideals, and by our method of instruction be able to inspire him with an ambition to hear and to know the best of our art.

GLASSES INEXPENSIVE.

Dear Dr. Winship: I note considerable discussion in several educational periodicals concerning the purchase of glasses for needy pupils. I have been doing that in Reading for a number of years. The cost is very nominal, less than fifty cents for the most complex glasses, including frame. This is the optician's price, and of course includes a profit to the manufacturer.

Sincerely yours,

Charles S. Foos.

Reading, Pa.

THE NATION'S WEALTH.

In a special report on wealth, debt, and taxation, issued recently by the census, it is shown that the nation's wealth grew from \$7,135,780,228 in 1850 to \$107,104,192,410.

Attached to the report is a table showing the increase as follows:—

1850	\$ 7,135,780,228
1860	16,159,616,068
1870 (currency values)	30,038,518,507
1870 (gold values)	24,054,814,836
1880	43,642,000,000
1890	65,037,001,197
1900	88,517,306,775
1904	107,104,192,410

The increase of wealth per family from 1850 to 1860 was \$180, from 1870 to 1890 \$184, and from 1890 to 1904 \$182. In Great Britain the per capita indebtedness of all classes, national and local, was 3.93 times, in France 4.86 times, and in Italy 2.25 times that of the United States. If account be taken of the national wealth, it is found that the ability of the countries to meet their indebtedness is expressed by the following figures: In the United States the total debt is \$2.85 for each \$100 of national wealth; in Great Britain it is \$10.50; in France, \$14.25, and in Italy, \$17.38.

E. C., California: Your paper is splendid

BOOK TABLE.

THE NEW HUDSON SHAKESPEARE—AS YOU LIKE IT and THE MERCHANT OF VENICE. Introduction and Notes by Henry Norman Hudson, LL. D. Edited and revised by Ebenezer Charlton Black, LL. D. (Glasgow), with the co-operation of Andrew Jackson George, Litt. D. Boston, New York, Chicago: Ginn & Co. Cloth. Price, 50 cents per volume.

The Hudson Shakespeare has been classic for nearly thirty years. He used the First Folio edition, and he placed the notes on the same page as the text and they are exceedingly suggestive and helpful. After thirty years it has seemed well for the publishers to have the notes carefully revised and brought up to date with such modification of the "Introduction" as is desirable, and for this expert revision no more critical scholars could have been suggested than Charlton Black and Mr. George. The binding is highly attractive and the size of the book in the true sense handy.

GASKELL'S CRANFORD. Edited by Charles E. Rhodes, A. M., of the Lafayette High School of Buffalo, N. Y. New York: American Book Company. Cloth. 16mo. 312 pp. Price, 40 cents.

This charming little volume comes in "The Gateway Series," which is under the general supervision of Henry van Dyke. The editor—Mr. Rhodes—has a pleasant eulogistic introduction telling of Mrs. Gaskell and of her literary activities. And then follows the delightful story itself, told in the most attractive English, and which by competent judges is pronounced a classic. The touch of real life is in every paragraph. The annotations are exceedingly well-chosen, and are only given when some point requires an explanation of some allusion which to the American student might be obscure.

A SCIENTIFIC FRENCH READER. Compiled and annotated by Francis Harold Dike, instructor in French, Massachusetts Institute of Technology. New York: Silver, Burdett & Co. Cloth. Illustrated. 334 pp. Price, \$1.00.

The compiler has brought together in this volume forty-one scientific articles in French, gathered from periodicals of the past few years, and from the pen of eminent French scientists. The articles cover a wide range, dealing with photography, locomotors, bridges, forests, rivers, telegraphy, eclipses, tides, etc. The author aims to meet the needs of certain students in colleges and technical schools who ought to know the vocabulary of science as well as scientific research as they appear in French,—an eminently judicious aim. A French-English vocabulary is given, with careful notes on the text, and a list of the proper names used, with a brief account of them.

A GUIDE FOR LABORATORY AND FIELD WORK IN ZOOLOGY. By Henry R. Linville, Ph. D., of DeWitt Clinton High School, New York, and Henry A. Kelly, Ph. D., of the Ethical Culture School, New York. Boston: Ginn & Co. Flexible cloth. 12mo. 104 pp. List price, 35 cents.

A remarkably serviceable work designed for students who are to engage in laboratory and field work in connection with their study of zoology. Where larger knowledge is required on the subject in hand than can be gained by observation, the authors append valuable hints regarding articles and works to be consulted. Though this "Guide" is planned to accompany the work on "General Zoology" by the same authors, it may be used quite effectively with any other text-book on the same theme. It is certainly the result of the most painstaking thought and arrangement by its authors.

LUCRETIIUS DE RERUM NATURA. Edited by Professor William A. Merrill, Ph. D., of the University of California. New York: American Book Company. Cloth. 12mo. 816 pp. Price, \$2.25.

This volume, the only complete American edition of the poem, contains an introduction, the text of the entire poem, a commentary, and an index. As a whole it is an independent work and is in no sense an adaptation of any of its predecessors. The introduction gives a sketch of the life and character of the author, the principles of the Epicurean philosophy, an appreciation of the poem and of its subject-matter, and a brief criticism of previous editions. The text is an independent recension in the light of recent critical work. The commentary is elaborate, yet concise, and contains brief criticisms of proposed emendations of the text, numerous parallel passages from Lucretius and other authors, and frequent

citations from ancient and modern literature to aid in the interpretation of the thought.

STUDIES AND OBSERVATIONS IN THE SCHOOL-ROOM. By Henry Elton Kratz, Ph. D., superintendent of schools, Calumet, Mich. Boston: Educational Publishing Company. Cloth. 220 pp. Price, 75 cents. A delightful resume of the characteristics of children as seen in their school life by one who enjoys their society and looks upon them as friends. The author deals with "Children's Preferences," their "Ideas of Conduct and Punishment," their "Reading," their "Alertness," their "Criticisms," and many other equally interesting themes. One may here learn more about live children in fifteen minutes than he has learned by his own unaided observations for many years.

IN THE DAYS OF GOLDSMITH. By Tudor Jenks, author of "In the Days of Chaucer," "In the Days of Shakespeare," "In the Days of Milton," and "In the Days of Scott." New York: A. S. Barnes & Co. Cloth. Illustrated. \$1.00 net.

This series, which now numbers five, is attractive for the student and the general reader. The other volumes are "In the Days of Chaucer," "In the Days of Shakespeare," "In the Days of Milton," and "In the Days of Scott." Mr. Jenks has the art of selecting the phases of biography and of contemporary conditions, social and literary, which meet the wishes of the student most readily and he states everything clearly and entertainingly. His sense of perspective is gratifying and his winning gift is highly creditable.

KENILWORTH. By Sir Walter Scott. Edited by J. H. Castleman of St. Louis. Macmillan's Pocket American and English Classics. New York: The Macmillan Company. Cloth. (4 x 5½). 510 pp. Price, 25 cents.

This delightful pocket edition of American and English classics has already passed the one hundred mark. They are a great library of themselves, including more than eighty of the masters of England, Ireland, Scotland, and America. Personally, we prize this set and make much use of it both at home and in travel. Paper, type, binding, and shape are all attractive, while the introduction and notes are all that can be desired.

SOUTH AFRICA TO-DAY. By Jennie R. White and Adelaide Smith. Chicago: A. Flanagan Company. Cloth. Illustrated. 136 pp. Price, 40 cents.

A charming little story of travel by two American ladies through a land that is not any too well known in America. The authors in a most picturesque style tell us of Cape Colony, Rhodesia, the Transvaal, Natal, and other places, and illustrate their text with delightful cuts. It is one of the most charming lessons in geography, and ought to have a wide circulation, as it certainly merits it.

LOWELL'S A MOOSEHEAD JOURNAL AND OTHER PAPERS. Boston: Houghton, Mifflin & Co. Paper. 124 pp. Price, 15 cents.

A group of several of James Russell Lowell's most pleasing prose writings, appearing as No. 169 in the Riverside Literature Series. Annotations on the text are a valuable addition.

THE TRAIL TO THE WOODS. By Clarence Hawkes. New York: American Book Company. Cloth. 12mo. Illustrated. 176 pp. Price, 40 cents.

A most enchanting series of descriptions of the creatures of the forest, of foxes and moose, of red-deer and wild cats, of eagles and woodcock, etc. No one but a most ardent admirer of the wild-wood could have produced anything as fascinating as this. The story of "The Tripod Fox" is simply irresistible. It is of a fox who had lost one paw in a trap, but he never got into another. Many a boy will want to sit up nights over this little book.

BOOKS RECEIVED.

"History of the Pestalozzian Movement in the United States." By Will S. Monroe. Syracuse, N. Y.: C. W. Bardeen.
 "Quelques Contes des Romanciers Naturalistes." Selected by L. H. Dow & P. O. Skinner. Price, 55 cents. Boston: D. C. Heath & Co.
 "The Spirit of Nature Study." By E. F. Bigelow. New York: A. S. Barnes & Co.
 "The Hawthorne Readers: 'Story Friends, A Primer,'—'Little Folk Tales, A First Reader,'—'Story Land, A Second Reader,'—'From Many Lands, A Third Reader.'" New York: Globe School Book Company.
 "Once Upon a Time Stories." By Melvin Hix. New York: Longmans, Green & Co.
 "The First True Gentleman." Boston: John W. Luce & Co.
 "The Changed Cross." Compiled by A. D. F. Randolph. New York: G. P. Putnam's Sons.
 "Pitman's Cumulative Speller." By Charles E. Smith. Price, 40 cents. New York: Isaac Pitman & Sons.

RECENT TEXT-BOOKS

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PRINCIPLES OF ORAL ENGLISH

By Professor ERASTUS PALMER, of the College of the City of New York, and L. WALTER SAMMIS. Cloth. 12mo. xii+222 pp. 60 cents net.

The subject of this work may be summed up as the philosophy of inflection. It shows the student how to get the thought and to understand the emotion, and then how to express both thought and emotion vocally.

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By OLIVER FARRAR EMERSON, Ph. D., Professor of Rhetoric and English Philology in Western Reserve University. 12mo. Cloth. 208 pp. 80 cents net.

This book chronicles the general facts of our language development, the special influences of different periods, and the more important changes in the forms of words.

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SCHOOL HISTORY OF THE UNITED STATES

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EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

- April 27: Classical and High School Teachers' Association, Latin School, Cambridge, Mass.
- May 1, 2, 3: International Kindergarten Union Convention, New York.
- May 8-11: Joint meeting of the Eastern Art Teachers' Association, Eastern Manual Training Association, and the Western Drawing and Manual Training Association, Cleveland, Ohio.
- May 10: Eastern Connecticut Teachers' Association, Norwich.
- July 1-2-3-4: American Institute of Instruction, Montreal.
- July 2, 3, 4: Pennsylvania State Educational Association, Greensburg, Superintendent R. B. Teitrick, president, Brookville.
- July 9-12: National Educational Association, Los Angeles, California.
- October 17-19: Vermont State Teachers' Association, Burlington, Vt.
- December 31-January 1, 2, 3, '08: Colorado State Teachers' Association.

NEW ENGLAND STATES.

MASSACHUSETTS.

BOSTON. At a meeting of the Teachers' Geography Club at the Horace Mann schoolhouse April 24, at 7.45 o'clock, Edson L. Ford will speak on "The Flood-plains of the United States."

The Massachusetts Schoolmasters' Club will meet at the Hotel Brunswick April 20. Dinner will be served promptly at 1 p. m. The after-dinner topic will be "The Personal Touch in Tutorial Work and in Class Teaching." Guests of the club will be Professor Andrew F. West, Princeton University; discussion led by Alfred E. Stearns, principal of Phillips Andover Academy, Andover, Mass.; Dr. William Gallagher, headmaster of Thayer Academy, South Braintree, Mass. Music by D. B. Babcock, of Albion quartette.

CAMBRIDGE. The fortieth annual meeting of the Massachusetts Association of Classical and High School Teachers will be held in the Cambridge Latin School building April 27 at 9.30. The following program will be followed: "Esperanto: Its Value as a Language Study," D. O. S. Lowell, Roxbury Latin school, Boston; discussion opened by Leo Wiener, Harvard College; "Literature in the High School," Katharine H. Shute, Normal school, Boston; "The Submerged Tenth in our High Schools, What Shall Be Done with It? A Symposium," George A. Hitchcock, high school, Brookline; Charles F. Harper, high school, Quincy; E. D. Russell, Classical high school, Lynn; W. C. Bates, superintendent of schools, Cambridge; Charles W. Parmenter, Mechanic Arts high school, Boston; "Teaching as a Fine Art," W. E. Huntington, president of Boston University; "Student Government in College and Secondary Schools," George D. Olds, acting-president of Amherst College;

Alfred E. Stearns, Phillips Academy, Andover.

SOUTH BYFIELD. Dummer Academy, the oldest in the country, will be 144 years old in June.

SWAMPSCOTT. What can be accomplished by the organization of a school body along well-thought-out lines is exemplified by the results attained by the new superintendent of the Swampscott schools, William J. Pelo. Mr. Pelo is a Harvard graduate, an assistant in that college's department of education, and has for some years made the theory and practice of this subject his special study. He assumed the supervision of the Swampscott schools last fall, and at once undertook a thorough reorganization.

SPRINGFIELD. The Round Table of school superintendents of the Connecticut valley met March 16. The chief matter of interest was the presentation of a silver loving cup to Grenville T. Fletcher of Northampton, who recently retired after eighteen years of service as agent of the state board of education. The presentation was made by Superintendent C. P. Hall of Shelburne Falls. Mr. Fletcher, who was present, was taken entirely by surprise. He responded feelingly. The Round Table adopted the following resolutions, drafted by a committee appointed at a previous meeting:—

Whereas, Grenville T. Fletcher has resigned the honorable position of agent of the state board of education,—this action being considered necessary in order to regain and conserve his health; therefore

Resolved: 1. That with deep regret we part with his genial presence in our schools and his valued services to the cause of education here in Massachusetts, feeling that we superintendents, all school officials, the teachers of the state, and all educational interests of the commonwealth are losers by Mr. Fletcher's retirement.

2. That we particularly recognize and heartily appreciate the special service he has rendered to the cause of supervision in this state, in being both wise and judicious, persistent and tactful, courageous and diplomatic, through eighteen years of effective service. As a result we have an enduring monument to his memory, the now fully accomplished fact of all towns in these four western counties brought under harmonious, co-operative, and efficient educational supervision,—a gigantic task nobly done.

3. That we further recognize his large, helpful, and most sympathetic service to the rural schools of western Massachusetts. Committeemen have repeatedly sought his counsel, and followed it; superintendents have ever found him both kind and practical in advice and suggestion; teachers have prized his visits to their schoolrooms, knowing him to be their truest friend, because he understood their trials and difficulties best; children have not dreaded his coming, the smile and the kind word at once gaining their confidence and dispelling their fears.

4. That while not for us superintendents particularly to say it, we know of Mr. Fletcher's conspicuous service to the larger educational movements of our state and of our times. He has been resourceful and influential in securing legislation; he

has contributed much toward the excellency of our normal schools; he has, by his reports, his contributions to the press, and his correspondence, carried his name and his progressive ideas to other states, until Massachusetts is more than ever an educational watchword to the nation.

5. That, now bidding him "good-by" as an educational official, we are grateful that his home remains near us, in this beautiful valley, which gives location and name to our Round Table. We shall enjoy his presence at our meetings, his greetings, and his counsel. The Round Table accepts no resignations.

Resolutions were also adopted on the recent sudden death of George H. Danforth of Westfield, formerly school superintendent at Westfield and Greenfield.

RHODE ISLAND.

Principal Lyman G. Horton of Providence Conference Seminary, East Greenwich, has resigned after four years of service.

CONNECTICUT.

The Connecticut Schoolmasters' Club held its annual meeting in Hartford recently. About 150 attended the meeting and they heard industrial education in the public schools discussed by J. Ernest G. Yalden, superintendent of the Baron de Hirsch school in New York, and Charles F. Warner, principal of the Springfield, Mass., high school.

CENTRAL STATES.

IOWA.

The following officers of the Iowa State Teachers' Association were chosen for the ensuing year at its annual meeting: President, County Superintendent F. E. Lark, Monona County; first vice-president, Dr. W. A. Shanklin, Upper Iowa University; second vice-president, Marie Z. Pingrey, Estherville; third vice-president, W. D. Salisbury, Clarinda; secretary, C. R. Scroggie, Des Moines; treasurer, Professor George W. Sampson, Cedar Falls; member of executive committee, O. M. Elliott, Sheldon.

EXIRA. Joseph H. Bell of this town has taught in country schools in Clayton, Audubon, and Fayette counties in this state for 135 terms, or forty-five years. He is under seventy years of age and did not begin to teach till he was well into the twenties.

DUBUQUE. Thomas M. Barrett of this city has been a grammar school principal for about forty-five years.

SIOUX CITY. Superintendent W. B. Stevens, who goes from here to Davenport as the successor of Superintendent Young, has had a successful career with us. He was at one time a principal in Quincy, Mass., under the famous Colonel Francis W. Parker; later he was principal in Somerville, Mass., when the editor of the Journal of Education was a member of his board of education. From there he went to Staten Island. He came West and went into business, representing eastern capital. After the lull came in business here Mr. Stevens took the principalship of the largest school in the city, from which he was promoted to the superintendency when H. E. Kratz went to Calu-

met. The present promotion is well deserved and results from the record he has made here.

DAVENPORT. Superintendent W. B. Stevens of Sioux City has accepted the superintendency of Davenport. Mr. Young, whom he succeeds, has been the patriarch of the crafts in the state. He has been identified with the schools longer than any other superintendent in the state has ever been identified with the schools of any city in the state, and to him in large measure is due the high stand the schools have had along modern lines. He was the first to introduce manual training and other up-to-date features.

INDIANA.

CRAWFORDSVILLE. Wabash College has selected Rev. Dr. George L. Mackintosh of Indianapolis to succeed the late William Paterson Kane, and an endowment of \$375,000 is to be raised at once. Of course Indianapolis will do most of it; it is a way she has.

Dr. Edwin Lawrence Sargent.

The announcement of the death on February 12, 1907, of Dr. Edwin Lawrence Sargent, master at the Cambridge, Mass., English high school, brought an unusual shock to a large circle of his acquaintances. Dr. Sargent was born in Lynn in November, 1843. He was the son of James M. and Lydia L. Sargent. His early education was in the public schools of his native city and in the Bridgewater Normal school, where he was graduated. He subsequently entered Harvard University and was graduated with honor in the class of 1868. Several years later he acquired the earned degree of Ph. D. from the College of the City of New York.

His first teaching was done in the schools of Lynn and in a private school in Boston. In the year 1881 he became a teacher in the Cambridge high school. Four years later, when that school was divided into the English high school and the Latin school, Dr. Sargent was assigned to the English high school and remained in that school for the remainder of his life.

The pre-eminent characteristics of Dr. Sargent were a scholarly mind, a faithful spirit, and a genial disposition. These qualities marked him as an excellent companion and leader for young people of the high-school period. They won him the esteem of his colleagues and of his pupils alike, and the remembrance of them deepens the sense of loss which is felt very widely among those who have been associated with him in these last twenty-five years. His retiring disposition led him to avoid special prominence in educational or other circles, but made him an even more valued friend in the smaller circles of his associates.

D. A. Fraser, well known to Boston educational people, has assumed the New England agency management of the Prang Educational Company with offices at 101 Tremont street, where his friends will have a warm welcome.

Only a mean girl at a wedding will make it a point to look happier than the bride.—Somerville Journal.

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The faculty of the Michigan State Normal College will offer work in all its departments during the six weeks' summer school of 1907. The library and laboratories will be open, and all other facilities of the institution will be placed at the disposal of the students. Tuition fee of \$3.00 covers all courses and lectures. Tuition will be free to summer school students in all classes of the Conservatory of Music pertaining to public school work.

Summer School begins Monday, June 24, and closes August 2. Monday, June 24, will be classification day. Classes will meet regularly Tuesday and thereafter.

Courses offered will be regular, special, and general, as follows:

1. Regular courses, as indicated in the catalogue.
2. Special courses will be offered in general method by members of the faculty and others engaged for this purpose.

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3. General Courses. The general lecture courses which have proved so popular during the last few years will be given again this year. These are all free. They will consist of lectures on educational themes of interest to teachers who seek inspiration, improvement, and advancement in their profession, and will be given for the general benefit of the whole body of students. Eminent teachers and lecturers have been engaged for this course.

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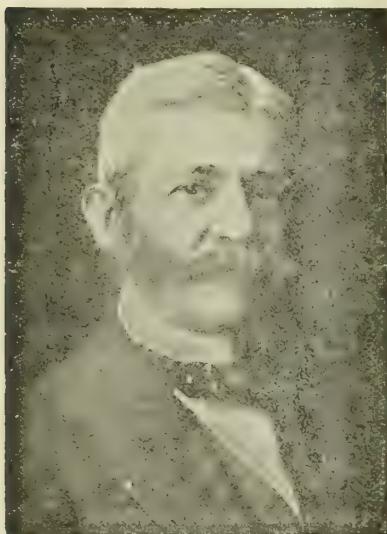
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Peace Exercise.

(Continued from page 432.)

"Nor honor is won from the battle-
field red,
Nor glory from tumult and strife.
That soldier is only by godlike
thought led,
Who offers his country his life.

"Ye warriors of freedom, ye cham-
pions of right,
Sheathe your swords to sweet har-
mony's strains;
No bayonet should gleam and soldier
should fight
Where glorious Liberty reigns."

Peace.—

"Land of the brave and the free, all
hail!

Above thy domes the breeze the flags
is blowing,

Thou art the future, irised, sun-
crowned, glowing,

And War to greet thee drops his
coat of mail,

Loud calls the past from her dead
fields of blood:—

Disarm!

The world of Christ obedient to her
Lord:—

Disarm!

The toilers of all lands with one ac-
cord:—

Disarm!

The mothers of all lands in one grand
word:—

Disarm!

The children leading the New World's
brotherhood:—

Disarm!

And all who men's life-blood as sac-
red hold,

And all who live for men and not
their gold,

And the long future as her gates un-
fold:—

Disarm!"

Columbia.—

"All bright with the fields of the har-
vest to-day,

Time moves to its destinies splen-
did,

And Freedom triumphant is leading
the way

By Science and Progress defended.
The school heads the march of the
banner of God,

In the way Pestalozzi in clear visions
trode,

And truth is the end of endeavor,

And our Washington's fame and our
grand Lincoln's name

Shall ring in the trumpets forever!
(Trumpets are blown.)

Hail, stars of the dawn! Hail, bright
harvest morn!

The destinies say to the spindles, go
on!

(Trumpets blow.)

The trumpets are sounding! Arise
and essay,

Come see ye the day
That forever shall live;

Come see ye the day!"

Liberty.—

"Messiah of nations, let centuries hail
Thy secular year of thanksgiving;

Like the Romans of old, let them tell
the grand tale

That is heard only once by the liv-
ing.

The new march of Knowledge and
Progress appears,

And Chronos is winding the clock of
the years,

A hundred Thanksgivings shall fol-
low the sun,

And this grand flag of peace shall
bind them as one,

(Takes flag and waves it.)

And the centuries sing as the peace
trumpets play

Like the Romans of old down the
Appian way—

Come see ye the day

That forever shall live;

Come see ye the day!"

(Bugles blow.)

(Curtain or procession.)

"Mamma," queried little Fred,
"how old will I be on my next birth-
day?"

"You'll be five years old if you live,
dear," replied his mother.

"Yes, but suppose I don't live,"
continued the small inquisitor, "how
old will I be then?"

Even Luther Burbank hasn't yet
succeeded in grafting the milk weed
on the strawberry plant and produc-
ing strawberries and cream.—Som-
erville Journal.

It always discourages a man to find
that all the rest of the world is laugh-
ing at him, unless he is a humorist or
a comedian.—Somerville Journal.

THE WEEK IN REVIEW.

(Continued from page 437.)

moved by assassins and the statis-
tics of this bloody warfare, carried
on, on the one hand, by the govern-
ment with drum-head courts-martial
and summary executions, and on the
other by the bomb, knife, and revol-
ver of the Terrorists, make an appal-
ling total. According to the St. Pe-
tersburg correspondent of the London
Times, between the first of last Au-
gust and the eighth of April, there
were 1,080 men and women shot or
hanged by the summary sentence of
military courts, most of them within
forty-eight hours after arrest, while
1,242 officials of high and low degree
were assassinated. It is a terrible
competition, but the Terrorists seem
to lead.

PEARY AND THE POLE.

The indomitable Peary is already
arranging for another dash toward
the Pole. One obstacle to his plans,
that of a sufficient fund to finance
the expedition, is reported to have
been overcome by the subscription of
\$250,000. Another, the securing of a
leave of absence from his post as
commander in the navy, has been
met by the generous grant of three
years' time. The way being thus
cleared, the explorer hopes to start
next June, and to that end all needed
repairs upon his ship the Roosevelt
are being pushed, to the end that she
may be entirely seaworthy by the
date fixed upon. It is Peary's inten-
tion this time to take a course some-
what westward of that which he fol-
lowed before, so that he may be able
to avail himself of the eastward
drift of the ice floes. This will be
his seventh polar expedition.

HER REASON.

Pretty Peggy has a habit
On which finic folk might frown—
Never will she stick a stamp on
Otherwise than upside down.

Once I asked her why. She an-
swered,

Giving me the slyest glance:
"What girl will not turn a man's head
Every time she gets the chance?"

—G. H. W.

Industrial Educational Exhibit.

Jane Addams makes this pertinent suggestion: "To remain ignorant of American industrial development, and the human interests involved, is to miss much of the significance and value of contemporary life."

An attempt to dissipate any such ignorance to some extent has recently been made by a group of organizations in Boston, by an exhibit of industrial conditions which has attracted and interested several thousand visitors, and the outcome of which cannot fail to be of the greatest educational value.

The sponsors for the exhibit were the Women's Educational and Industrial Union, the Massachusetts Consumers' League, the Twentieth Century Club, the State Federation of Women's Clubs, the state board of health, and several other responsible organizations.

The chief effort of the exhibit was to present in a vivid manner some of the prevailing industrial conditions in their relation to public health, safety, and welfare. By means of charts, photographs, and machines in active operation, the visitor necessarily gained some impression of the vast amount of thought and effort that is being given to the improvement of industrial conditions, and to the care for the producer as well as for the product.

In one section one might see the conditions out of which the milk supply comes; some of which were at once foul and repulsive, and others scrupulously sweet and wholesome. Photographs of bakeries were shown; some being ideal, and others revolting. There were pictures of tenements lacking in light, ventilation, and cleanliness; and the same after corrective measures by the board of health. Means of egress from factories and tenements in case of fire were graphically portrayed, as also the lack of them. Large prints of the interior of the great cotton mills showed the immense improvement in the surroundings in which thousands of operatives toil and spin.

Dangerous callings were specially and vividly presented, callings in which the worker's comfort and health are endangered unless the greatest care is exercised. A series of charts showed sections of men's lungs with various foreign substances in them, such as jute fibre, steel filings, pearl-button dust, dust from rags, and from granite polishing. Other charts dealt with the bacilli of tuberculosis, malaria, diphtheria, typhoid, and other germ diseases.

A German chart dealt with the cause of accidents, wherein one might see what proportion of them came from the "inevitable risk," what from the fault of the injured, and what from the fault of the employer.

Special attention was given to labor by women and children, and to the safeguards thrown about such labor by legislation. A chart announced that the number of children under sixteen in the factories of Massachusetts was 22,389, and the number under fourteen was 394. One woman of every fifteen in the old Bay state was engaged in some form of domestic work for a wage.

Twenty-five thousand boys and girls of the same state leave school annually between the ages of fourteen and sixteen years.

How to meet the needs of such, so as to make them skilled workers, was represented by a group of workers from the North Bennet-street Industrial school, who were busy modeling in clay, and making some articles of cabinet ware. And there was a group of girls from the Boston Trade school, making women's hats, shirt waists, and designs for many other useful articles. Sewing machines, electrically driven, were in service by a group of young women making dresses, petticoats, and lingerie.

An interesting chart showed how the modern specialization of industry has brought about the disintegration of many an old-time trade. An example was given in the making of a coat in a thoroughly-organized modern clothing factory. A coat represents the labor of thirty-nine persons, instead of as formerly the work of one. Perhaps the leading impression the visitor would gain from the exhibit is how everything in the industrial line is being systematized to-day.

Safety devices of every kind were on exhibition, in lamps that would not explode when upset; in saw guards; in exhaust fans to carry off dust, smoke, fumes, etc.; in respirators, goggles, and masks, to save men from flying fragments; in automatic safety valves; and scores of other preventives of danger.

Raw materials and finished products were shown by the Textile schools of Fall River, Lowell, and New Bedford. One most interesting exhibit was of cotton,—from the fibre in the bale up through all the stages to the yarn on the bobbin ready for the shuttle and the loom. And there was carriage drafting from Ames-

bury, jewelry designs from Attleboro, ship drafting from Gloucester, and segments of shoes from Lynn.

The effect of the exhibit upon the thousands of visitors can only be faintly imagined. But at least one result must have been to see in a most impressive way the dignity of labor, and the importance of a broad and careful industrial training as an essential element in our American education.

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Teacher—"Tommy Wise, what is the shape of the earth?"

Tommy Wise—"Well, from all I hear, it must be in pretty bad shape."

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THE MAGAZINES.

—The May Delineator is brimful of helpful suggestions on a great variety of subjects. Helen Berkeley Lloyd gives timely suggestions for graduation gowns, and for clothes for the summer outing. In "Homes Without Housekeeping" Charlotte Perkins Gilman outlines a practical plan by which the working woman can have a home of her own. Dr. Salbraith gives advice on "The Hair." Edward La Fontaine describes the latest and most adaptable of the Paris fashions. "Being Your Own Gardener" is full of hints for one who has even a small yard or garden. The fiction is first-class and the departments are well filled.

—Mrs. Isaac L. Rice, who last year inaugurated in The Forum a crusade for the suppression of the unnecessary noises which murder sleep in our large cities, gives in the current April-June number of the same magazine the sequel to her declaration of this philanthropic war. She announces the formation of a society, including among its active members and directorate scores of New York's most eminent citizens and professional men, and to whose work Police Commissioner Bingham has lent his emphatic endorsement and support.

The members of the Massachusetts Press Association attending the April meeting in Worcester were much pleased to have an opportunity to inspect a new car, which is the largest operated by street railway companies in New England, placed at the disposal of the party by the Boston & Worcester street railway. It was made by the J. G. Brill Company of Philadelphia, and is of the semi-convertible type. The car is fifty-three feet, six inches long, and weighs thirty-six tons when empty. Equipment is of the latest type, having four G. E. seventy-five horse power motors, multiple controlled circuit, two distinct sets of brakes, one operated by air, and one to be operated by hand in case of emergency. The air brake is of a special design, so that should two or more cars be operated together in train, and for any reason cars should break apart, the brakes would be set automatically on the cars, bringing them to a dead stop. The outside doors are operated by air. Platforms are very wide, so that two people can board the car on the same side at once. The car seats comfortably sixty passengers. When lighted, the car presents an especially beautiful appearance, there being thirty twenty-five-candle power lamps, fifteen on each side of the car, incased in ground glass globes with opal shades. The car rides as smoothly as a Pullman, and demonstrates the efficiency of the modern equipment with which the Boston & Worcester management have equipped their road. After dinner in Worcester, the business meeting was held, a short visit to Poll's theatre enjoyed, and the return trip to Boston made late in the afternoon.

IN BOSTON.

Little Erasistratus—"I won't play with Mavrocordatus Jones any more."

Mother—"Why not, Erasistratus?"

Little Erasistratus—"Because he splits his infinitives."—Ex.

BOSTON THEATRES.

KEITH'S.

Following shortly after the departure of Vesta Victoria, who has shown the patrons of Keith's the style of work done by the best of the English comedienne, will come Ethel Levey, whose methods are purely American and who is a capital representative of our own leading comedienne. Since her return to the vaudeville stage some six months ago, Miss Levey has had no trouble in re-establishing herself as one of the cleverest of our female entertainers, a reputation she enjoyed when she left vaudeville for musical comedy. She will sing several songs written especially for her during her engagement, which is for the week of April 22 only. There will be a warm welcome awaiting John C. Rice and Sally Cohen, who are to play their latest farcette, "All the World Loves a Lover." Another notable feature of the bill will be the re-appearance of Rice and Prevost, the most famous and amusing of all the knock-about acrobats, in their droll specialty, "Bumpety Bumps." Smith and Campbell, the original side-walk conversationalists, who have an entirely new line of small talk; the Willis family, very talented musicians; May Edouin and Fred Edwards, in their bright sketch, "A Bachelor's Dream"; Lena Thurber and her Blackbirds, the best of the pickaninny acts; the Murray Sisters, two very clever comedienne, and Borani and Nevaro in a novel contortion specialty, will all be among the feature acts. The Holman brothers, horizontal bar comiques; Leonard and Drake, imitators of birds and animals; Siefried, a wonderful one-legged athlete; Hill and Hill, brisk ragtimers, and the kinetograph will complete the show.

SOMETHING GAINED.

He—"Suppose our marriage isn't a success?"

She—"Well, we can divide the presents."—Stray Stories.

UNCERTAIN.

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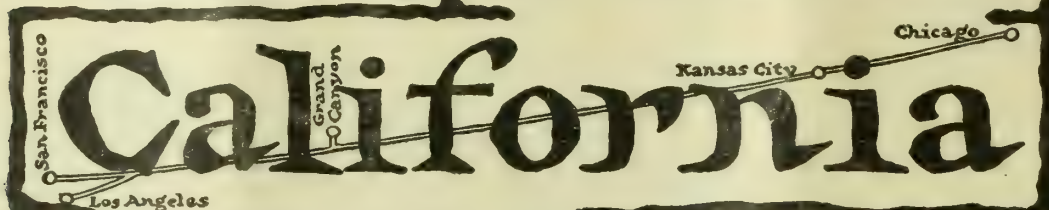


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WHAT THEY SAY.

SUPERINTENDENT A. B. BLODGETT, *Syracuse, N. Y.*: It is one thing to question the wisdom of what the schools are doing, but it is quite another matter to eliminate the non-essentials and select those which will do the most for the youth of the land.

SUPERINTENDENT JOHN C. GRAY, *Chicopee, Mass.*: There are many elements that enter into the makeup of a successful teacher—a practical education, training in a reputable school, skill in the art of teaching, personal qualities, under the influence of which the child forgets or does not learn that hard work in the schoolroom is irksome, and that attitude toward her own work under which she forgets self in her devotion to the interests of her pupils.

SUPERINTENDENT WILLIAM J. PELO, *Swampscott, Mass.*: Organization is an important factor in the moral training of children; it must insist that they be punctual, that they be considerate of the rights of others, that they be respectful to teachers and fellow pupils; in short, that they develop habits of industry, accuracy, and neatness. With such a system every child must of necessity develop some, at least, of the habits which constitute the foundations of good citizenship.

STATE SUPERINTENDENT. MC BRINE, *Nebraska*: The high schools are the schools of the people, and not preparatory schools for higher institutions. This statement should in no way interfere with the division of work of the high school, where feasible, into different lines of work. Let the high school course of study, where it is feasible, be differentiated so as to give our young people the greatest opportunity possible to fit themselves for the work they must do upon graduation from the high school before they can ever have the means to go to college or university.

E. A. Ross, in April Atlantic: So let the mangled pile up until, like the cuirassiers in the ravine at Waterloo, their bodies fill to the brink the chasm of selfish incredulity. So is it with the uprooting of child labor. Once the pocket-book interest has twined itself about the evil, the wreckage of child life has to be mountainous, ghastly, and sickening before the public can be stirred to the point of breaking the grasp of the employers on the throat of the legislature. The same obstacles delay the advent of mine inspection, tenement house reform, the abolition of grade crossing, the enforced fencing of dangerous machinery.

TEACHING NOW, AND OF OLD.

BY GEORGE H. MARTIN,

Secretary of Massachusetts Board of Education.

The teaching is not all good; much of it is excellent. It conforms more closely to sound principles than in earlier years. It aims to secure attention by awakening interest, and it utilizes every means of illustration which the ingenuity of teachers can devise. The effort is to draw children to learning, rather than to drive them to it. It is on the whole much more objective and concrete. Text-books occupy relatively a much less important position. Observation and comparison and judgment are relied on more than verbal memory.

In the famous Boston examination of 1845, to the question in geography, why some of the rivers in the southern part of the Atlantic States flowed eastward and others westward, few pupils ventured an answer. The most intelligent reply was, "Because it was the will of God." Few children could be found now in the grammar schools of the state who could not intelligently answer similar questions.

Most schools are supplied with apparatus for illustration, maps, globes, and sand tables for geography; counters and weights and measures for arithmetic; cabinets for nature study and for illustrations in reading; laboratories for the sciences in the high schools.

There is a wider range in reading. Not only a variety of reading books, but books in science, history, biography, and literature are abundant in nearly all of the schools. In the use of this, oral reading as an accomplishment has suffered. It has mostly disappeared from the schools, as it has from the homes. Good reading of the old-fashioned kind can rarely be found.

There is much practice in written English, and facility is acquired much earlier than formerly; but so large a part of the children come from homes in which English is not familiarly or not correctly spoken, that the work of teaching both spoken and written English is much more difficult than when the population was more homogeneous.

Much complaint is made that the so-called essentials are neglected, especially spelling and arithmetic. The deficiencies in both of these subjects are greatly exaggerated. Defects in spelling are more in evidence than formerly, because everybody writes, whereas in the olden days few people wrote. Many people imagine a golden age somewhere in the past when everybody habitually spelled correctly. If we attempt to fix the date of the golden age in spelling, we find it pushed back farther than most people who now complain can remember.

In 1856 William B. Towle wrote, in "The American Journal of Education": "Probably spelling was never worse than at present."

In the same year Gideon Thayer wrote, in "Letters to a Young Teacher": "What proportion of those who have enjoyed the average means of education among us do or can spell their vernacular tongue? Take the first fifty persons you meet of either sex, and ask of them an off-hand page of manuscript. If more than one in the whole number accomplishes it without a single error in orthography, you will be more fortunate than most of our fraternity have found themselves, and I venture to assert the result will not be more successful than this proportion."

In 1839 Horace Mann said: "It is generally admitted that the spelling is not as good as it was a generation ago."

This pushes back the era of good spelling to the early part of the nineteenth century.

I have a package of letters in my desk, written about 1820 by an early graduate of Bradford Academy, who was a teacher for several years, in which the rhetoric is superior, but which contains many misspelled words.

The truth is, many of the old records are well spelled because those who could write and spell were chosen as clerks.

So far as any means of proof exist, the work in the arithmetic of the schools of to-day is superior to that of the past.—Report.

THE TREND IN AMERICAN EDUCATION.—(III.)

BY JAMES E. RUSSELL,
Teachers College, New York.

What France is doing is also being done—and done better in some respects—by Belgium, Holland, Denmark, Sweden, Switzerland, and England.

There are two sufficient reasons for our not following Europe's lead: (1) We don't want to, and (2) we don't need to. We don't need to because life in this country is still easy. It isn't half settled. Some day we shall have five hundred millions here. I suppose we have land enough, and land good enough if tilled properly, to support a population ten times as great as that we now have. But even fifty years from now, at our present rate of increase, we shall begin to appreciate what competition means. What will it mean when necessity compels us to use at its best every square foot of land we own? Then the man who will not work surely may not eat. And if he would preserve American traditions of decency and competence, he must work harder and more effectively than the man of to-day has to work.

It must be obvious to any fair-minded student of our educational system that we are doing next to nothing either to ward off threatened dangers or to prepare for those which are bound to come in future. Instead of doing the practical thing we, a so-called "practical" people, are content to produce "cuteness." The business world expects every man to do his duty—but it is very obvious that his first duty is to hustle and to get results. I once heard a colored preacher in the South illustrate the spirit of the age in this wise: "Once we measured time by grandfather's clock, which said, 'Ever—forever, never—forever'; nowadays we use a Waterbury, which says, 'Git thar—git thar.'"

Our aim is to "git thar"—in our college sports, in professional life, in business; everywhere we count on winning, honestly, if possible; dishonestly, if necessary, and if the chances of getting found out are not too great.

Contrary to the findings of some critics, I believe that our schools are partly responsible for confirming us in our besetting sins—not by what they teach, but in the prevailing methods of teaching. The fact is, we do look for results and are not over-particular how these results are obtained or whether they are just right or not. We are too easily satisfied with a plausible rendering of a foreign text; we are prone to measure proficiency by the amount of work done or the time spent in doing it, rather than by excellence of accomplishment or accuracy of method. We encourage guessing, and the prize too often goes to him who shows greatest skill in concealing his ignorance. In a word, we are too easily satisfied with appearances and attach too little weight to the moral effects of doing honest work.

There is another reason, as I have said, why we do not choose to follow European methods in education: We don't want to. We don't want to because we are not bound by social traditions. Our society is a social democracy. Our schools are designed to grant equal opportunity to all. In most other countries, England included, the school system is deliberately intended to keep some down, while helping others up. So long as our mode of government endures we cannot shut the door of opportunity in the face of any citizen. It is the greatest experiment the world has ever seen, and while there are many who would gladly see it fail, it is our bounden duty to make it succeed. It would be presumptuous to say, after only one century of trial, that success is already assured. This is only the beginning. We are just coming to realize some of our blessings, as we see more clearly for the first time some of our dangers.

How can a nation endure that deliberately seeks to rouse ambitions and aspirations in the incoming generations which in the nature of events cannot possibly be fulfilled? If the chief object of government be to promote civil order and social stability, how can we justify our practice in schooling the masses in precisely the same manner as we do those who are to be our leaders? Is human nature so constituted that those who fail will readily acquiesce in the success of their rivals, especially if that success be the result of "cuteness," rather than honest effort? Is it any wonder that we are beset with labor troubles? We are, indeed, optimists if we see no cause for alarm in our present social conditions; and we are worse than fools if we content ourselves with a superficial treatment of the ills that afflict us. Legislation may do much to help us out of trouble, but it is only education of the right sort that can permanently keep us from ruin. There never has been a time when we were more in need of sound education, and in the struggle for existence that is yet to come we shall need a better education than we conceive of to-day.

There is one educational principle that is peculiarly American. It is that every man, because he is a man and an American citizen, should be liber-

ally educated so far as circumstances will permit. A man, according to our Magna Charta, is entitled to life, liberty, and the pursuit of happiness. The first business of the schools is to make life worth living, liberty worth striving for, and the pursuit of happiness something for which no man need be ashamed. We need, in my opinion, one more article in our educational creed. It is this. In making a man, make him good for something. It is a practice easily recognizable in the history of our universities and professional schools.—Address.

LOOKING ABOUT.

BY A. E. WINSHIP.

TEACHERS COLLEGE, NEW YORK CITY.

Every teacher and other educator in America should rejoice in every movement that ennobles the profession. Of all these movements none has been more significant in the new century than the remarkable development of university work for teachers, and circumstances and personality have combined to make Teachers College, New York city, the most notable of all these movements. It is always an inspiration to spend a day in the delightful aggregation of interests to which Dean James E. Russell of Teachers College and Superintendent Samuel T. Dutton of the Teachers College schools are giving their lives.

The bald figures are all-sufficient testimony to the justice of the above tribute,—976 resident students; 1,201 extension students doing specific work at the university; 1,182 pupils and students in the Horace Mann department and in the Speyer department, making a grand total of 3,359 in the various departments of Teachers College.

There might be added 1,631 students regularly enrolled in extension classes held under the direction of the college, but away from its buildings. There might also be added 12,111 attendants more or less regularly upon various lectures at the college or in the extension courses. From any standpoint, no other university school of education comes into competition. Of the 976 resident professional students, 260 are college graduates, 274 others have taken regular college work, and 245 are normal school graduates.

The students are from 112 colleges, eighty-six normal schools, and sixty-eight technical schools. They are from thirty-eight states and twelve foreign countries.

The financial figures are even more interesting. The current expenses of Teachers College and its schools are \$370,168. Fees from students and pupils were \$315,000 last year! There is an endowment of more than \$1,000,000. Half a million has just been given for a school of domestic science. The cost of the special buildings and grounds for Teachers College and its two schools, Horace Mann and Speyer, has been \$2,550,000.

More surprising than the enrollment and the financial showing is the call for their graduates. In all they have filled places in 160 colleges and universities.

In the last school year, from September to June, they placed 373 of their gradu-

ates—forty-one university positions; three as superintendents of schools; twenty in normal schools (two principals), 111 supervisors and special teachers; 152 in secondary schools; seventy in elementary schools; twenty-four in kindergartens.

Usually any account of an institution contains much about what is expected to be accomplished, but in this instance none of these concern us, though so many things are hoped for as to make what is look tame, but that which is is all-sufficient. The most important feature of Teachers College is the pace it has set for other institutions. Probably not more than two other institutions will, in many years to come, attempt to develop so complete a plant as this, nor is it necessary, but it has made indispensable some adequate equipment for the teacher students in every university.

The day of incidental work in the preparation of teachers has gone by. Normal schools must equip themselves for giving their students real, noble preparation for their profession.

Every institution that prepares teachers must be professional and scholastic in a sense not heretofore demanded.

Hereafter candidates for superintendencies also must show themselves equipped professionally and scholastically to be leaders under the new order of things. In view of all these conditions the indebtedness to Teachers College and its vast plant will appear more and more.

POLITICS AND PUBLIC SCHOOLS.

[Editorial in Chicago Daily, February 24, 1907.]

Politics should not be allowed to interfere in the work of the public schools. They are too important for that. They are the great crucible into which are thrust all the children of foreign immigrants to this country, there to acquire new ideas and to learn the duties of citizenship in preparation for a life of self-government. They should be kept free of the taint of political ambition and devoted wholly and sincerely to their great work.

The public school of the United States is the foundation of our whole system of government, the basis of our civilization. It should unceasingly instill education into our youth; not half-baked ideas of social problems, but the fundamental things which every man must know in order to make a success of his own life and of the life of the nation. Children in its care should be taught to read and write and how to figure. They should learn the geography of the earth and get some knowledge of physics, and should be given a taste of the delights of literature which will serve to whet the appetite for good and beautiful things as they grow older. They should not be neglected for politics by their instructors and by the managers of the school system.

The men and women who are intrusted with the duty of educating the young have a high and noble mission which is not surpassed in importance by any other in the world. They bear the future on their shoulders, and they should appreciate their task so fully as not to be willing to exchange it or to lessen its vigor by undertaking any other work,

much less by scheming in politics for their own benefit.

The teacher who causes even one boy to learn such things as will make him a good man and a patriotic citizen has done a great duty, and the teachers in the public schools can perform it multiplied many times. They should be devoted to their opportunities.

SCHOOL SUPERINTENDENT'S WORK.

BY SUPERINTENDENT GEORGE E. GAY,
Haverhill, Mass.

The superintendent of schools in Massachusetts has been called an afterthought, more properly he is an outgrowth of the school system. This Massachusetts school system of ours implies scattered communities, small schools, simple courses of study. Its corner-stone is local independence under the control of a small body of persons clothed with extraordinary power. The ideals of its founders had full expression in the district school, with its local committee that selected the teacher, repaired the schoolhouse, bought the fuel, and visited the school twice a term.

As population increased, villages became cities, high schools were established, courses of study were enlarged, and finally, with our division of labor in other industries, we evolved the graded school. While the lawful school system remained the same, the entire routine of school management was revolutionized. An executive officer became necessary in the work of the schools as in the work of a mine or manufactory. Indeed, in a very broad sense the schools of a city constitute a great industrial establishment; the public are the owners, the school committee are the board of directors, the superintendent is the manager, the teachers are the overseers, the pupils are the workmen, and the product is individual character.

The expression "superintendent of schools" appears in a few of the later statutes of the state, and in most cases it seems to have been dragged in by those who wrote the laws, for the purpose of giving to the superintendent further legal recognition. One statute requires cities to employ superintendents and pay them at least \$1.50 a day, and a very recent law requires all towns either individually or in groups to employ such an official.

To establish such an office in this indirect way, without giving to it powers, duties, or rights, is clearly not to endow it with dignity. Indeed the school laws of the commonwealth have no such purpose. The superintendent of schools, if he shines at all, shines by reflected light; if his office has character or dignity, it is borrowed from that of the school committee; if his hand is strong, it is because it is clothed with the power of the school committee; if his voice is firm and clear and true, it is because he speaks not alone or primarily of himself or for himself, but for those who have chosen him to speak in their name.

So much for the office itself in Massachusetts and New England generally. In the newer states we should find an entirely different conception. Our concern, however, must be wholly with conditions which meet us here.

The superintendent is, then, simply and solely the representative of the school committee so far as the committee is pleased to delegate their authority to him. It naturally follows that his duties differ materially in different localities. To cite extreme cases—in one city he deals out lead pencils and compliments to teachers, gives written examinations to pupils and spends the most of his time worrying about his own re-election. In another city the superintendent is practically the entire school system, and we forget that there are school committee, teachers, or pupils, and we say of such a city: "Mr. Brown teaches reading this way, Mr. Brown pays his teachers high salaries, Mr. Brown does not allow corporal punishment, and Mr. Brown has semi-annual promotions." As this position of the superintendent is determined quite as much by tradition as by rules, I do not yet know where, between the two extremes, the superintendent in Haverhill stands. Personally I would not like to spend much of my time in marking examination papers, and I have no wish to cast so large a shadow as to obscure the school committee.

Superintendents have many qualities in common. They have all had considerable experience in school work, and are likely to be conceited. They are all hard workers,—and they expect their teachers to work as hard as themselves. They are all great lovers of peace and harmony,—and they are often tempted to take the road that leads around a difficulty rather than to challenge it boldly. They all have great faith in schools and in school teachers, and are slow to confess that either is wrong. They all have unlimited faith in children and young people, and keep themselves young by contact with the young. They are all gentlemen, they treat the rich and poor, weak and powerful, teacher and parent, with equal courtesy. They forget their personality, as far as possible, in their love for their work, and exalt always the child and his welfare.

In some things they differ—mostly in the emphasis which they put upon certain portions of their work. One is exacting in rules and regulations, requiring the last thread of official red tape; another is most anxious concerning the conduct of pupils in school and on the street; another proclaims most frequently the importance of a sound mind in a sound body. One emphasizes instruction; another training. One spends his time on programs; another on finances. One seems devoted simply and solely to the interests of the pupils; another sometimes seems to be trying to build up his own reputation. In brief, superintendents differ because they are men, and the Creator breaks his mould every time he makes a man.—Address.

SOUTHERN APPRECIATION.

The Florida School Exponent says: "The man who does not respect, even to unbounded admiration, the splendid honesty, independence, courage—in a word, the magnificent manhood—of the President of this great republic, is unworthy to be a citizen of it."

TREE DAY.

President Roosevelt is the children's President as no other President has been. This man is once more emphasized in his message to them on April 15:—

"To the school children of the United States:—

"Arbor day (which means simply 'Tree day') is now observed in every state in our Union—and, mainly, in the schools. At various times from January to December, but chiefly in this month of April, you give a day or part of a day to special exercises, and perhaps to actual tree planting, in recognition of the importance of trees to us as a nation, and of what they yield in adornment, comfort, and useful products to the communities in which you live.

"It is well that you should celebrate your Arbor day thoughtfully, for within your lifetime the nation's need of trees will become serious. We of an older generations can get along with what we have, though with growing hardship; but in your full manhood and womanhood you will want what nature once so bountifully supplied and man so thoughtlessly destroyed; and because of that want you will reproach us, not for what we have used, but for what we have wasted.

"For the nation, as for the man or woman and the boy or girl, the road to success is the right use of what we have and the improvement of present

opportunity. If you neglect to prepare yourselves now for the duties and responsibilities which will fall upon you later; if you do not learn the things which you will need to know when your school days are over, you will suffer the consequences.

"So any nation which in its youth lives only for the day, reaps without sowing and consumes without husbanding, must expect the penalty of the prodigal, whose labor could with difficulty find him the bare means of life.

"A people without children would face a hopeless future; a country without trees is almost as hopeless; forests which are so used that they cannot renew themselves will soon vanish, and with them all their benefits. A true forest is not merely a storehouse full of wood, but, as it were, a factory of wood, and at the same time a reservoir of water.

"When you help to preserve our forests or to plant new ones you are acting the part of good citizens. The value of forestry deserves, therefore, to be taught in the schools, which aim to make good citizens of you. If your Arbor day exercises help you realize the vast benefits each one of you receives from the forests, and how by your assistance these benefits may continue, they will serve a good end.

(Signed)

"Theodore Roosevelt."

SCHOOL SUPERVISION OF PLAYGROUNDS.

That some supervision of a city's playgrounds is a necessity requires no argument. Testimony from many sources is practically unanimous that without it the playground is pretty sure to be monopolized by men and the bigger boys, who take the bats and balls from the smaller ones, and virtually drive them off into some obscure corner. That is done nearly every playday on Boston common. The children, for whom the playground was primarily established, are defrauded of their rights by their elders.

But it is not as easy to determine as to who shall do the supervising. The playgrounds may be in charge of the park department, as in Boston at present. Or they may be in the hands of a single paid commissioner.

The Massachusetts Civic League has for some time been giving careful attention to this question, and has reached the conclusion that these playgrounds should be placed in charge of the school committee, as an integral part of the public school system. The league, acting on its matured conviction, has presented a bill to the Massachusetts legislature with this purpose in view, and asking a special appropriation of \$50,000 to pay the teachers who are to have supervision of these grounds.

Mr. Joseph Lee, vice-president of the Civic League, is really the chief sponsor for this new movement. Ever since his graduation from the

Harvard Law School, fifteen or more years ago, he has devoted no small share of his time and endeavor to certain features of civic betterment. And among these he has enthusiastically included the city playgrounds. And he has not only theorized about it, but has had practical experience, as for some time he has had charge of the Columbus-avenue playground, and, if report is true, has borne a considerable share of the expense incurred in making it an ideal children's resort.

Mr. Lee's experience has convinced him that the physical development, and therefore the play, of the children is, to a large degree, the business of the school committee, because of the intimate relation between healthful physique and mental effort. Children's play, also, should not be entirely haphazard, and certainly should not run into roughness and hoodlumism. It must be directed so as to secure the best physical effects, and also moral effects in order, and mutual helpfulness, in courage, and patience, and other qualities that enter so largely into fine-grained as well as robust character. And he believes that as "the direction of play is largely an educational proposition," no one can so effectively supervise the play as the teacher.

Besides this, Mr. Lee urges that the teacher's having charge of the recreation grounds will be of the greatest benefit to the schools in the betterment of discipline. But here let him express his own views: "A teacher will often learn more about

a boy in fifteen minutes playing football with him than he could do in many weeks of school teaching. It is the difference between seeing the creature in his natural habitat and studying him in a menagerie. The relations between the teachers and the children will become closer and more fruitful when they meet on the playground as well as in the school. As a successful boarding school teacher has put it: 'When you begin to play with the boys on the ball field, the problem of discipline disappears.' Indeed, you cannot educate children unless you take account of the whole child. The tendency of education at the present time, what we now mean by it, is the development of strong, honest, effective men and women, not the imparting of a certain amount of knowledge. The school will never perform its true function, will never get at the whole child, so long as it leaves the most vital part of him, that which is developed and expressed in his play, outside of its influence and observation.

THE TEACHER.

BY J. E. WILLIAMSON,
Boise, Idaho.

There is no great achievement without great sacrifice. The merchant gives up home life, the physician has no hour he can call his own, the minister omits the frivolities and questionable amusements of social life, and the teacher is shut in from the activities of society and business life, for she agrees to give her time and her strength to the boys and girls. She says: "This one thing I do. All else shall be subservient to it." Does she read a novel? It may be to rest, or gratify, but always to inspire, to increase knowledge, to widen the vision and finally to add power.

There are many things perfectly legitimate in themselves from which a teacher is barred—domestic, social, financial, political. She has one great mission. "My boys and girls expect me to be well, cheerful, and happy to-morrow. Will this help to make me so? If not, I must leave it for others." This is her business. This teacher avoids any irregular conduct that would hinder her work in any way. She has a strong and vigorous body, a mind that appreciates the real value of an education and the mental capacity of the child, a heart pure and true and full of faith, hope, and love. Such a teacher the patron expects. School officials are raising the standard and are demanding teachers fully equipped for their work by nature, education, and training. The great interest in teachers' meetings in every state and county in the union indicates that many teachers are fitting themselves to meet this demand.

Yes, there is such a person as "the teacher," who realizes the respect shown her and trust confided in her, and she is worthy of it all. She is a member of an army in America 600,000 strong, who are battling against ignorance and vice, who have placed their all on the altar to train the youth of our land, faithful friends of the child and loyal citizens of this country. She has a right to hold up her head, look the world in the face, and court

rather than fear criticism. For no other business has a more reasonable or practical management.

COLLEGE ENGLISH.

QUESTIONS ON "LORNA DOONE."—VI—X.

What do these chapters cover in the story?

Answer: The opening movement or the first action.

What are the incidents of this action?

Answer: John Ridd's climbing Bagworthy Falls, his meeting Lorna Doone, his finding out the entrance to Doone Glen.

How far in the life of the characters does it carry us?

Answer: Only a step in the childhood of Jan and of Lorna.

Where is Lorna introduced to us?

Answer: In the setting of her own natural environment. Thenceforward we associate her with that setting.

What else does it give us?

Answer: An insight into Doone valley and the first actual appearance of the Doones.

What effect does this have upon the story?

It gives a definiteness to our imagination in its picture of the local setting. John Ridd's discovery of the entrance to the valley makes us feel that there is a direct way from the outside world, where we expect future events to transpire, into what otherwise would belong to a realm of mystery and bring an element of vagueness into the story. In the same way the Doones become real people, no more vanishing shapes in the mists, but people to be dealt with in the course of the story.

Does Blackmore attach a special significance to Lorna's meeting with John Ridd?

Answer: No more than by placing at the beginning of the action of the story it would be significant of future results. It is made as simple and natural occurrence as it could possibly be.

What is the chief interest of chapter VII.?

Answer: Primarily the character of John Ridd which it shows, and the promise which justifies much expectation of him in the development. But almost, if not quite of equal importance, the beautiful descriptive nature touches, both for themselves and for the setting of the story.

What do these descriptive passages do for the setting of the story?

Answer: They impart to it a distinct atmosphere of sweetness and poetry.

What does chapter VII. do for the story?

Answer: It brings about the first meeting between Lorna and John Ridd.

What is the significant passage in chapter IX.?

Answer: John's making bullets and practicing at shooting, with ever keeping the Doones in mind, although he professes that he neither expected nor desired to shoot them.

CHAPTERS X.—XVI.

What are these chapters in the story?

Answer: An interlude introducing new characters.

Take as a model the first pages of chapter X. and write up some simple incident of home life.

What is the first trait of Tom Faggus noted?

Answer: The intimate sympathy between him and his horse.

With the description of Winnie for a model, write a description of a horse.

What passage in this chapter carries the undercurrent of the story?

Answer: Where Jan Ridd says: "Mother had ever warned me from the thoughts of revenge and longings for judgment," etc.

Reproduce the character sketch of Tom Faggus.

Do these chapters bring out any traits in John Ridd's character?

Answer: Yes, we can feel his growth in his observations upon men and events; we can see a positiveness and assurance in his judgment; his childishness drops away, although he keeps his simplicity of heart and soul.

Does his mother appreciate his development of character as the reader does?

Answer: Evidently not—and one of the charms

of these connecting chapters is the way in which Blackmore brings out the humorous side of the situation, letting us see it from John Ridd's point of view as well as our own.

What is the purpose of chapters XIII. to XVI.?

To introduce Master Huckaback for later purposes of the story and to rouse through him a personal antagonism against the Doones that shall bring a motive of revenge into action. Also to bring John Ridd and Lorna Doone together again.

What are the incidents in Master Huckaback's story?

Answer: His being found robbed by John Ridd. His seeking a warrant from Baron de Whichehalse. The exploration which led to the discovery of Doone Glen and John Ridd's seeing Lorna Doone again.

The story is ready now to take up its thread again.

SCHOOL GARDENING.—(II.)

BY D. R. WOOD, B. S.,

Supervisor of Nature Study, State Normal School, San Jose, California.

SUGGESTIVE OUTLINE.

The following outline is suggested for work in the grades, the older children getting the ground ready and the younger grades planting after the ground has been prepared. It is purely suggestive and must, of course, be modified to meet the conditions.

FIRST YEAR.

Seeds planted in sand, sprouting cases, sawdust, and water. Observe growth and conditions needed for growth; light, water, warmth. Plant hyacinth bulbs (Roman) in water and in soil, and teach the children to care for them.

In the garden, plant such kinds of vegetables as the children can have to eat with their lunches or can take home, as lettuce, radishes, onions.

In the flower garden plant nasturtiums, bachelor-buttons, four-o'clocks, marigolds, morning glories.

SECOND YEAR.

Seeds planted to study the manner of coming from the soil: Pumpkins, peas, beans, morning-glories, castor-oil beans. Experiment with different depths of planting. Sow seeds in boxes and teach children to transplant. Study conditions needed for growth.

In the garden, plant vegetables: Onion seeds, onion sets, corn, beans, peas, squash.

Flowers: Gladiolus bulbs, montbretias, narcissus, and Dutch hyacinths, and learn to care for them.

THIRD YEAR.

Plant cabbages, tomatoes, turnips, lettuce, beets, parsnips, and transplant to the garden.

Sow the same seeds in the garden and compare results.

Make window boxes and plant suitable plants, such as geraniums, verbenas, ivy geraniums, bego-

nias, heliotropes, petunias, wild cucumber, fuschias, vincas, ferns, asparagus sprengeri.

FOURTH YEAR.

Plant potatoes, sweet potatoes, cauliflowers, egg plants, artichokes, peppers, okra, spinach, and any unusual vegetables that are found in the market and the children may not have seen growing.

Teach slipping rose cuttings, root cuttings, etc.

FIFTH YEAR.

Study soils, physical characteristics, forestry, and its relation to agriculture.

Teach the different methods of natural propagation; as slipping off-shoots, suckers, stolon, runners, seeds, and how distributed, etc.

Plant the biennials of the garden and grow seeds.

SIXTH YEAR.

Lay out the garden. Study conditions necessary to consider in the location of the garden.

Teach preparation of the ground for planting, making compost.

Sow wheat, barley, oats, flax, hemp (if not grown in the locality where school is located).

Teach budding. Plant roses, chrysanthemums.

SEVENTH YEAR.

Selecting of seeds; seed testing; watering.

Teach grafting.

Plant the native flowers in the school garden.

EIGHTH YEAR.

Plant trees and shrubs for the beautifying of the school grounds. Care for the plants.

Study the effects of grouping of plants and the varieties that grow well together.

Study rocks that disintegrate to form soil, soil transportation, weathering of rocks to form soil.

SUITABLE VEGETABLES TO PLANT IN THE SCHOOL GARDEN.

artichokes
beans

corn
egg plants

Brussels sprouts
cabbages
carrots
cauliflowers
peppers
potatoes
sweet potatoes
pumpkins

lettuce
okra
parsley
peas
radishes
salsify
spinach
tomatoes

SUITABLE CULTIVATED FLOWERS FOR THE SCHOOL GARDEN.

abutylons
alyssum
asters
balloon vines
balsam
beans
Canterbury bells
candy tufts
cannas
castor-oil beans
chrysanthemums
cosmos
coreopsis
daisies
datura
digitalis
foxgloves
feverfew
forget-me-nots
four-o'clocks
fuschias
gaillardias
geraniums
gladiolus

hollyhocks
lantana
larkspur
lupins
mallows
marigolds
marguerites
mignonette
morning glories
nasturtiums
pansies
phlox
pelargonium
petunias
portulacaceae
poppies
salvias
smilax
stocks
sweet Williams
sweet peas
verbenas
violets
zinnias

SUITABLE WILD PLANTS FOR THE SCHOOL GARDEN.

blue-eyed grasses
brown lilies
buttercups
California coffee
California poppies
chilocothe
clematis
columbines
cream-cups
elders
evening primroses
fawn lilies
golden stars
harebells
harvest brodiaeas
larkspurs

lupins
madrones
Mariposa lilies
meadow-sweets
Oregon grapes
Shasta lilies
soap-plants
sun-cups
sweet-scented shrubs
tidy-tips
toyon
twining hyacinths
wake-robins
wild gooseberries
yellow pansies
zygadenes

This list is not adapted for all parts of the state. It is simply a list from which the teacher must wisely choose.—California Education.

FARM ARITHMETIC AND FIELD INVESTIGATIONS.—(III.)

BY SUPERINTENDENT C. F. GARRETT,
Sac City, Ia.

HOW THE EARTH BREATHES.

We have all learned the fact that the earth turns on its axis once in twenty-four hours, thus giving us the alternation of day and night, and that it makes one revolution about the sun in a year, giving us the succession of seasons, but there is an-

other interesting fact which our geographies have not told us. The earth breathes, and this breathing is as necessary to the growth of plants as breath is to the life of an animal. Every evening the earth takes in a full breath of air, and every morning it gradually exhales this air. More than this, as the temperature increases or decreases during the day, or as the amount of moisture in the atmosphere changes, the loose outer layer of soil, which is the breathing apparatus of the earth, inhales or exhales the air as the atmospheric pressure is increased or diminished.

The normal pressure of the atmosphere upon the surface of the earth is a little more than fourteen pounds to the square inch. This is sufficient to make the air penetrate the loose soil to a considerable depth, when the spaces between the particles of soil are not filled with water. As this pressure is diminished when the temperature increases or when there is an excessive amount of vapor in the atmosphere, the air in the soil will rise to the surface and escape during the daytime and just before a rain, and it will be forced into the earth again as the pressure increases at night or in cool, dry weather. You may have noticed the quivering wavelets of air rising from the fields on a warm day. Do you understand the cause of this now? The rising of the air is more noticeable in the spring than in midsummer. The earth breathes more deeply in the spring because there is a greater difference between the temperatures of day and night than in midsummer, and because the soil has been loosened to a depth of several feet by the action of the frost.

As the air escapes from the earth the water in the soil is drawn to the surface after it, and when the air enters again it forces the water downward. This explains why the water rises in wells and in swampy places just before a rain, or when the air pressure is diminished. Earth-breathing also explains the phenomena of air wells and wind caves with the wind blowing into them when the barometer is high and out of them when the barometer is low.

The action of the air in the soil is to liberate the elements of plant food from the soil grains. It is therefore essential to the growth of all plants except the few which get their entire food from the air or from the elements contained in water. You may have observed that grasses and other plants die out when the ground on which they were growing has been covered for a short time by a sheet of ice in winter, or for a longer time by water in the spring. This is because the air has been excluded from the ground and the plant has been smothered. A covering of snow does not have this effect, because the air can pass through it readily.

Soil breathing is promoted by winds, which strike the earth and force the air into the spaces between the grains of soil; by drainage, which draws away the surplus water in the ground, thus leaving more room for air; by deep plowing, which loosens the soil to a greater depth; by surface cultivation, which prevents the formation of a compact crust at the surface of the ground, and by deep-rooted plants, which loosen the subsoil and enable the air to penetrate farther into the earth.

Plants obtain from 90 to 95 per cent. of their food directly or indirectly from the air, but the 5 and 10 per cent. which they obtain directly from the ground is essential to their life. This food must be brought within reach of the plant, and it must be put into such condition that the plant can use it. A man lost in a wilderness might starve, even when surrounded by wild game, if he had no means of killing the game and of converting it into food, and it is just as true that a plant will not thrive, even when placed in soil containing all the elements of fertility, if the plant food is not in condition to be taken in by the rootlets of the plant. Both air and water are necessary to make plant food available for use, but too much of either prevents the action of the other. Over-zealous children often hinder rather than help the growth of the plants in their gardens by watering them too often, thus excluding the air from the roots. In order that a plant may grow to the best advantage the soil should be moist, but not wet enough to exclude the air, and loose, but not so open as to restrict capillarity and prevent the water from coming up from the subsoil.

TALKS ON SCULPTURE.—(XIII.)

BY LORADO TAFT.

Apollo, you will remember, was associated with the sun and was believed to be so radiant that no mortal could look on him. He had a twin sister, Artemis, whom the Romans called Diana. She was surpassingly beautiful also, though in a gentler way, and was symbolized by the moon.



DIANA OF VERSAILLES.

But whereas the moon leads a very serene and somewhat chilly existence, Artemis was a fine, active girl, whose greatest pleasure was in all kinds of athletics. In modern times she would probably have devoted her energies to basket ball and golf,

but, as she did not know about such things, she indulged often in the vigorous joys of hunting. The old poetic legends generally picture her as the queen of the chase. They tell us, too, that she was not at all sentimental; indeed, she rather avoided "the boys." Never was she so happy as when following her eager hounds or bathing in woodland pools with her attendant nymphs.

The figure shown in the illustration is known as the Diana of Versailles, since it was at one time a highly prized ornament of the palace of Versailles. It has been in the Louvre, in Paris, since 1798. A few days ago we showed the gentle "Diana at Toilet"; here she is evidently "Diana the Huntress." The tame deer which bounds at her side does not seem very well modeled, and this and some other features make us believe that the statue is a copy, though a very good one, of earlier work. It is thought that it dates from the same period as the "Apollo Belvedere," so that the figures as well as the mythological subjects are twins.

This period we call the age of Hellenistic art, which might be translated Greek-ish art, or art produced under Greek influence. You see, Greece became suddenly, under Alexander, a "world power," and the conqueror founded cities and endowed institutions of learning wherever he went. All these various Alexandrias and other capitals became centres of Hellenic culture, and several of them developed a notable art, largely founded upon that of Greece. The empire lasted, to be sure, only a few years, but the influence remained. Though the heritage was "to the strongest," as Alexander predicted, and there were many claimants, and endless struggle followed, there were nevertheless men of peace who settled in Asia Minor and Egypt and the islands of the Mediterranean, and these wrought out forms of beauty characteristic of this mellow autumn period of Greek sculpture.

Some of this work was overdramatic and so restless that it seems unworthy of the fair white marble in which it is carved, yet it shows wonderful skill and audacity of conception. There was an immense altar, for instance, in Pergamos, in Asia Minor, an altar as big as a church, which was erected probably about 175 B. C., and covered with immense reliefs showing the struggle between the gods and the earth giants and monsters. We have some fragments of this tremendous work in our Art Institute collections, while the whole thing is set up in the museum of Berlin. It is believed that it was of this very structure that St. John wrote in Revelation the message to the church at Pergamos, "I know where thou dwellest, even where Satan's throne is."

Among the strenuous gods who decorated the great frieze of "Satan's seat" it is interesting to find an Apollo almost exactly like the Apollo Belvedere and a Diana so similar to the Diana illustrated to-day that we know they were either taken the one from the other, or both from some common original.

Our Diana is very proud and elegant, like her brother, long of limb and with a very small head. Her skirt is gathered up high for rapid motion and her face is alert as though she were on the

lookout for a fleeing stag or boar. Altogether she makes a beautiful decoration for a school-room, for she is one of the most perfect works preserved for our enjoyment from the age which produced the Winged Victory and the Venus of Milos.—Used by permission of the Chicago Record-Herald.

FRACTIONS.

Train pupils in changing fractions to hundredths until they can tell instantly the number of hundredths in any proper fraction whose denominator is an aliquot part of one hundred; also the number of hundredths in proper fractions having the following numbers for denominators: 3, 6, 8, 9, 12, 15, 30, 40, 50, 60.

Make a table of the various fractions used in this work, and their equivalents expressed in hundredths and with the sign of per cent., and require pupils to learn it. Fix in pupils' minds the fact that any number of hundredths of a number is the same per cent. of it.

Drill pupils in finding various per cents. of numbers easily handled. First step, reduce the per cent. to a common fraction. Second step, find the fractional part of the number. Deduce the rule and learn it. Require them to find the same result, by finding that decimal part of the number represented by the rate per cent. Show the equivalence of the two operations, and have the rule for performing the second operation learned. Employ the first way when it can be readily used.

In finding what per cent. one number is of another, drill pupils to find, first, what fractional part one is of the other; and second, to find that part of one hundred per cent. Illustration: 3 is what per cent. of 8? First, 3 is what part of 8? Answer, $\frac{3}{8}$. Second, $\frac{3}{8}$ equals what per cent.? Answer, 37 $\frac{1}{2}$ per cent.

Give numerous examples. Show that the foregoing is equivalent to dividing the number expressing the part by the number with which it is compared (as $\frac{3}{8}$ above, may be read 3 divided by 8), carry the division to the hundredths place.

Drill pupils in changing examples in percentage to questions in fractions, and then solve. Illustration: 15 is 40 per cent. of what number? Re-state the question; 15 is $\frac{2}{5}$ of what number? Solve.

Give practice also in analysis without reducing the per cent. to a fraction. Deduce and learn the rule. Drill also in finding one per cent. of the number; one hundred per cent. of the number; required per cent. of the number.

Let the constant aim be to secure accuracy and rapidity in reaching results. When pupils understand the analysis and can state it in a given class of work, then drop the analytical statement of steps in the operation, and require results only.

Be sure that pupils recognize the fact that this work in percentage is only work in fractions in another form. If the work thus far indicated has been properly done, pupils will have little difficulty with the remaining subjects in percentage which do not involve the element of time.—Wisconsin Course of Study.

MASSACHUSETTS STATISTICS.

Length of school year, average nine months, seven days.

Enrollment in public schools, 508,816.

Number of teachers, 14,166.

College graduates teaching, 1,916, or 14 per cent.

Normal school graduates, 6,769, or 48 per cent.

1,685, or 60 per cent., are graduates of college or normal schools.

Average wages of the men is \$149.

Average wages of the women is \$57.07.

There are 263 public high schools.

There are 1,898 high school teachers.

There are 47,543 high school students.

The high schools cost \$2,556,173.

There are 1,815 evening school teachers.

There are 47,340 evening school pupils.

Evening schools cost \$315,730.

There are 279 public kindergartens.

There are 496 kindergarten teachers.

There are 16,647 kindergarten children.

Kindergartens cost \$290,598.

Support of public schools cost \$13,585,633.

Teachers' wages, \$9,877,725.

Conveyance of pupils, \$236,415.

Superintendents' salaries, \$349,570.

Free text-books and supplies, \$706,301.

School buildings, \$3,753,610.

Total school expense, \$17,339,243.

Cost per child, \$38.40.

Total tax, \$5.05 on \$1,000.

WHY BUTTONS ON COAT SLEEVES?

Why do men wear buttons on their coat-sleeves?

Because Frederick the Great, of Prussia, who was a great admirer of smart uniforms, finding that his soldiers were in the habit of wiping their faces with the sleeves of their coats, ordered that a row of buttons should be placed on the upper side of each, and this broke the habit. The original purpose has been long since forgotten, and the buttons were placed under the sleeves to be out of the way.

GAME OF BIOGRAPHIES.

This guessing game is a form of literary conundrum, and any number can be easily made by taking names and working out some peculiarity, for example: Sand, a gritty author; Swift, not a slow man; Locke, of no use without a key; Cooper, a handy man around a keg or barrel; Hook, a good fishing companion; Bunyan, suggestive of tight shoes. Prepare a list in advance, and omit the names. The one first guessing the list is the winner.—Selected.

SPELLING.

BY JOHN RUSKIN.

I tell you, earnestly, you must get into the habit of looking intensely at words, assuring yourself of their meaning, syllable by syllable, nay, letter by letter. . . . A well-educated gentleman may not know many languages, may not be able to speak any but his own, may have read very few books; but whatever language he knows, he knows precisely; whatever word he pronounces, he pronounces rightly.

MEMORIAL DAY EXERCISE.

BY MARGARET KIDD,

Supervisor Training School for Teachers, Cambridge, Mass.

[The hall should be decorated with flags, bunting, and flowers. It will add to the enjoyment of the entertainment if patriotic airs are played on the piano as the children march to and from their places on the platform. Four children go forward. Drum is heard in the distance.]

First pupil.—

Hark! what is that—that sound I hear?
Is it the soldiers drawing near?
Slowly the soldiers are coming this way;
Why look they so sad and solemn to-day?

2. They go to the graves of their comrades dear;
Each thinks of the war and the days so drear.

[Children carrying baskets of flowers and flags form a tableau on the platform.]

3. I see little children—
Are they going, too?
They carry flowers and flags.
What are they going to do?

4. On the graves of the soldiers, the flowers they'll
strew;
The flags they will place there too, as they go.



SONG (by children in tableau). Tune: "Marching Along."

"We come with sweet offerings of flowers to pay
All homage to you, our dead soldiers, to-day;
Our hearts overflowing with love and with pride
The language of flowers may well be our guide.
Noble and true, ye are noble and true,
We'll speak through these flowers our affection for you,
The rose and the lily, forget-me-nots blue,
Shall bloom on the graves of the noble and true."

SONG (by the class). March from "Lohengrin," Wagner.

Bring forth flowers,
Sweet, fragrant flowers,
Born in the sunshine and sparkling with dew;
Here while we sing,
Gladly we bring
Offerings meet for the brave and the true.
Daisies and buttercups, roses and lilies fair,
Dainty forget-me-nots, violets blue;
Bring forth the flowers,
Sweet, fragrant flowers,
Offerings meet for the brave and the true.

Heap high the flowers,
Sweet-scented flowers,
Bright garlands strew o'er their graves everywhere;
While just above
The flag that we love,
Still floats its stars and its stripes on the air.
Flag of our Union, brave soldiers defend thee!
Lay down their lives for thy colors so fair.
Heap high the flowers,
Sweet-scented flowers,
Bright garlands strew o'er their graves everywhere.

Lay down the flowers,
Sweet, dying flowers,
Offerings we bring for the noble and brave,
Spirits above,
Look down in love,
On the dear flag they died gladly to save.
Low in the grave they lie, soldier and seaman brave,
Leader and citizen, freeman and slave,
Lay down the flowers,
Sweet-scented flowers,
Offerings we bring for the noble and brave.

—Helen C. Bacon.

(Four children go to the platform.)

1. That is why we call this Memorial Day. We put
flowers and flags on the graves of the soldiers in mem-
ory of what they did for us.

2. "Oh, happy Memorial Day,
Which binds in love the Blue and the Gray—
May thy sweet blossoms never cease
To bloom in love and joy and peace."

3. RECITATION—"The Blue and the Gray," by Fran-
cis M. Finch.

4. The states in the North and the states in the South
had a quarrel. The Southerners had slaves and the
Northerners thought it was wrong. So eleven of the
southern states separated from the Union and called
themselves the "Confederate States of America." Then
the Southerners fired upon the flag and President Lin-
coln immediately called for seventy-five thousand volun-
teers.

SONG (by class).—"Our Volunteers," from "Merry
Chimes."

(Pupils go forward.)

1. Brave generals led the armies and were much
loved by their soldiers. Among the favorites on the
Northern side were Grant, Sherman, Sheridan, and
Meade. On the Southern side were Lee and Jackson.

RECITATION (by class).—"Barbara Frietchie."

(Five pupils go to the platform.)

1. Could any better thoughts be given than those
found in the last words of President Lincoln's second in-
augural address?

"With malice towards none, with charity for all, with
firmness in the right, as God gives us to see the right,
let us strive on to finish the work we are in, to bind up
the nation's wounds, to care for him who shall have
borne the battle, and for his widow and his orphans, to
do all which may achieve and cherish a just and a last-
ing peace among ourselves and with all nations."

2. What a restful verse Longfellow has written for
us!

"Peace! and no longer from its brazen portals
The blast of war's great organ shakes the skies!
But beautiful as songs of the immortals,
The holy melodies of love arise."

3. But why were the soldiers so good and brave?
'Twas for love for their country, which they freely
gave.

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CAN ATTENTION BE CULTIVATED?

Is attention a tendency or power inherited, or may it be cultivated?

If it can be cultivated, is there any science that can be taught, or is the power to teach attention inherited?

Of course there are all sorts and conditions of inherent power of attention and of power to teach it. Someone has said that the only sane persons are those who lead a humdrum, unambitious life, but these are the ones who ultimately go insane. That is to say, he who has no insanity ultimately goes insane, and those who always have traces of it are never liable to entirely lose their poise.

Unless the power of attention is capable of being taught and developed, there is something askew in the world. Of course it can be taught, but not until we know more about it than we have tried to learn as yet. There is no teaching of music until one knows the key, until one has the nomenclature. We have been floundering in art from time immemorial, accepting a masterpiece here and there, simply because it was more pleasing than other paintings, but with no standards of color, with no nomenclature. It looks as though Maxwell and Helmholtz, Rood and Munsell had in fifty years developed or discovered a scale as usable in color notation as are staff and notes in music, or the science of meter in verse.

When we have something akin to this in the pedagogy of attention we shall have a science of teaching attention in the schools. If this be so it is well worth while to make every effort to learn the art, to develop the science. I am confident that the time has come to step forth with a firm tread along a new path to attention.

Teachers need to know two things absolutely:—

1. Which phases of attention can and which cannot be cultivated.

2. How to cultivate those phases that are capable of cultivation.

Then they should believe intensely in their ability to use the right methods in the proper phases of attention.

No amount of training can give a child the voluntary attention which a few great men have. A child's attention is a child's attention. When one is a child he speaks as a child, he understands as a child, he thinks as a child, he attends as a child, but when he becomes a man he ought to put away childish things, but unfortunately many persons do not. The grown-up persons who are childish in speech, in understanding, in thinking, and in attention are alarmingly numerous.

The most difficult feature of the school is the necessity of dealing with children who speak, understand, think, and attend as children, but who should be taught to do all this in such a way that they will put away childish things when they become men and women.

Nowhere is the childishness more distinctly marked than in the case of attention. No amount of pedagogy can give a boy a man's point of view without making a fool of him. All that can be done is to start a child along a line of attention that will eventuate in manly attention. All work with children is seed time, the harvest of which is to be in manhood and womanhood.

IDEAL CANDIDATURE.

Probably no other city in the United States has had occasion to employ so many teachers relatively, in the past three years, as has Los Angeles, and there is every reason to anticipate a continuance of this leadership. This makes their principle of action interesting.

The educational qualifications prerequisite to candidacy for appointment to teach in the elementary schools shall be not less than that evidenced by graduation from a high school and from an accredited normal school. Candidates shall not be less than twenty, nor more than forty-five years of age, and must have had at least one year's successful experience, except in the case of applicants for kindergarten positions.

All candidates are selected by a competitive examination of applicants who already hold regular teachers' certificates, and who comply with the provisional rule concerning age and educational qualification and experience.

This competitive examination consists of two parts,—a written examination and an oral examination. The written examination is given first, and only such candidates as take it successfully are admitted to the oral examination. The object of these examinations being, not to test applicants in primary and grammar studies, but to select the best of those already certificated, for appointment on the teaching staff of the city schools, and the examination being intended to discover fitness for the practical work of teaching, the written examination will be upon the general subject of the practice and

theory of education. It includes such special fields as the general aims and principles of education, the general method of instruction, the special aims and methods of teaching the different subjects, classroom management and discipline, school hygiene, and educational psychology. Composition, spelling, and penmanship will be considered in the written examination.

Candidates are required to furnish the board of education a full statement of their experience in teaching, not later than twenty days before the date set for the examination. Each applicant shall at the same time give not less than three nor more than seven references to persons who are competent to speak of his character and fitness for the work of teaching, one of which must be the superintendent under whom the applicant was last employed.

The board of education will not consider general recommendations, but they will request from the persons referred to by the applicant a confidential statement as to the applicant's qualifications. The employment of any sort of personal, political, or social influence to secure appointment to the teaching force, or the urging of any consideration other than fitness for the work or teaching, as a ground for such appointment, is held to be an act of unprofessional conduct, and is strictly forbidden.

MR. STETSON RETIRES.

Never has it been quite so difficult to know what to say as in regard to the situation in Maine. Personal fondness for, appreciation of, and belief in Hon. W. W. Stetson have been in no degree shaken by the events of the past winter, and silence has been maintained in these columns in the hopes that no appreciable publicity would be given the situation. Such hope was futile. Reluctantly, therefore, the conditions are stated.

There is no question as to facts since Mr. Stetson acknowledges everything that has been claimed by the opposition.

There is no question as to the efficiency of his service since it is conceded that he has done more for the schools of Maine than has been done by any predecessor, as much as could have been expected of any man. There is no question but that it is a misfortune for the state to lose his services.

On the other hand, stated abstractly, there is no ethical defence for the admitted facts, but there is no possible excuse for accepting the abstract statement without the conditions.

What lay behind the abstract statements? Mr. Stetson has been one of the leaders in educational effort in the country. To put it mildly, most mildly, he has been a man who could have commanded \$3,000 in school work at any time in the twelve years of service. The legislature has voted this year that the position ought to pay and will pay hereafter \$2,500. He has been paid but \$1,500 a year. It was distinctly understood that this meagre salary was to be extended in certain ways. These ways were in the open, were always known to whoever had anything to do with affairs. He never did anything that he was not expected to do, and

in the total it amounted to no more than the legislature now admits should have been paid.

Governor Cobb says regarding the situation, what every one knowing the circumstances will endorse:—

State of Maine, Executive Department, Rockland,

April 20, 1907.

The Hon. W. W. Stetson, state superintendent of public schools, Auburn, Me.:—

My dear sir: I beg to acknowledge the receipt of your letter of the 17th instant in which you tender your resignation as state superintendent of public schools. The resignation is hereby accepted to take effect June 30, 1907. This date is the close of the free high school year, and the intervening time will be ample to enable you to adjust and terminate the affairs of your office preparatory to its assumption by your successor.

At your own request your office was the subject of an investigation by the seventy-third legislature, and the testimony elicited at the hearing created widespread interest and discussion in the state. It also received various interpretations. So far as the opinion of one individual may be of interest to you, I want to say that a careful examination of that testimony has failed to convince me that any evidence was presented showing that you had committed a moral or legal wrong. Opinions differ, but that is mine, and a desire to treat you fairly would have influenced me to refrain from appointing your successor until you had voluntarily placed your resignation in my hands. This letter is not confidential.

You have done much for the cause of education in Maine, and I thank you. With all best wishes for future success, believe me, with regards,

Very truly yours,

William T. Cobb.

RHODE ISLAND PENSION BILL.

Rhode Island has done nobly by passing the following pension bill:—

The act provides that any person of either sex who on the passage of this act or thereafter shall have reached the age of sixty years, and who for thirty-five years shall have been engaged in teaching as his principal occupation, and have been regularly employed as a teacher in the public schools or in such other schools within this state as are supported wholly or in part by state appropriation and are entirely managed and controlled by the state, twenty-five years of which employment including the fifteen years immediately preceding retirement shall have been in this state, may at the expiration of a school year, unless his private contract with his employer shall otherwise provide, be retired by his employer or voluntarily retire from active service, and on his formal application shall receive from the state for the remainder of his life an annual pension equal to one-half of his average contractual salary during the last five years before retiring, but in no case shall such annual pension be more than \$500; provided, however, that no such employment as teacher within this state after this act shall be included within its provisions, unless the teacher shall hold a certificate of qualification issued by or under the authority of the state board of education.

The state board of education shall make all needful regulations for issuing certificates of qualification and carrying into effect the other provisions of this act not inconsistent with the act itself and shall examine into and determine the eligibility of each and every applicant to receive a pension under the provisions of this act.

The sum of \$10,000 is appropriated for the purpose of the act.

THE PROVIDENCE FIASCO.

Providence has had an experience that is amusing to look back upon, but was not at all funny at the time. The Rhode Island House of Representatives passed a bill which would have robbed Providence of everything she has gained by way of educational administrative virtue, that would have put her schools back into the political game under worse conditions than ever before, that would have taken the appointment of teachers out of the hands of the superintendent, that would have required the annual election of the superintendent by this board, that would have permitted this board to fix his salary annually. Of course the bill was killed in due time, and before it died it was friendless, but it reveals a conscienceless political craving to get hold of the schools.

N. E. A.

The rate from Chicago to Los Angeles and return, the return trip by any route, will be \$64.50, including the membership in the N. E. A.; \$12.50 extra returning via Portland, Oregon. No rate has been voted east of Chicago. If none is voted, it will cost \$40 round trip, Boston and Chicago, and corresponding rates from other eastern points, making the Boston rate \$104.50. There is, however, a rate of \$98 from Boston to Los Angeles, returning via Seattle.

WILL KEEP BUSY.

United States Commissioner of Education Dr. Elmer Ellsworth Brown is not likely to rust out. In the act making appropriations for the sundry civil expenses of the government for the year 1908, it is provided "that all expenditures of money appropriated herein for school purposes in Alaska shall be under the supervision and direction of the commissioner of education and in conformity with such conditions, rules, and regulations as to conduct and methods of instruction and expenditure of money as may from time to time be recommended by him and approved by the secretary of the interior." With respect to reindeer in Alaska the act provides that "all reindeer owned by the United States in Alaska shall, as soon as practicable, be turned over to missions in, or natives of Alaska, to be held and used by them under such conditions as the secretary of the interior shall prescribe." The sale of surplus male reindeer is also authorized. This duty will fall upon Dr. Brown's department.

REPORTS OF BUREAU OF EDUCATION.

The provision for printing and binding the report of the United States commissioner of education has been practically reduced from \$34,466 to \$20,000 a year. The last report was printed at a cost of \$34,466. The average for ten years has been \$31,542, so that cutting to \$20,000 is really a serious matter. A \$100,000,000 for battleships and their handling and cutting off \$14,666 from the edu-

cational department would seem to be enough to disgust any sane man.

Professor Andrew F. West of Princeton gave the most satisfactory address from the college standpoint at the Massachusetts Schoolmasters' Club last Saturday to which I have ever listened. "The Personal Touch in College Teaching" was his theme.

The wages of half the kitchen girls in Massachusetts have been increased fifty per cent. in the last three years, and not a tenth of the women teachers have had their wage increased ten per cent.

President D. W. Abercrombie of Worcester closed his term of office as president of the Massachusetts Schoolmasters' Club with one of the most notable meetings in its history.

One half of the women wage earners of the United States are under twenty-five years of age, while only a quarter of the men wage earners are under that age.

Missouri withdraws from the state adoption class after the usual unsatisfactory experience. Let the good work of elimination go on.

A great man,—a normal school principal who favors every instrumentality for providing a better class of beginning teachers.

No two cities or towns in the United States should have the same name, says Ambassador Bryce.

A Memorial Day exercise for the higher grades will appear in next week's Journal.

A square deal helps him who deals more than him to whom it is dealt.

The best summer schools are advertised in the Journal of Education.

Any way Chancellor Day makes it pay to have his say without delay.

Stanley Hall says: In teachers' meetings we set our watches.

Just now money is the least influential factor in public life.

Make your trials the seed time and not the harvest.

New Bedford has voted to raise salaries in September.

A woman pays the largest tax in New York city.

Faith looks to to-morrow and not at yesterday.

Pessimism: "Everybody be d——d but me."

Arbor Day is thirty-five years old.

THE WEEK IN REVIEW.

MR. CARNEGIE'S PEACE CONGRESS.

Mr. Carnegie's Peace Congress at New York, which has been attended by many distinguished foreigners and by hundreds of Americans, developed some rather sharp differences between the people who want peace at any price and those who, while desirous of peace, believe that war sometimes is an inevitable though painful necessity. The sentiment of the latter was expressed in a vigorous letter from President Roosevelt and in an address by Secretary Root. The dedication of the Carnegie Institute at Pittsburg was a prelude to the congress. Upon this occasion Mr. Carnegie forgot his usual reserve, and in a most singular speech described the ease with which he was able to make huge gifts, and quoted Mrs. Carnegie as saying that he was like Aladdin except that he did not even have to rub a lamp. He could bestow six million dollars for a public use, and not even know that he had fewer bonds in his vaults than before. The speech might be put in Punch's category of "things one would rather not have said."

DELEGATES TO THE HAGUE.

The President has made excellent selections of men to represent the United States at the Peace Conference at The Hague next June. The list is longer than was anticipated. It is headed by ex-Ambassador Choate, who represented the United States so brilliantly at the Court of St. James. General Horace Porter, formerly ambassador to France, David J. Hill, our minister to the Netherlands, William I. Buchanan, formerly minister to the Argentine Republic and to Panama, U. M. Rose, president of the Arkansas Bar Association, Judge-Advocate-General George B. Davis, and Rear Admiral Sperry, with Chandler Hale of Maine, Senator Hale's son, as secretary, and two expert attaches complete the list. Whatever turns the discussions at the conference may take, American views are sure of effective presentation from such delegates as these.

FAITH KEPT WITH CHINA.

When the two belligerents in the far East, at the framing of the peace treaty at Portsmouth, agreed to the complete evacuation of Manchuria within a specified time, most cynical on-lookers doubted whether the pledge would be kept. It was generally predicted that Russia would find some pretext for keeping her soldiers in some part of the coveted territory, and that this would furnish Japan with a sufficient reason for retaining her hold there. But both Russia and Japan kept their word. The day fixed, April 15, found not a single Russian or Japanese soldier in Manchuria. The Chinese government very fittingly expressed to Japan its appreciation of the distinguished service which Japan had rendered in securing the return of the territory to its control. China will at once enter upon the reorganization of the Manchurian administration, so long interrupted by war and its consequences.

NO FOREIGN CARDINALS.

All the agitation over the possible selection of

THE WORLD'S PEACE AND THE AMERICAN SCHOOLS.

BY JANE A. STEWART.

April 16 was a great day at the Peace Congress in New York city, for it was given over to the children of the public schools and to education. The big platform had to be extended for the big chorus of 500 boys and girls from public schools in Manhattan.

The regular peace delegates had been banished; and the whole of big, beautiful Carnegie music hall was packed with enthusiastic young people, when the city superintendent, Dr. William H. Maxwell, called them to order and read with deep, expressive voice the appropriate Bible message from Isaiah: "Nations shall not war against nations" and "A little child shall lead them."

There was a beautiful illustrated souvenir program for the meeting containing interesting information about the peace movement, and the words of the choruses, which were sung with splendid effect by the well-trained young people, and brightened the bright program. One of the speakers most enjoyed by the children was the French senator, Baron d'Estournelles de Constant, head of the International Conciliation Committee, who began his address in French and then stopping abruptly, asked whether he should speak in "Francaise" or "Anglais." "Anglais!" came the response from all parts of the hall. "You wish me to speak in English? C'est impossible!" And then to loud applause, he continued his remarks in very good English, praising President Roosevelt and his children.

There were nine speakers in all: Professor Henry Turner Bailey of Massachusetts emphasized the great progress that will be made in the realm of the arts when permanent peace is established among the nations. Dr. Nathan C. Schaeffer, Pa., told why girls who study history are led to wish they were boys; how boys get the idea that the soldier's life is the only one worth living; and how he would change the histories to exploit the arts of peace above the arts of war. One of the most interesting talks was by Senorita Huidobro, Chile, who told of the establishment by popular subscription of the first peace memorial in the world, the colossal statue of Christ (erected on the Cordillera of the Andes, between Chile and Argentina), on the base of which is inscribed: "Sooner shall these mountains crumble to dust than Argentines and Chilians break the Peace which, at the feet of Christ the Redeemer, they have sworn to maintain." Dr. James J. Walsh of St. John's College, Rabbi Wise, a Hebrew educator, Charles Sprague Smith, director of the People's Institute, and William Stead, London, also made brief addresses.

"The Color Guard—City, State, and Nation" was the name of a striking flag exercise given by the pupils of school No. 40, under the direction of William K. Franklin. It was decided to organize a Children's Peace League and to send invitations to children in other lands to do the same.

The children forming the meeting were regularly appointed delegates from the public schools, and from a number of private schools. Many could be seen taking notes, for they are expected

to report the proceedings of the meeting to their schools.

The same evening saw the massing in Carnegie hall of the students from higher educational institutions to listen to the addresses by President Nicholas Murray Butler, who presided; and other leaders in education, who claimed that it was ignorance that originally caused war, and the extension of enlightenment and communication between nations will obliterate the blot. The speakers included Dr. John Rhys, Oxford University; Dr. E. S. Roberts, Cambridge, Eng.; Dr. Felix Adler, New York; Professor John Finley, College of the City of New York; Edwin D. Mead, Boston; and Jane Addams, Chicago. Music by the University Glee Clubs enlivened the event. Previous to the meeting several hundred student delegates from all the large institutions met in Earl Hall, Columbia University, and appointed a committee (of which Robert C. Masterton of Columbia College was made chairman) to form an intercollegiate peace association.

Women peace workers addressed the students of Barnard College. And two women educators had a prominent part on the general program of the Peace Congress—President Mary Woolley of Mt. Holyoke College and President M. Carey Thomas of Bryn Mawr.

The promotion of the peace propaganda through education and educational institutions was thus given a tremendous impulse by the astute and far-sighted promoters of the Peace Congress, who are building on a sure and sound foundation for ultimate success.

PERFECT THE FIRE DRILL.

There is no excuse for not perfecting the school fire drill. Indeed neglect to perfect it is criminal carelessness. The following from the Chicago Record-Herald of March 28 is but one of many testimonies to the value of a good fire drill: "Pupils of the Mark Sheridan school quietly formed in line yesterday morning when fire was discovered in a closet on the third floor and marched out of the building. More than 1,000 pupils were in the lines that marched from the floors of the building. All escaped injury. Forty pupils in the room adjoining the closet where the fire originated were frightened for a moment, but heeded the command of their teacher to remain quiet and march in procession from the room."

BOOKS ON METHODS OF TEACHING.

- "Methods of Mind Training," Aiken (Harper).
- "Common School Education," Currie (Laurie).
- "Essentials of Method," DeGarmo (Heath).
- "Mastery of Books," Koopman (Am. Bk.).
- "School Recreations and Amusements," Mann (Am. Bk.).
- "Talks on Teaching," Parker (Barnes).
- "Public School Systems in the United States," Rice (Century).
- "Method in Education," Roark (Am. Bk.).
- "Art of Teaching," Salmon (Longmans).
- "Methods of Teaching," Swett (Harper).
- "The Reading of Books," van Dyke (H. & M.).
- "Art of Teaching," White (Am. Bk.).

MEMORIAL DAY EXERCISE.

[Continued from page 461.]

And better than all, they gained glory above,
For they gained their homes and their lives with
their love.
Yes—love for their country they did not spare;
We were not in the war, but we'll do our share,
For life is full of battles to be won—
Battles enough for everyone.

4. Battles of life! Yes. Our daily struggles with ourselves. The best of it is, it is in our power to win all these battles; and we should say: "We will win."

5. With Longfellow we can say:—
"Lives of great men all remind us
We can make our lives sublime,
And departing, leave behind us
Footprints on the sands of time."

[Keeping step to the beat of the drum, eleven children march to position on the platform, each holding one of the letters which make the words, "Our Soldiers." The letters are made on pieces of cardboard which are fastened on envelope boxes to be arranged later for a monument. At two given signals the children face front and hold up the letters. The space between the third and fourth child should be a little longer than the other spaces so as to make a distinction between the two words.]

1. Onward and upward our watchword to-day.
2. Union and liberty is what I say.
3. Remember the soldiers whose lives were spent—
4. Soldiers who gladly to duty went.
5. Open your hearts for comrade and friend—
6. Live noble lives and trust to the end.
7. Dear soldiers, a great debt we owe unto you—
8. In all we'll be noble and good and true.
9. Earnestly striving to better the past,
10. Reaping a harvest in heaven at last.
11. Struggling bravely this whole life through
Like soldiers our duty we'll try to do.

(Eleven pupils in concert.)

Dear, noble soldiers ever true,
We'll build a monument to you;
And in this way, may we express
For you our love and thankfulness.

[Keeping step to the beat of the drum, the children march to the back of the platform and in turn, commencing with the child who recited last, place their letters so as to build a monument.]

(Two children go to the platform.)

1. Do you remember the beautiful thought Whittier has written for us?

"Our father's God! from out whose hand
The centuries fall like grains of sand,
We meet to-day, united, free,
And loyal to our land and Thee,
To thank Thee for the era done,
And trust Thee for the opening one."

2. Every day the flag floats over our schoolhouse. It thrills me through and through whenever I see it. I love it. It helps us remember the love for our country and brings to mind the soldiers who fought for freedom and for right.

SONG (by class)—"Our School Flag," Teachers' Edition Educational Music Course, Ginn & Co.

[Five children go to the platform. The child at the head of the line carries a large flag. When the children are in their places, he steps to the middle of the line a little behind the others.]

[Continued on page 473.]

FOR MEMORIZING.

NEIGHBOR.

I pray not that
Men tremble at
My power of place
And lordly sway,
I only pray for simple grace
To look my neighbor in the face
Full honestly from day to day.

—James Whitcomb Riley.

OUT IN THE OPEN.

Oh, it is something
To be taken out of the fuss and strife
Of the singular mess we agree to call life:
To be set down on one's two feet,
So nigh to the great warm heart of God
You almost seem to feel it beat
Down from the sunshine and up from the sod;
To be compelled, as it were, to notice
All the beautiful changes and chances
Through the landscape flits and glances;
And to see how the face of common day
Is written over with tender histories.

—James Russell Lowell.

Be useful where thou livest that they may
Both want and wish thy pleasing presence still;
Find out men's wants and will,
And meet them there. All worldly joys go less
To the one joy of doing kindnesses.

—George Herbert.

SELF-POISE.

Live your own life as conscience moves,
And heart and brain define you;
Resolved to fill alone the grooves
Your attributes assign you;
Not heeding much, if self approves,
That all the world malign you.

Be grand in purpose, brave in act,
As you and truth decide it;
Swift in defence, slow in attack;
Then, what the issue, bide it!
If opposition bar your track,
Don't turn, but override it.

Stand close to all, but lean on none,
And if the crowd desert you,
Stand just as fearlessly alone
As if a throng begirt you,
And learn, what long the wise have known,
Self-flight alone can hurt you.

—William S. Shurtleff.

"Society is a grand scheme of service and return
We give and take; and he who gives the most,
In ways directest, wins the best reward."

I am glad to think
I am not bound to make the world go round;
But only to discover, and to do
With cheerful heart, the work that God appoints.

—Jean Ingeloh.

MINNEAPOLIS SCHOOL REPUBLIC.

The young citizens of the Blaine school, Minneapolis, republic manage their own affairs in a thorough going democratic fashion.

The girls have a unique organization known as the Department of Affairs. Though complete in itself, it is the second grand division of the Blaine School Civic Council. A chapter of the council in each of the nineteen rooms takes care of class matters. The boys' vigilance committee, the first grand division of the council, keeps a sharp lookout for the good of the order not only in the school territory proper but all through the district. No Blaine pupil may enroach with impunity upon Blaine courtesy or pride, even in his own back yard. But this feeling is due to the unusual respect the pupils have for the officers of their own election and not to any exaggerated authority the latter really possess. Such numerous divisions of school cares still left many things unattended to and these are now managed by the girls of the Department of Affairs.

The charge of the school library is one of the girls' first duties. Every six weeks 150 books are sent down from the public library. These are catalogued and numbered by the school's chief librarian, a seventh grade girl, and her three assistants, who are appointed by the department president for a year. There are also some 200 books which the school has purchased with voluntary contributions of the pupils and some allowance from the board of education. The library is only open before each session and at recesses.

The two sets of books are circulated among the pupils by means of a very library-like card system. The schools books go out on green cards and the city's on pink. Each

child gives instead of his name the letter of his room and his number in the class register. Girls prefix a small "a" to this nomenclature. There are never any fines to pay. If a book is kept longer than two weeks the librarian knows in just what room and seat to find the borrower and promptly reminds him of it. That may sound like much extra work for four schoolgirls, but their system runs so smoothly and the four are so fair about "taking turns" that the girls say the work is not hard and they rather enjoy the responsibility.

There is the house committee, an inspector and her two assistants, who see that all the girls—and boys as well—are scrupulously tidy about where they put waste paper, flower stems, and all the litter with which heedless little folks might easily undo the best janitor service. No untidy corner in rooms or halls escapes their eyes. As a result all the pupils are carefully neat and Blaine is an unusually spick-and-span building.

The pupils' respect for the small officers of their own choice sometimes goes to comic lengths. At one time two children were delegated to take a little jaunt through a part of the district in which there were many vacant lots. They were supposed to come back with many suggestions as to what the pupils could do to prevent these places from becoming unsightly with tin cans, waste paper, etc. Two small children were absent the afternoon before the delegates were to walk and the principal discovered that they had taken a half day out of school to do some heroic setting to rights in their backyard. They feared the delegates might pass that way and something told them that it was not in a condition for a Blaine owner to be proud of.

The industrial and house committee are sure to search out almost any special talent or capability that a girl

has and give her an opportunity somehow to make the most of it for the benefit of the school. The music committee holds a list of all the girls who are pianists. They are requested to change off in playing the marches.

In a small workroom there is a sewing machine and all the little needlewomen have a chance to show what they can do. Lately small green demin bags were wanted to hang on all the desks. They each have three pockets to hold the rulers, pencils, and pens, paint boxes, and pans, which have a way of making noise and falling out of the desks when even the most careful of Blaine pupils put them away hurriedly. The little green bags are settling that small question as fast as the girls who are willing to give up a few recesses to work as industrial volunteers can turn them out on the machine. The principal contributed the machine some time ago, and pretty curtains and door coverings here and there throughout the building show other stitches the girls have taken.

Earlier in the year, when the books first came from the library, it was necessary to furnish them with card pockets. The industrial committee supplied this need, too.

Some time ago a large cabinet of stereopticons and views were purchased to make history and geography lessons more graphic. A lecture was given by whose proceeds the children were able to meet all but \$20 of the cost. To help the school out of this debt the Department of Affairs, through its industrial committee, issued a call for volunteer candymakers from among the girls of the cooking school. A number responded and made their purest candy which the sweet-tooth pupils bought of the industrial committee Friday afternoons after school, until the amount was finally realized.

The whole spirit at Blaine is one of courtesy and kindly helpfulness. The central thought of the school in its council work is to give each pupil a sense of his personal responsibility in all the conditions around him. The motto of the council is "Obey the laws; respect the rights of others; aim to do right in all things." The motto habit has a strong hold on all the subdivisions. Each room works with a central thought of its own. A room of fourth-graders call themselves Little Pioneers, for now they know how to read, and from their grade on have a way to blaze through the wilderness of books. Their motto is "Work while you work." A sixth grade room with a big enthusiasm for athletics calls itself the Roosevelt chapter and tries to live up to "Don't foul; don't shirk; strike the line hard." The eighth-grade chapter is Reliance and believes that "Labor conquers all things. In the fifth grade, where the council work begins to show good results, the Good Citizens chapter agrees with Carlisle that "Our business is not to look into the dim distance, but to do that which lies close at hand."—Minneapolis Journal.

TO A COW.

Why, cow, how canst thou be so satisfied,
So well content with all things here below,
So unobtrusive and so sleepy-eyed,
So meek, and lazy, and so awful slow?
Dost thou not know that everything is mixed,
That naught is as it should be on this earth?
That grievously the world needs to be fixed?
That nothing we can give has any worth?
That times are hard, that life is full of care,
Of sin, of trouble, and untowardness?
That love is folly, friendship but a snare?
Up cow! this is no time for laziness!
The cud thou chewest is not what it seems,
Get up and moo! tear round and quit thy dreams!

GILLAN ON ECKELS.

[This was received just before the death of Mr. Eckels and our first thought was not to use it but upon second thought we prefer to have Mr. Gillan speak on the principle as he sees it.—Editor.]

Dear Mr. Winship: I note that on page 313 you print two statements attributed to James H. Eckels: "Common sense is never so much needed as when the agitator is abroad," and "There is no such thing as dishonesty by an honest man." I wonder if you used these as gems of thought or merely as a filler of the four-line space to complete the column.

The first has been the cry of "nice," "respectable" people for at least two thousand years. The great Nazarine was crucified by conservatives who could not endure agitation. Luther was opposed by those who thought that common sense was lacking in the followers of the great agitator. The "nicest" people in Boston, the elite and the solid business men, looked on Sam Adams as an agitator who lacked common sense. The broadcloth mob that thirsted for the blood of Phillips was made up largely of men of respectability—perfect gentlemen who thought themselves good judges of what is common sense.

The beneficiaries of privilege, the legal possessors of wealth won through the operation of unrighteous laws, are naturally averse to any agitation that may lead to the enactment of just laws. They say, "Sh—Sh—don't talk about it, you might shake the very basis of vested rights and overturn the established order." Well, that is just what was done at Runnymede, and again in 1776, and still again in the 60's, for some of those vested rights turned out when examined by an awakened public intelligence to be vested wrongs. But the beneficiaries of vested wrongs, the slaveholders, and the business interests in the North which indirectly profited by slavery said: "In the name of common sense stop this agitation; it is dangerous."

As to the second nugget of wisdom, quoted above, please tell us what it means. Does it mean any more than that an honest man is not dishonest? Would a speaker show a high degree of common sense who should say, "A clean man is not filthy; a white man is not black; a tall man is not short," etc?

Yours truly,

S. Y. GILLAN.

Milwaukee, Wis., March 26, 1907.

BOOKS ON PRINCIPLES AND PRACTICE OF TEACHING.

- "Waymarks for Teachers," Arnold (S. B. & Co.).
- "Lectures on Teaching," Compayre (Heath).
- "Lectures on Teaching," Fitch (Macm.).
- "Principles Practically Applied," Greenwood (Appl.).
- "The Recitation," Hamilton (Lippincott).
- "Art of Study," Hinsdale (Am. Bk.).
- "Principles and Practice," Johonnot (Appl.).
- "Elements of General Method," McMurry (Macm.).
- "Principles of Education," MacVicar (Ginn).
- "Theory and Practice," Page (Am. Bk.).
- "Talks on Pedagogics," Parker (Barnes).
- "Thinking and Learning to Think," Schaeffer (Lippincott).
- "Principles of Teaching," Thorndike (Seiler).
- "Elements of Pedagogy," White (Am. Bk.).

BOOK TABLE.

PESTALOZZIAN MOVEMENT IN THE UNITED STATES. By Will S. Monroe, Westfield, Mass. Syracuse, N. Y.: C. W. Bardeen. Cloth. With nine portraits. 244 pp.

Pestalozzi and Froebel are the two Europeans whose influence on American education has been intense and permanent. Circumstances have conspired to keep the service rendered by Froebel before the educational world in more definite form than that of Pestalozzi, though that of the latter was no less important, to state it mildly. It is matter for congratulation that at last there is adequate recognition of the debt under which Pestalozzi and his immediate disciples placed the American schools, and no other could have done this as well as it has been done by Will S. Monroe, who knows education and educators at home and abroad in their interdependence as no one else knows them. The book is much more than the name signifies. It is a notable contribution to the educational history of the United States. There have been several admirable state histories, especially of Massachusetts, New York, and Pennsylvania, but these have been largely histories of administration. Their contributions to the spirit and life of the schools has been slight. Here is the first book of note that deals largely and admirably with the spirit and life of American education. This is a book that every school man and woman in America must read or acknowledge that he lacks appreciation of the soul that has given life to the mechanism of the schoolroom. If the book should do no more than rescue the names of William Maclure, Joseph Neef, and Herman Kruesi from practical oblivion it were worth while to publish it. The lack of appreciation of Horace Mann and the virtual ignoring of the great influence of Pestalozzi upon Mr. Mann, and of Mr. Mann on New England in consequence thereof, would be unpardonable but for the fact that this work has been by many others and needs no recognition in a work of this kind. Mr. Mann did more to make Pestalozzi known in the United States prior to 1860 than all the men whom Mr. Monroe names.

GUIDE BOOKS TO ENGLISH, BOOKS ONE AND TWO. By Ada Van Stone Harris of Rochester, and Charles B. Gilbert of Cleveland. Boston, New York, and Chicago: Silver, Burdett & Co. Cloth. Book One, 305 pages, price, 45 cents; Book Two, 365 pages, price, 60 cents.

These books promise to mark an era in elementary teaching of English. They have keen interest for children from the first. At every stage the children do their own thinking and they are interested in their thinking. They speak and write what they have to say, and they are led to say the best thing they can say, to say it in the best way they can, and to say it so that others will be interested, and this is the whole duty of men in talking and writing. There is more in the name of these books than is usually the case with school books. "Guide Books to English." This is just what they are. Too often books for teaching English have been didactic, even dictatorial, always giving directions, always cutting out work to be done, with specific suggestions as to how to do what is required in each instance. English may be "taught" in that way, but it will be poorly learned from such teaching. These books are "guides." The child does the work himself, works from his own initiatives, thinks for himself at every turn in the process. He learns English rather than being taught it. He is taught how to learn it, is guided in learning how to think what to say and how to say it. Perhaps the best way to suggest the ideal of the books is to speak of the way the definitions and rules are developed. For instance, the children do considerable thinking and talking and some writing leading to eight distinct statements, when in large type is this: "Each of these sayings is a sentence." This is followed by these statements: "Each sentence tells something." "To tell something is to make a sentence." Thus the good work goes on. The child is given much practice on each statement both before and after it is given. The books furnish all the information about writing that can be needed and a vast amount of the best of practice in the writing. They provide everything valuable that was given in the old-time grammar and in the more modern language books without the weakness of either. The preparation for every phase of a grammatical subject is worked out with consummate skill. For illustration, in the section on the personal pronoun, it opens with these two sentences which are to be memorized: "I. Wisdom, dwell with Prudence," "I love them that love me, and those that seek me early shall find me." Then follow questions on each of these pronouns: Is it singular or plural? What is the plural of

"I"? of "we"? etc. Then follow five other selections from masterpieces, in each of which a special use of pronouns appears, and about each appropriate questions are asked, until every phase of each is used many times. Then the pupil writes a description of mining, a letter to a miner, suggestions being given. Then he reads delightful selections on mining and coal. Then the pupil goes over what he has written and what he has read and substitutes a personal pronoun wherever possible. All this is followed in an elaborate study of the use of personal pronouns with verbs. Everywhere there is good literature in which the best of English is provided and every time the pupil writes about some interesting subject for the sake of the subject and then it is studied for an application of the specific grammatical feature in which he is being trained. In place of masterpieces in art the illustrations are fascinating for children. For instance, in guiding the child in making sentences there are three pages on a circus with seven pictures. In the study of paragraphs are "Some things seen in the city streets," with four pictures in which every child is interested. "Harvesting an ice crop" is another picture full of action. In teaching "is," "are," "was," and "were" there are four pages on "Homes" with twelve pictures of various kinds of homes, old and new, here and abroad.

ECONOMICS. By Frank W. Blackmar, Ph. D. New York: The Macmillan Company. Cloth. 539 pp. Price, \$1.40 net.

Professor Blackmar of the University of Kansas is one of the clear-headed leaders in projecting a sane philosophy into the economic and sociological practices of the times through a classroom presentation. Professor Blackmar was one of the few men in Kansas who went through the days of Populism without sacrificing either scholastic honor or position. He faced the foe firmly and frankly and his clear statement of the situation was one of the best defenders of the faith of scientists in those days. It left him master of the situation there and placed him in the front rank materially. No other instructor in economics, so far as I know, has had his theories and convictions put to the test so heroically, and none could have come out of the trial more satisfactorily. Since then he has worked out every detail until at last he presents a complete working manual for teachers and students, one that is both safe and scholarly. I say safe, because the teaching of economics is to be challenged for some time to come. The safety is secured by presenting all of the elements of the science of economics clearly and concisely, emphasizing principles without elaborating upon their application through peculiar theories. From this it must not be inferred that Professor Blackmar is timid or that he dodges, for he has proved through fiery trial that he is the embodiment of courage, and that his vocabulary does not contain the word "dodge." He is simply wise, and has learned, as few others have learned, that there is a wide distinction between principles and prejudices in economics. Dr. Blackmar speaks frankly about labor organizations and their influence on wages, the eight-hour law, monopoly prices, trade unions, knights of labor, mistakes of unionism, strikes, arbitration, socialism, anarchism, etc., but it is all done on the basis of principles and not of prejudices. Beyond all this the book is a treasure-house of information and is the embodiment of skillful pedagogy.

SCHEFFEL'S DER TROMPETER VON SAKKINGEN.

Edited by Herbert C. Sanborn, instructor in German, Bancroft School, Worcester. Boston: Ginn & Co. Cloth. 616 pp. Illustrated. Price, \$1.

Mr. Sanborn is admirably qualified by his faithful and extended studies in Germany to edit and annotate a German text such as this of Scheffel's Trompeter. In the introduction, the notes, and the vocabulary, the editor succeeds in making this exquisite German love story vital and helpful to the student who has some advanced acquaintance with that language. For the first time the full text of Scheffel's poem is here given. It gives a vivid picture of seventeenth-century German life.

BOOKS RECEIVED.

"From Trail to Railway Through the Appalachians." By Albert Perry Brigham. Price, 50 cents.—"The Burt-Markham Primer." By Mary E. Burt and Edwin Markham. Price, 30 cents.—"Polyacete, Martyr." Edited by G. N. Henning. Price, 45 cents. Boston: Ginn & Co.

"Goethe's Faust." Edited by Julius Goebel. New York: Henry Holt & Co.

"Songs of the Child World." (Books I. & II.) By Alice C. D. Riley and Jessie L. Gaynor. New York: John Church Company.

"The Birth of the Nation." By Mrs. Roger A. Pryor. Price, \$1.75. New York: The Macmillan Company.

"School Grammar." By William H. Maxwell. Price, 60 cents. New York: American Book Company.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

- April 25, 26, 27: The Georgia Educational Association, Macon.
- April 27: Classical and High School Teachers' Association, Latin School, Cambridge, Mass.
- May 1, 2, 3: International Kindergarten Union Convention, New York.
- May 2-4: Mississippi State Teachers' Association, Gulfport.
- May 8-11: Joint meeting of the Eastern Art Teachers' Association, Eastern Manual Training Association, and the Western Drawing and Manual Training Association, Cleveland, Ohio.
- May 10: Eastern Connecticut Teachers' Association, Norwich.
- June 18, 19, 20: Kentucky Educational Association, Winchester.
- June 24-26: South Carolina State Teachers' Association, Chick Springs.
- July 1-3: Oregon State Teachers' Association, Western Division, Salem.
- Miss Aphia L. Dimick, president.
- July 1-2-3-4: American Institute of Instruction, Montreal.
- July 2, 3, 4: Pennsylvania State Educational Association, Greensburg, Superintendent R. B. Teitrick, president, Brookville.
- July 9-12: National Educational Association, Los Angeles, California.
- October 17-19: Vermont State Teachers' Association, Burlington, Vt.
- October 17-19: Northwestern Iowa Teachers' Association, Cedar Rapids, Iowa.
- December 31-January 1, 2, 3, '08: Colorado State Teachers' Association.

SUMMER SCHOOLS.

- May 14-August 6: Summer school Valparaiso University, Valparaiso, Ind.
- May 21-July 18: Summer school, Ohio Northern University, Ada, Ohio.
- June and July: Summer courses, Massachusetts Institute of Technology.
- June 3-28: Summer school, Virginia Normal and Industrial Institute, Petersburg, Va.
- June 3-September 28: Summer session, New York School of Industrial Art.
- June 10-July 19: Summer school, State College of Kentucky, Lexington, Ky.
- June 11-July 9: Summer school, Mississippi Industrial Institute and College, Columbus, Miss.
- June 11-August 2: Summer school, Western Normal College, Shenandoah, Iowa.
- June 12-July 23: Summer school, University of Alabama, University, Ala.
- June 12-August 7: Summer session, Peabody College of Teachers, University of Nashville, Nashville, Tenn.
- June 15-August 31: Summer Quarter, University of Chicago, Chicago, Ill.

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- June 15-July 27: Summer term, Iowa State Normal School, Cedar Falls, Iowa.
- June 17-August 9: Summer term, Wayne Normal School, Wayne, Neb.
- June 17-August 3: Summer school, Drake University, Des Moines, Iowa.
- June 17-July 27: Summer session, State University of Iowa, Iowa City, Ia.
- June 17-August 19: Special summer term, Ohio Northern University, Ada, Ohio.
- June 17-August 12: Summer session, York College, York, Neb.
- June 17-July 27: Summer term, University of North Carolina, Chapel Hill, N. C.
- June 17-July 27: Summer school, University of Colorado, Boulder, Colorado.
- June 18-August 4: Summer school, Lincoln Institute, Lincoln City, Mo.

- June 18-August 13: Summer school, Highland Park College, Des Moines, Iowa.
- June 19-July 31: Summer school, University of Virginia, Charlottesville, Va.
- June 24-August 2: Summer term, Western State Normal School, Kalamazoo, Mich.
- June 24-August 3: Summer school, West Virginia University, Morgantown, W. Va.
- June 24-August 2: Summer school, Denver Normal and Preparatory School, Denver, Col.
- June 24-August 2: Summer session, University of Michigan, Ann Arbor, Mich.
- June 24-August 2: Summer school, Ohio University, Athens, Ohio.
- June 25-August 2: Summer session, State Normal School, San Jose, Cal.
- July 1-October 31: Summer courses for foreign students, University of Dijon, Dijon, France.
- July 1-August 23: Summer session, Fisk University, Nashville, Tenn.

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July 1-26: Summer session, Interstate Normal, Norfolk, Va.

July 1-August 2: Summer school, University of Georgia, Athens, Ga.

July 1-August 9: Summer session, Oshkosh State Normal School, Oshkosh, Wis.

July 1-August 3: Summer school of Manual Training and Domestic Economy, Bradley Polytechnic Institute, Peoria, Ill.

July 1-August 9: Summer school at University Heights, New York University, New York City.

July 2-August 9: Summer courses, Harvard University, Cambridge, Mass.

July 3-27: Summer school, Connecticut Agricultural College, Storrs, Conn.

July 4-August 14: Summer session, Cornell University, Ithaca, N. Y.

July 5-August 16: Summer school, Yale University, New Haven, Conn.

July 5-August 16: Summer school Syracuse University, Syracuse, N. Y.

July 7-August 17: Summer school, Chautauqua Institute, Chautauqua, N. Y.

July 8-August 19: Summer school, Whitewater Normal School, Whitewater, Wis.

July 8-August 17: Summer school, University of Pennsylvania, Philadelphia, Pa.

July 9-August 17: The summer session of the Columbia University, New York City.

July 9-August 30: Summer school, State Normal school, Plymouth, N. H.

July 15-August 24: Summer school, New Jersey Training School for Feeble-Minded Girls and Boys, Vineland, N. J.

NEW ENGLAND STATES.

MASSACHUSETTS.

BOSTON. The death of Miss Ellen M. Murphy, principal of the Dillaway school, came as a great shock to the fraternity. Her predecessor had been principal of the school for nearly forty years, and the service of Miss Murphy had been but a few weeks. A long and eminently useful career was prophesied for her.

Miss Ellen M. Murphy was born in Roxbury March 16, 1860. She was graduated from the Dillaway school in 1875; from the Roxbury high in 1878 and from the Boston Normal in 1879. In the early part of 1880 she substituted in the Lewis district, and in November of that year received a permanent appointment and taught all her life there. She became first assistant in September, 1896. When the Lewis school was destroyed by fire, the Baker school was hastened and the classes taken to the new building, and Miss Murphy continued teaching in the same district. A year ago she was made master of the Dillaway school.

The Village Betterment conference under the auspices of the Massachusetts Civic League will be held at 3 Joy street all day April 26, Henry



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NORTHAMPTON. The Connecticut Valley School Superintendents' Association held a meeting in North-

ampton April 13 at which the subject discussed was the teaching of agriculture in the public schools. Talks on the subject were given by President Kenyon L. Butterfield of the

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Amherst Agricultural College; G. T. Fletcher, former agent of the state board of education; and H. D. Hemmaway, secretary of the Home Culture Clubs of Northampton. Discussion followed. The meeting was attended by Superintendents Hardy of Amherst, Goodhue of Haydenville, Ellinwood of Belchertown, Wilson of Deerfield, Bowman of Hatfield, Howard of Northfield, and Congdon of Northampton.

CONNECTICUT

NEW BRITAIN. Principal W. C. Akers of the New Britain high school has under consideration an offer to become principal of the Syracuse, N. Y., high school at a salary of \$3,500 a year. Mr. Akers receives \$2,700 in New Britain.

NEW HAVEN. Louis H. Levy, M. S., instructor of chemistry in the New Haven high school, has tendered his resignation, and will leave there about May 1 to take charge of the chemical laboratory of the Norwich Pharmacal Co. of Norwich, N. Y.

Secretary Anson Phelps Stokes, Jr., of the Yale University has sent out an official denial of the story that Yale might refuse the gift of \$300,000 from John D. Rockefeller because of the condition attached that they must raise a fund to make the total \$2,000,000. Mr. Stokes said that Yale would accept the gift and would endeavor to raise the conditional amount among the alumni of the institution.

THE WEEK IN REVIEW.

(Continued from page 465.)

Archbishop Ireland for the cardinalate proves to have been superfluous. The consistory has been held, and seven cardinals have been created, but all of them are Italians with a single exception, the bishop of Burgos, Spain. This increases the already considerable preponderance of Italians in the Sacred College. Of the sixty-two members of that august body, thirty-seven are Italians, and only twenty-five are distributed among other nationalities. Probably the time will never come when Italians are not in the majority, but large as their preponderance is at present, it is smaller by far than it was half a century ago. Then the Italian element had a majority of forty-nine. One of the most interesting figures

among the new cardinals is Cardinal Maffi, who, in the old days, before he became a priest, was a newspaper man, and furnished regular correspondence for several Roman and foreign dailies.

LORD CROMER'S RETIREMENT.

Lord Cromer, who has represented British interests at Cairo for nearly a quarter of a century, and has had so large a share in the development of the country and the remedying of old abuses that he has come to be generally known as "the maker of Egypt," has been forced by ill health to retire. He has earned a rest, for he has been in the service of his country for forty-nine years. But, although he has done so much in restoring the shattered finances, in relieving the natives of oppression, and in extending irrigation and other great public works, there is a great deal remaining to be done, and his successor, Sir Eldon Gorst, has no easy task before him. The natives have been given a large share in the government, not only locally, but through a legislative council and a general assembly; but they want more, as is natural, and ominous suggestions of a clamor not exactly of "Egypt for the Egyptians," but something similar are beginning to be heard.

THE COLONIAL CONFERENCE.

The conference of colonial premiers is in session at London; and a number of important questions, such as tariff preferences, imperial defence, and the possible creation of an imperial council are to be discussed. As the proceedings, however, are secret, and only carefully censored reports of what is done are to be given out from day to day, the views expressed are likely to reach the public only in a fragmentary form until the tardy publication of the official record in a Blue Book. Some observers regard the conference as rather a critical occasion, in view of the widely varying opinions entertained regarding the proper relations of the colonies to the mother country. There is a growing disposition in the colonies to minimize obligations toward the imperial government. General Botha from the Transvaal and Dr. Jameson from the Cape are interesting figures in the group of colonial administrators; and at one of the opening festivities General

Botha and General Roberts were conspicuous chatting and jesting over their experiences on the field in South Africa.

CUBAN ADMINISTRATION.

Secretary Taft has taken occasion upon his visit to Cuba to outline the policy of the United States regarding Cuban administration. The program is not wholly satisfactory to the more impatient of the Cubans, as it does not promise an immediate return to independent government. Neither is it pleasing to certain English and other foreign interests which would be well content to have the United States go on governing the island indefinitely. But it is wise and prudent and in perfectly good faith. It proposes first a general census of the island, to serve as a basis for an enrollment of electors. This will take some time, probably six months or more. Then, as soon as may be, there will be preliminary provincial and municipal elections. Finally, after a sufficient interval to test results and to be sure of tranquil conditions, there will be presidential and congressional elections.

FAMINE-STRICKEN POPULATIONS.

Pitiful reports come daily of the suffering of the famine-stricken populations of China and Russia. Yet, perhaps because the world has become used to horrors of late years, the appeals for aid from the outside meet with only meagre responses. In China, it is estimated that 5,000 persons are dying daily from famine and a population of not less than 10,000,000 is in want; yet so low is the cost of food that the gift of a single dollar is enough to save one life until the harvest. Under the stress of a common fear and need old barriers have been broken down and Confucianists, Catholics, and Protestants are joining in the work of relief. The Chinese government and people have contributed \$4,000,000 for relief; but unless outside aid is given on a more liberal scale than at present, there will be an appalling mortality. In Russia the stricken population in the south-eastern provinces numbers 20,000,000. The government has asked another appropriation of \$11,500,000 for relief, but even this will not be enough without contributions from other lands.

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Memorial Day Exercise.

[Continued from page 466.]

1. Tell me about our flag,
This flag which floats so proudly;
This flag which all of us do love,
Which all will praise so loudly.
2. Seven are stripes of red so bright,
And six are stripes of white;
Upon the dark blue field, you know,
The stars the number of states will show.
3. Can we catch the spirit of loyalty which Oliver Wendell Holmes felt when he wrote:—
"Lord of the Universe! shield us and guide us,
Trusting Thee always through shadow and sun;
Thou hast united us, who shall divide us?
Keep us, O keep us the many in one!
[Flag-bearer raises the flag and steps forward, standing a little in front of the other children. Child continues.]
Up with the banner bright,
Sprinkled with starry light,
Spread its fair emblem from mountain to shore,
While through the sounding sky
Loud rings the nation's cry:—
'Union and Liberty! One evermore!'"
4. Oliver Wendell Holmes also says:—
"One flag, one land,
One heart, one hand,
One nation evermore."

Class (standing).—

"I pledge allegiance to my flag and to the Republic for which it stands: One nation indivisible, with Liberty and Justice for All."

At a given signal every pupil gives the flag the military salute, which is as follows:—

"The right hand lifted, palm downward, to a line with the forehead and close to it. At the words, 'To my flag,' the right hand is extended gracefully, palm upward, towards the flag, until the end of the pledge of affirmation. Then all hands drop to the sides."

SONG (by class)—"Flag Song."

"There are many flags in many lands,
There are flags of every hue,
But there is no flag, however grand,
Like our own 'Red, White, and Blue.'"

RECITATION (by class, standing).—

Dear country, made by soldiers free;
Dear country, bought for you and me;
We'll let our hearts and voices ring
Thy praises, while "America" we sing.

SONG (by class)—"America."

Playground Association of America.

The Playground Association of America, of which Theodore Roosevelt is honorary president, and Jacob Riis is honorary vice-president, is now making arrangements for two great demonstrations of the value of playgrounds and play to municipalities. The first of these, a convention

in Chicago, June 20-22, will consist of practical demonstrations of organized play by 7,000 school children of all ages, and a series of papers by such leaders of the play movement as Judge Ben B. Lindsey of the children's court of Denver, Jane Addams of Hull House, Dr. G. Stanley Hall of Clark University, and United States Commissioner Elmer Ellsworth Brown. In connection with the convention the South Park System of Chicago will demonstrate fully the workings of its chain of twelve day and night open and indoor playgrounds for children and adults.

The second enterprise of the association is a great play exhibit at the Jamestown exposition which will be installed and kept in daily operation if the necessary money can be obtained. The exposition authorities have offered free space, and also to provide halls for a series of meetings and lectures. An exhibit of photographs and information from playgrounds all over the country will be shown in connection with the outdoor exhibit.

The association is rapidly gaining in membership throughout the country. Those wishing to become members, or to contribute to the objects of the association, should send checks to Dr. Henry S. Curtis, secretary, 805 G street, N. W., Washington, D. C. Memberships are of six kinds, as follows: Journal, \$1; council, \$2; associate, \$5; sustaining, \$10; patron, \$100; founders, \$1,000.

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General Education Fund.

The first distribution by the general education board since it received John D. Rockefeller's most recent contribution of \$32,000,000, has been lately made, when conditional gifts totalling \$1,177,500 toward \$9,215,000 were made to educational institutions in all parts of the country.

In the distribution Yale University receives \$300,000, Princeton University \$200,000, and Bowdoin College, Brunswick, Me., \$50,000.

In addition to these appropriations, the board voted to give a total of \$42,500 to colored schools, the names of which were not made public lest the help of the board should tend to discourage gifts to these schools from other sources.

Since its organization the board has contributed to schools for the colored people over \$280,000.

The board gave out the following list of beneficiaries from the John D. Rockefeller foundation for higher education:—

SOUTHERN STATES

Howard College, Birmingham, Ala., \$25,000 toward \$100,000.

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Furman University, Greenville, S. C., \$25,000 toward \$100,000.

Tulane University, New Orleans, \$75,000 toward \$300,000.

Drury College, Springfield, Mo., \$50,000 towards \$250,000.

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Total southern states, \$552,500 toward \$2,215,000.

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Lawrence University, Appleton, Wis., \$50,000 toward \$200,000.

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Totals for western states, \$625,000 toward \$2,850,000.

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Yale University, New Haven, Ct., \$300,000 toward \$2,000,000.

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Grand totals, \$1,777,500 toward \$8,215,000.

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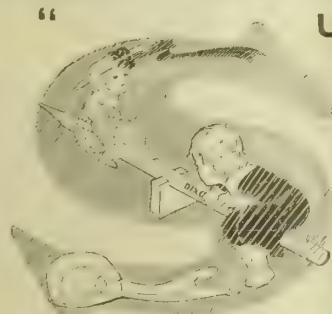
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A. E. WINSHIP, Editor.

DEFECTS IN THE SCHOOLS AND THE RESPONSIBILITY FOR THEM.—(I.)

BY SUPERINTENDENT PAYSON SMITH,
Auburn, Maine.

One of the most serious defects in our modern school lies in its failure to serve the individual. We have become accustomed to dealing with children in the aggregate instead of with the child as an individual being.

In the recent years which have seen rapid urban growth and extended educational advantages we have had to deal with rapidly increasing numbers. In disposing of numbers modern system came to our rescue and we found that we could meet our new difficulties by creating classes or groups arranged according to age, or size, or supposed advancement in certain leading subjects.

Modern system helped us further by devising courses of study to be administered in sections, so much a year to each of the groups it had helped us to arrange, and it gave us still more aid when it provided certain methods to be employed each year for the administering of each year's quota to each year's class or group, and thus was created our modern grade system of schools.

The material, however, for whose benefit this system was to be conducted, was by no means as uniform as the system itself.

Drawn from all races, from all strata of society, from all conditions and customs of living, representing all sorts and varieties of natural and acquired tests, talents, and capacities, the teacher is confronted not only with the task of molding out of the mass a citizenship of a worthy type, but as well that of fitting each individual for the place for whose work he is best adapted.

In certain phases of work our mass teaching has been a success. We have settled upon certain broad foundations which must be laid for all other education, and we are accomplishing certain large results with much credit. How much is to be done now, however, in way of making this school system of ours fit the child rather than the child fit the system is apparent to those who are in position to note the annual falling by the wayside of the thousands of children who cannot be crushed into compliance with the terms offered by a cast-iron school system.

Of the teacher mass teaching makes few requirements beyond the ability to keep a class in order, the knowledge of the section of the course of study to be administered to a given group, and a certain degree of skill in presenting this material to her class. This course of study we have designed to meet the needs of an indeterminate individual whom we call the "average child," these methods of teaching we have devised to meet the supposed intelligence, intuition, reason, and judgment of this same aver-

age child, and we have given the former by means of the latter to all children regardless of the fact that our so-called average child is after all a composite child of the imagination and no real child of flesh and blood that was ever seen.

While this defect which we are considering is due in a measure to the extreme to which system has been carried, it is likewise due in part to a false notion which many of our people, including some teachers, hold regarding the office of education.

The idea has obtained that the public school, as well as other educational institutions, exists for the chief and nearly sole purpose of giving knowledge. The larger office of education is not to give knowledge; it is to develop power. Galileo well said: "You cannot teach a man anything, you can only help him to find it within himself."

We have spent, we are still spending so much time and energy in teaching facts that we are neglecting that other more important duty, which is to help children to find themselves, to know and to use the power that in them lies. The value of a school system is not to be measured by the multitude of things a child must learn under it; rather is it measured by the point as to whether from the multitude of its offerings he can find the things, few or many, which will meet his needs.

We are agreed that the subjects which we use as a medium for the educational process may be wisely or unwisely selected from the viewpoint of the mass. Is it not possible also that from the viewpoint of the individual this selection presents a question to be answered with equal care?

That which will provide just the right mental stimulus for one child may not be at all the thing necessary for another. To direct any other than individual treatment is hardly less foolish than would be the act of a physician who should order for all his patients the same kind of medicine regardless of the ailments he is healing or the constitutions of his several patients.

We have been much concerned of late regarding the abnormal child. We have awakened to our duty to the child to whom nature has apparently been unkind. We are appreciating the extent of our obligation to the deaf, the blind, the crippled, the mental defective, and the moral delinquent. This awakening has come none too early.

But while we are considering all these cases, who can say that he has ever had to do with any child so absolutely normal, so evenly developed, that he presented no peculiarity nor weakness?

When we shall have builded institutions in every

state and in every large city for those classes of children whom the public school cannot possibly serve, yet there will remain that vast majority of children who present ordinary peculiarities and deficiencies by no means to be over-looked because they happen to be so slight as to afford no justification for placing the children in special schools. In other words, it will still be the duty of the public school to treat as individuals the children who attend it.

If our schools are to meet this demand then must our courses of study be framed so that in them will be found those things which will meet the needs of all children, our programs must be so arranged as to afford time and opportunity for the teacher to meet her pupils individually, and we must cease to hold in sacred regard a system which is so systematic that it will neither break nor bend.

If this school system of ours is maintained for the child shall we not adapt it to his needs, but if on the other hand, we cling to the belief that the child is created to feed the system then must we not expect the continuance of present results, the casting out of multitudes who cannot be made over to meet its requirements?

The advance made in recent years in methods of class instruction has been notable, but I believe it requires no seer to prophesy that in the years that are just ahead our greatest advance must be in making the public school a more efficient instrument in bringing the individual into his own inheritance.

From the defects which I have just named to the next one in my list is a logical step. The principle which has been mentioned is as applicable to communities as it is to persons. In the matter of laying educational plans it is possible to err in the too close imitation of others commendable in themselves, but impossible of adaptation to the schools with which we have to do. It is certainly both natural and desirable that leadership be acknowledged and that we be ready to follow those whose rarer knowledge and keener insight make clear the pathway before us.

Yet every superintendent knows that the same method of teaching will not always meet the same degree of success in the corresponding rooms of the same building to say nothing of the different school of the same town or city. The principle holds even in the broadest way. A scheme which works in New England may not be practicable in the South, nor may the one which is practicable in New York be equally so in Chicago. What is true of communities is likewise true of various types of schools. May I illustrate by calling your attention to the two types of school which we see, the one in the city and other in the country? With the rapid centralization of population, with the creation of the new and fascinating problems of city schools, with the larger funds at the disposal of city directors, it has been natural that a preponderating attention should have been given to city school. While this condition has prevailed the country school has either been overlooked or it has been made to depend for its advancement upon such points as it could gather from the experiments tried in city schools. The result has been that improve-

ments in the country schools have been attempted along lines similar to those successfully tried in city school. But this effort to improve the rural school by imitation of a school created to serve a totally different type of community has been accompanied with small profit to the former.

INFLUENCES OF RURAL LIFE.

BY HENRY FOWLE DURANT.

What is this living then—this life—whether it be life in the city or in the country? It is education—education in the largest and widest sense; that is the great mystery of life. We are not here to pass away a measured number of years only, a pebble can do that, the beasts can do that; we are here to educate, to unfold, to develop ourselves. Not the education of schools or college, or books alone, but the education of living, the development of heart as well as brain, of the affections and moral nature as well as the understanding—and of those higher faculties which are the earnest and prophecy of that other life, for which they are unfolding, even as the wings of the fledgling in unfolding are the promise and prophecy of his future migrations beyond the mountains and across the wide ocean. I hold, then, that beyond all question, as compared with city life, this life in the country, for all the objects and ends of this real culture and education, gives to man, not only the best, but the indispensable opportunities and advantages: the only text-books, the true great library, the real instruction, the best teachers.

In a practical and utilitarian point of view merely this rural life educates and instructs us all, and repeats its lessons daily and hourly, from the cradle to the grave. There are higher ends in life most certainly than its merely utilitarian and practical necessities. There are higher objects of knowledge than what we call common sense. There are nobler pursuits than making money or owning houses and lands. But the daily lessons of utility, the practical duties and obligations of life are necessary. You know very well that the ripe juices, the enriching sweetness of corn and grain, would all be worthless and in vain if it were not for the hard and tasteless flint, the silex which forms the supporting stalk and stem of the waving grain and the golden corn. Even so is it with life, there are laws which we must obey, and hard and distasteful lessons which we must learn, supporting and sustaining lessons of prudence, of utility, and of practical duty.

I cannot but believe that foremost among the daily lessons of life in the country is nature's harsh, but kindly, democracy, not the democracy of parties, but that lofty and genuine republican democracy which is higher than politics or parties—the democracy which teaches us the dignity of labor, the true self-respect and independence that we gain when for the first time we realize the great truth which nature teaches, that only real life of a true man is devoted to patient, thoughtful labor. Let us not shrink away from this first aspect of rural life as if from a harsh teacher, for this law is the lesson of a mother's love, and with it we hear

from the same voices of the dignity of labor, of the happiness which labor alone can give.

If we listen more earnestly, if we look higher, we learn, too, that labor is the only true nobility, that work truly is worship. This is not the lesson of every-day life and experience only, but it leads to loftier ends also.

We sometimes hear the complaint: "Oh, I have no luck; everything you do seems to prosper, but all I do goes wrong!" Not so; the law is, you must work if you wish for wages. Life is not to be trifled with, it deals in no chances, no good luck, but in certainties only. The great wheels revolve invisibly, slowly, but just as surely, just as inevitably as machinery. The laws of nature, the sure sunrise, the sure sunset, winter and summer are not more unchanging than the great laws of life, which whoso will can read. Life deals with certainties only; and the harvest doth not roll its great golden waves in the west winds of autumn unless the seed were sown months ago in the spring.

In the city this is not so; there are more fluctuating waves in the current of life. Men grow suddenly rich or poor; property doubles in value or it becomes worthless, a prosperous adventure, a bold speculation, a rise in stocks—all these may bring fortune, as well as a life of prudent industry; and although my settled conviction is that all these even are the results of invariable laws, not what we without reflection call chance or luck, yet the proofs are not so obvious, the great chain and sequence of cause and effect is not so easy to understand as here in the country.

On the contrary, how intelligible are the lessons of prudence, of foresight, of thoughtfulness, which the farmer's life teaches him. No day but brings its duty, no season but brings its necessary labor. The farmer does not talk of luck or chance, or believe that a fortunate rise in stocks will fill his barns. The seed must be sown—but that is not all; nature never gambles; she has taught him that she never deals in chances, the seed must be good—the ground must be ploughed. He may manure his land well or ill, but he knows there is no chance about it; unless he manures his fields they tell him we have no good luck for you; real estate may rise without manure, but corn will not.

The corn must be cultivated, too, and weeded, and cared for; stocks and merchandise may increase in value without your labor, the root of all evil may grow without cultivation—no other root but weeds only will—and whether that is not a very noxious and dangerous weed is a question about which there are many opinions. This is but one illustration; consider in how many forms these lessons are repeated to you in your daily life; consider in how many prudent virtues they are the necessary foundation.

Do they not teach you also that the same laws regulate your social position, your moral being?

If you neglect your duties to your neighbors, do you hope to have their esteem? If your life is a daily routine of dishonesty, do you expect to be in good repute? If your life is immoral and dissipated, does it not wear away yourself, your name, your mind; and your moral nature?

Daily, almost hourly, even in the city, although repeated in more doubtful and difficult language, do I see new proofs of that other, but similar law—an opportunity never comes back again. But in the country this is always before you. Does the seed time come back again ever? Can you ever put off until to-morrow the duty of to-day? Were I to sum this all up in one word, there is but one which I know comprehensive enough to embrace it all, and that is, indeed, a word full of meaning—labor! "Thou shalt labor" is the commandment which life daily repeats to us. Every man has his task set before him, and the duty of patient, thoughtful labor is his blessing; or, neglected, it becomes his bane. In a thousand forms nature repeats the truth, that the laborer alone is what we call respectable—is alone worthy of praise, and honors, and rewards. In other years, men paid almost divine honors to the successful heroes, in their bloody wars; the soldiers returned home in stately procession, and triumphal arches were built in their honor, with silken banners fluttering from their sides, and bright garlands adorned their sculptured stones. These splendid structures were the tribute which man in those by-gone days paid to the victorious soldier; but nature does honor to her peaceful soldier still, and as every humble laborer seeks his home at nightfall, a more majestic arch of triumph soars above him, and he marches bravely forward, conscious of a day of duty, and of successful toil, under that eternal arch, which was builded when the foundations of the great deep were laid. The sunset flings silken banners of crimson and gold along its stately sides, and the constellations from its deep blue vaults hang garlands there, in clusters of those holy stars which are the perennial flowers of heaven.

Our fathers had this lesson of life, this lesson of self-respect, this lesson of value, the nobility, the dignity of labor, taught to them in earnest long ago. The wide ocean divided them from royal power, and from the bonds of wealth and rank and custom; the woods and the forests taught them to work if they would live; taught them, too, that the man who changed the wild wood and dreary marsh to happy home has done something, was a man better and more to be respected than the rich man, who might purchase or inherit it; taught them that the tangled bushes and rank weed and the gray moss would grow over the man who did not work—taught them that man who could rule his farm could rule himself.

[Address delivered at Dedham September 29, 1859. Edward Everett wrote of this address: "Let me thank you for your beautiful address, which I read with extreme pleasure."]

A tactless teacher is always at cross-purposes with her world. The brook in its course to the sea does not stop to contend with the hill for the right of way, but goes around it.—*Public School Journal*.

A PLEA FOR TRUTH AND HISTORICAL PERSPECTIVE.

BY ARTHUR C. BARROWS, PROVIDENCE, R. I.

What is historical truth? If it cannot be defined, can it be known and told? The questions are less simple than they seem. It is evident that facts like the great charter of King John of England, 1215, the emancipation of Russian serfs, 1858-1863, are known to us beyond reasonable question. Such knowledge comes to most of us like knowledge of the San Francisco earthquake or of Noah's flood. It comes upon the authority of others. To destroy our reliance upon its truth would require a successful impeachment of the credibility of the sources whence we derived our information. A modicum of historical truth we feel sure of. Shall we be content with the modicum of certainty? A knowledge of the past is useful in the present and for the future. If the experiences and sufferings of our predecessors are to be of value, the circumstances of their experience should be as fully known as possible, in order that it may be seen how far their conditions are ours and just what guidance we may receive. Details must clothe the skeleton of fact. Let us concede the fact of Noah's flood. Evidence of flood in very early times is derived from other sources than the Bible. But consider the details of the story. How long would it take to collect two of every species of animals, if that were possible? Would a craft smaller than one of our ocean steamships contain them all? Would Noah and his family be sufficient of a crew to care for such an un-heard-of cargo? What would be done with the sustenance necessary for a hundred and fifty days voyage? How would they get along with that very large number of creatures which habitually live by devouring other creatures? Reflections of this kind may make us skeptical about Noah's details but they need not destroy our faith in the general outlines of his story.

Modern instances are instructive. What were the real causes of the war between the United States and Spain in 1898? Was it a case of genuine national philanthropy? Who blew up the Maine? Is it conceivable that a Spanish agent should have been guilty of drawing upon his country struggling to suppress the rebellion in Cuba, the armies of the greatest of western nations? If it was not done with Spanish connivance, ought Spain to have been held responsible? What relation did the excitement and the war appropriations bear to the newly passed American tariff? At present, perhaps no individual knows the truth about the above questions. If it were known and told, the interests reflected upon are so near and so sensitive that it might meet a most bitter antagonism. National pride might be involved, and truth or probability is too deep, too weighty to tickle the vanity of unthinking partisans. The historians of this Spanish war are generally upon one side or other of the conflict. From a partisan we expect a favorable showing for his own side, and while many details of battles and sieges are correctly told, whenever it comes to opinions upon policies, causes, and purposes the probability of impartial state-

ments is about as great as in swapping horses. The critics and book reviewers confine themselves to showing that the author omitted a comma on page 4, line 9, and that it was at San Juan and not at Porto Rico where Colonel Jim Crow charged up a hill at the rear of his regiment. A century hence some ponderous German historical writer may have the time and the disposition to leave upon the shelves of our libraries and historical societies a much fuller, fairer, and more truthful account of the events of 1898 than any now extant. It will be fuller and fairer because through the result of wide information and very great condensation it will show both sides of the controversy. It should be more truthful because the writer is not the attorney for the plaintiff nor the defendant. And yet, standing at a remote distance in time and space, will he be able to keep in the nostrils of his readers any of the passions that threw down the little and seemingly helpless pen and caught up the sword? If he keeps alive the passions of the struggle can he keep the battle smoke from obscuring his view? Historical truth, then, would appear not always easy to come at and to tell. Of times that are near there is too much information, too great a variety of views, passions too deep, and interests too prejudiced to make it easy to know what is the truth or how to attain it. The slow processes of the years have not unwound the skein of results nor allowed us to see all the silent thoughts and forces that invisible and unknown are shaping us.

Of times that are remote we do not know enough nor clearly enough to see precisely wherein they differ from our own. Certain interests were triumphant with the purse or the sword and they have given color to the work of the pen, have told their own story. The Indians of North America are little but a name, nor does the element of greatness in the Indian character gain lustre with the years. The paleface owns the press and tells the Indian story. Yet in courage, fortitude, faithfulness to friends, in what virtues the Great Spirit had given them to idealize, they rank with the greater races of mankind.

Historians copy each other's opinions. Certain characters are painted as the consummate villains of their time. They go from mouth to mouth as scapegoats, their misdeeds echoing down the ages as if they were the only or the isolated culprits. Benedict Arnold was detected and Andre was hanged, but does any one who knows the omnipresence of British gold in the closing half of the eighteenth century think Arnold the only or the most useful tool that Britain purchased in her struggle to bring her colonies to obedience? The most powerful motives are constantly operative to keep some of the darker secrets of such times from being told.

The history of the United States is peculiarly limited by the natural geographical position and growth of the country. No history of France is even approximately complete without telling very much in the history of Europe. England likewise, with eighteen miles of blue water between her and the continent, is for the past four hundred years indissolubly linked with the history of the world. In

many of the smaller histories of the United States, in the period of the wars, 1775-1783 and 1812-1815, it is evidently considered that the wars of Great Britain and France in Europe during those years should form no part of the narrative. The result is that we have in many glorious pages the story of the victories of the Americans and French over such detached British forces as could be spared to America from the stupendous European conflict that shook the known world and formed an epoch in universal history. But the European side is omitted, and young America leaves school not even well enough informed to wonder how the United States navy of forty vessels came off victorious over the British navy of two thousand; how the jackies of the Nile and Trafalgar should ever have had to lower their flag to the Hornet and the Wasp. No courage could make up for such a discrepancy in numbers. This ignorance may be patriotic, but it is none the less ignorance due to incorrect historical perspective. It is no sufficient excuse for disproportion to urge that great results have followed seemingly trivial causes. Read the history of your party and you may conclude there was no other of importance in comparison; of your sect and you may infer that Omniscience regarded all others with pitying compassion; of your ideal statesman and you may conceive a most erroneous

idea of the precise part he played till you see him in the drama with the other actors. With party writers truth is not primarily an ideal. If they do not aim definitely at skilful and plausible misrepresentation, few are able to avoid it. The rewards of party writing are quicker and more certain. The votaries of truth often find her path rugged and beset on either hand. History presents the spectacle of a constant change in men, in measures, in ideals, as the result of the great underlying and often conflicting forces ever operative upon each individual,—self love, altruism, desire for wealth, power, fame. Monarchy or democracy, the individual or the group; our own day sees the individual subordinated, the group exalted. Men stand together even though dependence weakens and betrays each one of them. But when they stood alone they were both strengthened and weakened by conflict with each other. Social advance was traced by the sporadic victories of leaders rather than by the purposive movements of organizations. The ability to see clearly is not given to all. The ability to understand varies widely in degree. He who can even approximate the truth is no mean artist and he who can describe large events seen from many sides, in a just proportion, in their times and places, must understand great affairs and speak of them without fear and favor.

LOOKING ABOUT.

BY A. E. WINSHIP.

TORONTO.

It was my privilege to be in Toronto twice within two weeks, once in attendance upon the annual City Teachers' Association, and once in attendance upon the Province of Ontario Association. These were in no wise my first visits to that city, but they were the best by far. Toronto is a wide-awake, scholarly, cultured city, and Chief Inspector, or City Superintendent, James L. Hughes, who has occupied this office for a third of a century, is one of America's most devoted and aggressive educators. In recognition of his long and distinguished service his friends have arranged for him a four-months' holiday in Europe, where he has already received invitations which make it possible for him to be accorded such attentions as have rarely, if ever, come to any other public school official of this country.

It was my rare good fortune to be present when the teachers of the city said and sang their good-by. After a delightfully clever and heartfelt speech by one of the teachers, Mr. Hughes was presented with a handsome gift from the principals, and then the teachers, eight hundred strong, sang with royal good will: "For he's a jolly good fellow!"

Undoubtedly there are other superintendents as much beloved by their teachers as is Mr. Hughes, but it has never been my privilege to see such a demonstration of it. Although he has been the official educational leader of the city for a third of a century, he is still a young man, intensely progressive, ardent, as keenly appreciative of sentiment

as a man of twenty. I have known few men who have had a service as long as his. In every case the man has been of advanced years, a patriarch to the teachers, but in this case it is comradeship, charming companionship. The only other scene to compare with it in my experience was when the teachers of Pennsylvania gave Dr. Henry Houck \$1,700 for a trip to the Holy Land. Of course that was on a different scale, so different that the two cannot be compared. I shall be happy always in the thought that it has been my privilege to be present on both these occasions.

Another feature of the third of a century of hard work is the building of a beautiful new home by Mr. Hughes, into which the family will move while he is away, so that he will come back into the home he has been so long in planning. As is well known to our readers, Mrs. Hughes is as distinguished in the educational world as is her husband, being now the president of the International Kindergarten Association.

Incidentally interesting is the fact that the president of the Province of Ontario Association, William Scott, is a brother-in-law of Mr. Hughes. They came to Toronto together as teachers nearly forty years ago, and every promotion that Mr. Hughes has had has made a place into which Mr. Scott has been promoted. If there is another such example of kinship, comradeship in professional service for forty years, it has not come to my knowledge.

Toronto, whose civilized foundation was laid

one hundred and twenty-three years ago, was an Indian hunter trail termination from time immemorial and was named by them "Toronto," or a "place of meeting." Here nearly three centuries since was the scene of bloody Indian wars for the supremacy of the best Indian civilization, and here have been the leading civic conflicts of the past century for the ascendancy of the latest and best civic freedom in education, commerce, and the industries.

When Toronto was incorporated as a city in 1834 there were nearly 10,000 inhabitants, which made it a considerable city from the States' standpoint. To-day it is a city of 265,000, an area of eighteen square miles, one-tenth that of Chicago and nearly one-half that of Boston—and a valuation of \$170,000,000. Ontario is the largest commercial and industrial centre in Canada. Toronto has more than two hundred freight trains entering and leaving the city daily. The city hall is literally the finest on the continent, and the King Edward hotel has no rival in more than four cities of the states.

A. E. Winship.

PUBLIC SCHOOLS AND CHARACTER.

In a recent discussion of public schools in the United States and their relation to religion, a clergyman said, "We are bringing up all over this broad land a lusty set of young pagans, who, sooner or later, they or their children, will make havoc of our institutions."

It is a broad statement. If it is true the fact is of the greatest importance, for the public schools surely fail to justify themselves if they do not build character as well as impart knowledge. The charge was made as an argument in favor of the introduction of distinctly religious instruction in the public schools.

But is it true? The Outlook of New York city has attempted to answer the question, not arbitrarily, but by asking the opinion of nineteen college presidents, the heads of institutions of learning in the North and in the South, the East and the West. Their replies are based upon a study of the students in their own colleges, part of whom are graduates of public schools, part graduates of private or sectarian schools where religion is taught.

Not one of the nineteen college presidents finds that the moral influence of the public school is inferior to that of the best private schools. All say on the contrary, that the public-school pupils enter life with as high moral conceptions and as much religion as their companions from the private schools; but several of the presidents do notice a decided difference between the product of different public schools and different private schools—a difference which is always traceable to the character and personal influence of the teacher.

The result of the interesting inquiry is a splendid tribute to the public schools. The popular faith in them is not without justification. But two other conclusions should not be overlooked: the tremendous influence of good teachers, that is, teachers of strong and beautiful personal character, and the influence, in morals and religion, of the home.

If there are no religious influences in the home, nothing which the schools can teach will supply the lack; and if there is religion there, the pupils in the public schools will do very well without special religious instruction.—Youth's Companion.

THE TREND IN AMERICAN EDUCATION.—(IV.)

BY JAMES E. RUSSELL,
Teachers College, New York.

The next step is to see that the common man is equally well provided for. A beginning has been made in the enrichment of the course of study in our elementary and high schools, thus giving a choice of studies and better preparation for life if the pupil knows how to choose wisely; in the introduction of the natural sciences, manual training, and the domestic arts, thus giving some acquaintance with the industrial processes underlying our civilization if the subjects be well taught; and finally, in the differentiation of the school courses and school work whenever the future vocations of the pupils are definitely known, as in the negro schools of the South, the county agricultural schools of Wisconsin, and the trade schools of some of our eastern cities.

But all this is only a beginning. At best but little can be done before the age of fourteen, but that little can be of the right kind. In teaching arithmetic we can as well present problems of every-day significance as those which are never met with out of school; in reading we can read that which is worth remembering; in history we can dwell upon some events which are not political; in science we can prepare for farming as well as for college; in manual training and the domestic arts we can do in the small what the race has done in the large in its efforts to provide food, clothing, and shelter, and to perfect means of communication and transportation. If nothing else is gained from the elementary school than a wholesome respect for man's industry, a good basis is afforded for participation in man's occupations.

The serious preparation for practical life begins for the great majority of us at the age of thirteen or fourteen, on leaving the elementary school. The most dangerous period in the life of a boy or girl lies just ahead—say up to the age of nineteen or twenty. This is the time when the average boy must learn to be self-supporting, and when the girl must fit herself for domestic duties. It is the time, too, when technical training counts for most. I contend that every American boy and girl is entitled to practical help in this time of greatest need—and at public expense, too, if the state maintains high schools, universities, and professional schools for those who aspire to leadership in professional life. My reasons for this contention are:—

1. Anything that will contribute to the greater efficiency of the workman is a contribution not only to his own well-being, but to the wealth of the nation.

2. Anything that will lead the workman to take more pride in his work tends to make him a better citizen and a more conservative member of society. If it be possible to make each man, no matter what his social standing may be, an honest leader

in his own field, a workman who is not ashamed of his handiwork, then we need fear no criticism of our colleagues across the sea, nor need we as an industrial people fear the competition in the world's markets. More than that, we need never lose faith in the righteousness of American ideals or dread the consequences of our social democracy.—Address.

THE CIGARETTE.

BY SUPERINTENDENT H. D. HERVEY,
Malden, Mass.

Near the close of school I announced to the principals that I hoped to be able with their assistance to make a careful study of the extent to which our children were using tobacco, especially the cigarette, and to ascertain if possible to what extent, if any, the use of tobacco was telling on their health, scholarship, and morals. It is believed the hysterical persuasion and violent denunciation are alike useless, and that unless facts and arguments can be presented to boys which will appeal to them on their own plane of thought as sound and convincing, they had better be left alone to follow in peace the example of their elders.

Accordingly, the following circular was sent to the teachers:—

To Teachers:—

I want you to help me to get at some perfectly reliable facts in regard to the effect upon growing boys of cigarette smoking. If there is no appreciable difference between boys who use tobacco and boys who do not, we need give ourselves no further concern on the subject. If boys who use tobacco are, as a rule, as well physically as those who do not, if they get along as well in their studies and behave as well, we should know it. If, on the other hand, they are inferior in all these respects, we should know that; and we should be able to present the facts to the boys themselves in a way so sane and reasonable as to appeal to their judgment and to influence their conduct.

Each teacher who has boys in her room who use tobacco will please select at least one for special study according to the outline sent herewith. For the sake of comparison, she will select by lot one boy from the total number of her boys who do not use tobacco and study him according to the same outline.

Preliminary reports will be called for on December 15. Let this study be as scientific as possible and wholly free from bias. Let the plain facts for or against cigarettes speak for themselves.

Teachers, of course, will not let the pupils selected know that they are the subject of special study, and the names of such pupils will not appear on the reports submitted to me.

Very truly yours,
Henry D. Hervey,
Superintendent.

Along with the circular was sent the following outline to guide the teachers in their study:—

OUTLINE FOR THE STUDY OF BOYS USING CIGARETTES.

- | | |
|----------------------------------|--|
| School, | Grade. |
| 1. Age? | undersized, weakened, |
| 2. Height? | *Physical unkempt, tall, weak character- often sick, headache, istics. sore eyes, lazy, nervous. |
| 3. Weight? | dull, unable to think |
| 4. Vision? | *Mental |
| 5. Hearing? | at times, mentally |
| 6. Rank in studies? | character- dwarfed, incapable of istics. sustained attention, poor memory, poor reasoning power. |
| 7. Number of times not promoted? | |

8. How long has he used tobacco?
9. Where and how does he get it? *Moral characteristics. weak of will, coward, liar, degenerate, vulgar, influence bad, disobedient, disrespectful, truant.
10. Has he tried to stop?
11. Does he now wish to stop?
12. Does he believe the habit injurious?
13. Attitude of father toward son's habit?
14. In your judgment has cigarette smoking contributed materially to the results as indicated above?
15. Mention other causes which in your judgment may have also contributed to the same results.

It should be said distinctly at the outset that the results of such a study made under the necessary limitations under which this study was made can lay little claim to scientific accuracy. All that can be claimed is that the results show in a broad way how boys using cigarettes, or tobacco in any form, compare physically, mentally, or morally with an equal number of boys chosen by lot from the number of those in corresponding grades who do not use tobacco.

The only excuse for taking up such a matter as this is that whatever vitally affects the physical, mental, and moral condition of the children whom we are expected to instruct, cannot be regarded as a matter of indifference to us. The school, whether rightly or wrongly, has felt more and more compelled to take upon itself duties formerly performed by the home, and even, as in this case, to counteract the influence of many homes.

Of the replies received, forty sets were found complete enough to use. The pupils selected ranged in grade from the second to the ninth and in age from seven years and six months to fifteen years and nine months. The average age of the smokers was thirteen years, 2.9 months and of the non-smokers eleven years, 9.37 months. From this it would appear that those who use tobacco are one year, 5.5 months older for their grades than are those who do not use tobacco. The cause for this will appear more evident later on.

The average height of the smokers was 55.87 inches, while for the non-smokers it was 56.1 inches. That is, notwithstanding the fact that those who do not use tobacco are almost a year and a half younger, they actually average .23 of an inch taller.

From a table prepared by Dr. Franz Boos, showing the average height of 45,151 boys in Boston, St. Louis, Milwaukee, Worcester, Toronto, and Oakland, the 40 smokers were 1.13 inches shorter than they should be for their age, while the non-smokers were about 2 inches taller than the average.

The average weight of the smokers was 85.45 pounds and of the non-smokers it was 81.92 pounds. According to the table of Dr. Boos, boys of the age of the smokers should weigh 82.8 pounds and boys of the age of the non-smokers should weigh 72.2 pounds. From this it would appear that while the smokers weighed 2.62 pounds more than the average, the non-smokers weighed 9.72 more than the average, a difference of 7.1 pounds in favor of the non-smokers.

Of the smokers, 33 had normal vision and 6 had poor vision, while of the non-smokers, 39 had normal vision and 1 had poor vision.

Of the smokers, 34 had good hearing and 5 had poor hearing, while all the non-smokers had normal hearing.

Of the smokers, none stood excellent in his studies, 2 ranked as good, 12 as fair, 26 as poor.

Of the non-smokers, 15 ranked as excellent, 14 as good, 11 as fair, and not one as poor.

*Underscore words that fit or substitute others that meet the case better. Cross out words that do not apply.

Of the smokers, 8 had failed of promotion once, 14 had failed twice, 8 had failed three times and one four times, making a total of 64 failures. In other words, 31 boys out of the 40 had failed of promotion one or more times.

The cost to the city for the tuition of one boy for 64 half years or 32 years would be about \$1,000. If it cannot be said that the repetition of an aggregate of 64 half years of school on the part of 31 boys would mean any actual additional expense to the city, it may be said with perfect truth that these 31 boys lost in the aggregate 32 years of precious time, which is a far more serious matter not only to the boys but to the city.

It was recorded of one boy that before he began to use tobacco he had secured a double promotion, but that since he had acquired the habit, he had failed of promotion twice.

Of the non-smokers, 6 had failed of promotion once, and 1 had failed twice making a total of 8 failures as against 64 for the smokers, 1-8th as many.

Of the smokers, 11 had been using tobacco a year or less, 9 had been using it for 2 years, 12 for 3 years, 1 for 4 years, 2 for 6 years, 1 for 7 years, and 4 not reporting.

Seventeen said they bought their tobacco, 16 said they had it given to them, and 6 said that they picked it up on the street.

While it is not expected that the habit of cigarette smoking among boys can be broken up, it does seem within the bounds of possibility in a city possessing the high moral tone of Malden, that the illegal selling of cigarettes to minors can be stopped.

The law of the state of Massachusetts governing the sale of cigarettes, acts of 1901, chapter 373, reads as follows:—

An act to prohibit the sale or gift of cigarettes to any person under the age of eighteen years.

Section 1. No person shall sell a cigarette to any person under the age of eighteen years.

Sect. 2. No person other than the minor's parent or guardian shall give a cigarette to any minor under the age of eighteen years.

Sect. 3. Any person violating any provision of this act shall be punished by a fine not exceeding fifty dollars.

Sect. 4. All acts and parts of acts inconsistent herewith are hereby repealed.

Approved May 8, 1901.

Another act passed in the same year similarly covers snuff and all forms of tobacco. More than thirty states have similar laws, some making the age as low as sixteen.

Twenty-three boys had tried to stop smoking, while 15 had not. Twenty-seven wished to stop, while 7 did not. Twenty-eight thought the habit injurious, while 11 did not. Ten parents were either totally indifferent or favored the habit for their sons, while 20 parents did not favor it. The views of 10 were not known. Twenty-nine teachers thought that cigarette smoking contributed materially to the results as indicated on the papers filled out, while 5 did not.

On the physical side of the smokers, 1 could be classed as good, 5 as fair, 34 as poor. The words most commonly used to describe the cigarette smoker were the following: Undersized, weakened, unkempt, sallow, weak, often sick, lazy, nervous. Almost every smoker was said to be lazy. The words used to describe the non-smokers were frequently such as the following: Sturdy, well kept, strong, well developed, energetic, etc.

On the mental side, of the smokers, not one could be ranked as excellent, but 2 as good, 2 as fair, while 36 were ranked as poor. The words most frequently used to describe them were the following: Dull, unable to think at times, mentally dwarfed, incapable of sustained attention, of poor memory, of poor reasoning powers.

The words often used to describe those who did not use tobacco were the following: Studious, clear-headed, alert, self-reliant, of good memory, quick, keen, attentive.

On the moral side, of those who used tobacco, not one could be classed as excellent, not one as good, while 14 were classed as fair, and 26 as poor. They were frequently described as weak of will, liars, cowards, and truants.

Of the non-smokers, 18 could be classed as excellent morally, 19 as good, 3 as fair, and not one as poor.

The following table shows more in detail how the smokers compared with the non-smokers physically, mentally, and morally:—

SMOKERS.	No.	NON-SMOKERS.	No.
Undersized.....	15	.....	2
Weazen.....	12	.....	1
Unkempt.....	17	.....
Sallow.....	20	.....
Weak.....	12	.....
Often sick.....	10	.....	1
Headache.....	14	.....	1
Sore eyes.....	7	.....
Lazy.....	34	.....
Nervous.....	22	.....	1
MENTAL CHARACTERISTICS.			
Dull.....	24	.....	1
Unable to think at times..	31	.....
Mentally dwarfed.....	12	.....
Incapable of sustained at-			
tention.....	35	.....
Poor memory.....	26	.....
Poor reasoning powers...	29	.....	1
MORAL CHARACTERISTICS.			
Weak of will.....	32	.....	1
Coward.....	15	.....
Liar.....	16	.....
Degenerate.....	7	.....
Vulgar.....	12	.....
Influence bad.....	15	.....
Disobedient.....	18	.....	1
Disrespectful.....	11	.....
Truant.....	16	.....

While no one would wish to claim that the non-smokers were paragons of virtue, yet no one comparing the reports of the 40 smokers with those of the 40 non-smokers could avoid the conclusion that for some reason or other there was a very marked difference in favor of the latter class.

I am well aware that there has been nothing brought forward in this study to prove that the use of tobacco is injurious, physically, mentally, or morally, to growing boys. Undoubtedly many other causes not mentioned here have contributed to the results as indicated. The only fact that can be accepted is that 40 Malden school boys who have been in the habit of using tobacco made a very poor showing in all essential particulars when compared with 40 other Malden boys not using tobacco chosen entirely at random from corresponding grades. Boys may use tobacco because they are physically and mentally weak and morally unsound, or they may become physically, mentally, and morally impaired because they use tobacco, or each factor may be partly cause and partly effect. In any event, the results of this study would seem to indicate that a close connection exists between low mentality, physical weakness, and moral delinquency and cigarette smoking. If this be true, the cigarette, far from being the sign of manliness and of superior intelligence, should be regarded as the badge of the physical weakling, the mentally incompetent, and the morally unsound. Perhaps the majority of boys begin to smoke because they think it is smart. Not being able at their tender years to discriminate wisely between the habits of their elders which they may safely imitate and those which they may not safely imitate, they seem especially attracted to what they consider the manly art of smoking.

If boys could be led to believe the fact so clearly brought out in this study, viz., that in general among growing boys cigarette smoking must be taken as presumptive evidence of mental stupidity, moral unsoundness, and physical weakness, the habit would have been dealt its severest blow.

As to the prevalence of cigarette smoking in our schools, little can be said with confidence. From the nature of the case it is not to be expected that entirely accurate statistics can be obtained. The figures given herewith may be taken as giving some indication of the prevalence of the habit.

Number in elementary schools smoking between the following ages:—

Ages	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16
Boys	2	5	7	26	26	24	35	29	34	24
	16-17	17-18.								
	9	3								

Total 224

The Ayers, Franklin, Pierce, Coverly, Converse, and Judson report no pupils using tobacco.

Of the other buildings, one has 46 per cent. of the total number, and four buildings have 79 per cent. of the total number reported.

In the high school, it is probable that considerably more than a third of the boys use tobacco either habitually or occasionally, and that more than half of this number began the practice in the grammar grades.

WHY OUT-DOOR NIGHT AIR IS BENEFICIAL.

1. Medical authorities tell us that breathing outdoor night air is especially beneficial to persons having weak lungs. What reason can be given for this statement?

It is undoubtedly due, in part, to the fact that the air near the ground, with its load of heavy impurities, is forced into the soil by the increased atmospheric pressure at night, and the purer air from above comes down to take its place.

2. What conditions are necessary for germination of seeds?

Seeds must have warmth, moisture, and air in

order to germinate. Darkness is not necessary, but a seed will germinate much more readily in darkness than in light. Some seeds, such as corn, rice, and a few others, will germinate when covered with water, but these seeds contain enough air to start the sprout, and in addition to this, they obtain a small quantity of air from the water.

3. What are the elements of plant food?

There are thirteen elements of plant food, nine of which are obtained directly from the ground. Of these nine, three are of so much importance that they have been called the "tripod of agriculture." They are nitrogen, phosphoric acid, and potash. It is estimated that for every one thousand pounds of grain, corn takes from the soil about eighteen pounds of nitrogen, seven pounds of phosphoric acid, and four pounds of potash. For the same amount of wheat, about twenty-four pounds of nitrogen, nine pounds of phosphoric acid, and six pounds of potash is required. A thousand pounds of oats grain takes from the soil twenty-three pounds of nitrogen, eight pounds of phosphoric acid, and six pounds of potash. Nitrogen is added to the soil by growing leguminous crops, such as clover, peas, beans, and alfalfa. A good crop of clover will put into the ground more than one-third as much nitrogen as a good crop of corn would take from the same field. The greater part of the nitrogen in the soil is found near the surface. Its compounds are easily broken up or dissolved by water, and much of it is lost by leaching, and by its escape into the air, from fall plowed land, clean fields, or grounds left bare in winter.

4. What is the effect of under drainage upon the temperature of the soil?

As heat is taken from the air to change water into vapor, evaporation is a cooling process, but under drainage by decreasing the amount of surface evaporation enables the soil to absorb more heat from the air, and by thus making the soil warmer an earlier germination and a more rapid growth of plants is secured.

MEMORIAL DAY.

BY L. W. RUSSELL.

RECITATION (one of the older pupils).—In the dawn of Memorial Day, behold the spirit of a great nation! It is the spirit which breathes from those who love their country, and will not let its heroes die. It is the spirit which honors a valorous foe and grasps his hand in friendship when the struggle of war is over. It is the spirit which stands at the guns when the enemy comes, but forgets and forgives when the smoke of peace ascends. In this day, behold the bond which makes us one nation, one people, under one flag, and that Washington's flag! This bond has been sealed by the offering of precious lives whose memory we would hallow to-day by visible tokens of patriotic love. To-day, unseen hands beckon us, airy tongues implore us to stand true to the spirit of high purpose and self-sacrifice which gave us a free country.

To-day, we come with hearts full of gratitude for the sacrifice of noble lives; with feelings full of sympathy for those who yet mourn the "vacant chairs" thus made; but with patriotic pride and high hopes for this our country that everywhere keeps the spirit of patriotism aglow by devotion to its flag and its brave defenders.

To-day this flag shall speak from the grass-grown mounds made sacred by the dust of our heroes. It shall tell not of war and blood, but of peace and plenty; not of hatred and sectional strife, but friendship and union. Yet it tells the youth of to-day, "Never let this flag be dishonored. Spring to its rescue whenever and wherever assailed." It tells them, "Be wary, be ready, but not aggressive."

This flag shall mingle its "red, white and blue" with the colors of the blossoms which tenderly speak our love, and symbolize the motives of the day.

There is something in the flowers not seen in their beautiful hues, not borne in their delightful fragrance, nor patterned in their lovely forms. There is a spirit which bids them come forth with the wakening year, and renews them ever as the seasons roll. There is immortality in the flower. It seems to perish with the day, but it will bloom again, and forever.

Martyred heroes, the flag which you loved so well shall tell of your fearless valor in freedom's cause. The blossoms that we bring, as the tender tribute of the day, shall, in their purity and beauty, symbolize the immortal

life which even now is yours. The harvest of your deeds is begun; it will never end!

2. "How sleep the brave who sink to rest
By all their country's wishes blest!
When spring with dewy fingers cold
Returns to deck their hallowed mold,
She then shall dress a sweeter sod
Than Fancy's feet have ever trod.

By fairy hands their knell is rung,
By forms unseen their dirge is sung;
There Honor comes, a pilgrim gray,
To bless the turf that wraps their clay,
And Freedom shall awhile repair
To dwell a weeping hermit there."

3. The nation that forgets its heroes is ready for its own burial. Love of country does not exist where its defenders are forgotten. Our strength as a nation grows mighty as its people take in the spirit of its founders and defenders. The courage of all the states, north and south, east and west, has been proven by a conflict long, stubborn, and terrible. It is over. Memorial Day has come. The scarred veterans, who yet answer to the roll-call of the brave, bring flowers in their hands and love in their hearts for the old comrades of the battle days. How sweetly tender is this sight! Yet how grand! Your tears shall not be shed in vain! The lesson you teach to-day shall sink deep into the hearts of the youth who have learned your story. The glorious flag which you kept at the mast-head, and over the capitol's dome, shall never be lowered in disgrace so long as the graves you now hallow are the shrines of a "Memorial Day." Your slow and measured step is not the tread of fear. Your bowed head is not the sign of shame. We read courage, and patriotism, and valor in it all.

As the veterans, one by one, take their last look upon the old flag, the "Sons of Veterans" will fill the lessening ranks. As you strike your tents for the last time, we hear your voices in every breeze:—

"O land of lands! to thee we give
Our prayers, our hopes, our service free;
For thee our sons shall nobly live,
And at thy need shall nobly die!"

SONG—"Speed our Republic."

4. Sometimes there is crowded into a simple event the spirit of a nation. "North" and "South" met at the bier of the great captain who led the Union armies to victory. Johnston and Buckner upon one side, Sheridan and Sherman upon the other. No words can picture that scene. The spirit of freedom joined the hands of those four brave commanders. The benediction of the great man whom they bore to the tomb rested upon their heads. Although triumphant as a conqueror of armies, General Grant's greatest victory came after the last sword had been sheathed. It was the victory of generosity and forgiveness towards the surrendered hosts. It was "When his work was done that this man of blood was as tender towards his late adversaries as a woman towards her son. He imposed no humiliating conditions, spared the feelings of his antagonists, sent home the disbanded southern men with food and horses for working their crops, and when a revengeful spirit in the executive chair showed itself and threatened the chief southern generals, Grant, with a holy indignation, interposed himself, and compelled his superior to relinquish his rash purpose."

It was such a magnanimous spirit that brought Johnston and Buckner to represent the southern soldiery at his burial, and caused the tears of all true patriots everywhere to mingle on that day. No wonder that "sympathy rolled as a wave over the land." Slavery was indeed dead, conquered by freedom in the lead of one who knew not revenge. The spirit of this great man

bearing the olive branch of peace should animate the memorial services of to-day and for all time to come.

SONG (school)—"God Save the State." Tune: "America."

God bless our native land!
Firm may she ever stand,
Through storm and might!
When the wild tempests rave,
Ruler of wind and wave,
Do Thou our country save
By Thy great might.

For her our prayer shall rise
To God above the skies;
On Him we wait:
Thou who art ever nigh,
Guarding with watchful eye,
To Thee aloud we cry,
God save the state.

—Selecte 1.

5. It is not the names of the great leaders alone that we remember on this Memorial Day. The national hymns are for all who served their nation,—on the battle-field, in camp, in hospital, in the still sentinel watch; by pen or tongue, by word or deed; anywhere that a patriot wrought or spoke is the "battleground of Freedom." The dirges and the symbols of our love to-day are for the most obscure, the "unknown" who gave us all—their lives. Of such, an eloquent and patriotic divine says:—

"Dead upon the field of honor! This is the record of thousands of unnamed men, whose influence upon other generations is associated with no personal distinction, but whose sacrifices will lend undying lustre to the nation's archives and richer capacity to the nation's life. And yet these martyrs are remembered by name. Go visit the mourning homes of the land; homes of wealth and plenty, some of them, but richer now by the consecration of sacrifice. Many are homes of toil and obscurity, from which the right hand of support has been taken away, or the youthful prop. Poor and obscure;—but these the unknown fallen, have names, and riches of solemn, tender memory. And what heralding on palatial wall more glorious than the torn cap and the soiled uniform that hang in those homes where the dead soldier comes no more? . . . What aristocratic legend refers to a prouder fact than that recited in the still, summer field where he labored, and by the winter fireside where his place is vacant. 'He fell in the great war for Freedom and for Union.'"

SONG—"Tribute to the Brave."

6. We have now nothing to fear but ourselves. We are One by the configuration of nature, by the impress of art. . . . We are One by the memories of our fathers. We are One by a constitution and a Union which have not only survived the shock of a foreign and of a civil war, but have stood the abeyance of almost all administration, while the whole people were waiting breathless, in alternate hope and fear, for the issues of an execrable crime. With surrender to each other of all our old sectional animosities and prejudices, let us be One henceforth and always in mutual regard, conciliation, and affection!

"Go hand in hand, O states, never to be disunited! Be the praise and heroic song of all posterity! On this auspicious day let me invoke, as I devoutly and fervently do, the choicest and richest blessings of heaven on those who shall do most, in all time to come, to preserve our peace and concord."—R. C. Winthrop.

RECITATION—Selection from Longfellow's "The Ship of State," "Sail on, O Union," etc.

J. F., Missouri: Every week the Journal brings to me a fund of stimulating material that delights and instructs. Long live the Journal of Education!

TALKS ON SCULPTURE.—(XIV).

BY LORADO TAFT.

One of the great pleasures of reading great authors is the constant recognition of well-known, often-quoted passages. We have all heard of the man who thought Shakespeare had a pretty easy time of it after all, since his plays are "more than half quotations." He knew enough to recognize them, at any rate, and that is a satisfaction in itself. One enjoys a similar pleasure in wandering through the



HOMER.

churches and museums of Europe. Every little while you will come upon some beautiful thing—a painting or statue—which you have known for years by means of photographs or casts, and it is such a pleasant surprise to find the original before your eyes.

When in the museum of Naples two summers ago the writer was startled to find himself face to face with the extraordinary bust which we picture to-day—the famous head of Homer. Never mind if they do say that there never was a Homer—that is, a single Homer—when we look upon this noble countenance we feel that it represents a very real man; we are convinced that here is a poet who might have written the "Iliad" and "Odyssey." This is one of the saddest, grandest faces of all antiquity.

A little reflection will convince us, however, that the head is, after all, but an ideal portrait. The great blind minstrel journeyed and sang his glorious songs away back in the eighth or ninth century before Christ—and the Greeks were not mak-

ing such busts in those days. Not a thing remains to us with certainty of that period. The sculpture of even 300 years later was as funny as some of the heads that the children model nowadays. It is believed that this bust dates from the "Hellenistic period" of which we have already told, coming within two or three centuries of the Christian era. So it represents not the real Homer, but the later Greek ideal of Homer. It shows just how they thought he should have looked, and we are all pleased to accept the ideal as perfectly satisfactory. Sculptors are often called upon nowadays to make ideal portraits, and it is a good test of an artist's imagination and skill. If he is able to conceive a head that seems adequate to satisfy all of our ideals it is a great achievement. This is what Mr. St. Gaudens has done in his "Deacon Chapin," French in his "John Harvard," and MacMonnies in his "Nathan Hale."

How perfectly the unknown sculptor has caught the sightless look! Even from a distance one recognizes the expression, although the eyes are not closed. The face is calm and serene, but the eyebrows are lifted, as is so often the case with the blind; they seem to be always trying to open their eyes. How like the rest of us they are! We are all trying so hard to know and to understand, longing to become better acquainted one with another, to peer into the mystery of life, yet ever with eyes that are "holden." But this is no way to talk to school children. Their undimmed eyes see clearly and confidently. They must lead us.

Look again and see what a grand old face this is. How strong and picturesque and melancholy! For my part, I like it much better than the Apollo; it seems to have so much more character. It is seldom that a subject permits of a treatment so rugged, and at the same time so refined. The carving of the hair and beard, of the wrinkled brow and parted lips, is masterly as can be seen. The old-time sculptor by thinking his best and doing his best has conferred a favor upon us all. He has had the same privilege as Homer himself—that of talking to endless generations of men.—Used by permission of the Chicago Record-Herald.

THE MAY-FLOWER.

The common name, trailing arbutus, is a misnomer. What's in a name? We have no native arbutus in this country. Our plant was unfortunately so-called from a fancied resemblance of its foliage to the European arbutus. To be sure the plants belong to the same great Heath family, but, for that matter, so do the cranberries, huckleberries, and azalea.

The true name of our loved wild flower, *epigaea*, is a pretty one, easily learned and fondly remembered. As a child, I knew no other name for it. Through the influence of my botanist father all the people about West Point had adopted the scienti-

fic name. It is from the Greek and signifies "upon the earth." As the specific name, "*repens*," refers also to its creeping habit, the titles together seem redundant. Still they are euphonious and pretty. May-flower, at least in this part of New England, has no significance. The plant may bloom in late March, and commonly does by the middle of April. It is among our very earliest spring flowers.

One can easily fancy the delight of our Puritan ancestors when they were at last welcomed, after an inhospitable winter, by the rosy buds and odorous breath of this charming wild flower. Certainly where it is growing in an unrestrained state of na-

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ATTENTION IN THREE DIMENSIONS.

While you locate a place with two dimensions, three dimensions are indispensable to the description of any solid body. The same principle holds true more widely than is generally conceded. There is a trinity in more conditions of mind than we have acknowledged. Music has pitch, force, and quality; color has hue, value, and chroma; so attention has its direction, intensity, and alertness. These must be considered in any plan for training the attention. Many tricks of attention so often referred to are little more than hypnotic arts.

If attention is fundamental to all good thinking, if it is a prerequisite to all success in industry and commerce, in the arts and sciences, then it deserves attention itself in the clearest and most vigorous fashion. Assuming its transcendent importance, let us treat it with the skill to which it is entitled.

The direction of attention in thinking is as essential as are chart and compass in navigation. A pirate and a derelict only have excuse for being on the high seas without national colors flying and a port in view.

Much reading and thinking, writing and talking represent either pirate or derelict, and too much teaching makes for such an absence of mission on the high seas of life. It is not the fact that you can give attention that counts unless you attend to things worth while. A derelict often represents a noble sailor, and a pirate always handles an alert craft.

Nor are chart and compass adequate, there must be intensity of attention thereto. The City of Columbus lies a wreck off Gay Head, not because the captain had no port in view, nor yet for lack of chart or of compass, but for lack of intensity of attention to the means at hand.

Alertness in handling a craft is equally necessary in entering a rock-invested harbor or in cruising

among other craft. The Larchmont dropped its human freight into eternity because two captains were not alert. They were sailing for well defined ports; they were at the helm, but when they discovered their mistakes neither vessel was alert enough to get out of the way of the other.

The mind in this age in the world's activities needs the three phases of attention—direction, intensity, and alertness.

These are as much needed in childhood as in adults. The direction is radically different, but it is none the less vital. There is no excuse for trying to direct it in manly channels, neither is there for allowing it to remain permanently fickle. A sapling will bend with ease, may be blown to any point of the compass, but this is no excuse for allowing it to be bent in such a way as to deform it.

Intensity of attention in childhood is as distinct from attention in manhood as the proof from a negative is from the photograph. Exposure will soon blur or dim it, but this is nothing against the child intensity more than it is against the proof from the negative.

Alertness is much more in evidence in a child than ever after. The highest ambition is to retain this alertness as much as possible and as long as possible.

VACATION OPPORTUNITIES.

The summer vacation presents the teacher his most serious problems. Shall it be spent in earning money, in idle rest, in miscellaneous reading and travel, or shall it be improved as an opportunity for scholastic and professional growth?

These questions will get into the open at no distant day, and when they do, there is no doubt of the public judgment as to the general principles that should guide a teacher in vacation.

Without considering the several questions, it may be said that the ideal use of the vacation by a teacher is a combination of scholarship, professionalism, noble and agreeable comradeship, and recreation.

The university summer school offers every phase of interest that a teacher needs in the vacation. It provides recreation and rest through change, affords beautiful surroundings, offers comfortable, inexpensive rooms. The influence lasts the year through, benefiting a teacher physically and intellectually for many months.

One does not need to be a disciple of any cult to acknowledge that in case of the university summer school vigor, poise, and alertness of mind tend to health.

Such comradeship as is there is of the utmost importance to the teacher. The attitude of the instructors is entirely different from that toward college students in the college year. The teachers are more mature students, have a keener appetite for knowledge, and the professors are more at leisure in their work. The other teacher students are also an inspiration such as counts in invigorating thought and life.

Above all it pays, and the teacher knows that it pays. At a university summer school the money paid out is an investment. It puts a teacher in a different class than that in which she would be

without it. In progressive cities nearly all promotions come to teachers who have the habit of making the best use of their vacations. Other things being equal it adds twenty per cent. to the availability of a candidate for any position to have spent a few summers in university study.

A normal school whose faculty has very generally done university summer school work takes a distinctly higher rank than it would without such distinction.

Whoever helps to promote a more widespread attendance upon these highly scholarly vacation schools renders the cause of education good service.

IMPORTANT EDUCATIONAL WORK.

"The Pestalozzian Movement in the United States," of which we printed a notice last week, is renewed emphasis of the specially valuable service that Will S. Monroe is rendering the cause of education. He has familiarized himself with the details of educational development by hitherto unappreciated forces, more than anyone else, if indeed not more than all others.

No name escapes him in his reading, nothing that he has read seems to be forgotten by him, so that he is able to place men and measures in their true relations instinctively. His contribution to the history of education in the United States is therefore priceless. His is a work that apparently would never have been done had he left it undone. This individual mastery of special features of education is indispensable to any adequate history of education, and Mr. Monroe is placing school men under great obligation to him through such work as this. It is devoutly to be hoped that his labors will meet with such recognition as to encourage him in making other contributions along the same line.

THE NEW ENGLAND ACADEMY.

The time has come for the presentation of the record, needs, and claims of the New England academy.

We have here and now no interest in the history of these academies merely as a historical study, no more are we concerned with their needs as such, but their claim upon the public in view of the service they now render and in view of their possibility does concern us.

The academy has four features that are of the utmost importance. Therein the instructors have a personal touch with the students, a la Andrew F. West of Princeton. In the nature of the case those who attend an academy are those who are not moving along in the routine of the public schools. They are such as need the personal touch to give them student courage and scholarly aspiration.

The academy develops a much larger percentage of college purpose than does the public school, and when one considers the miscellaneous character of its students the achievement in this direction is remarkable.

Those who cannot go to college get a college ideal and spirit that are only one remove from real

college life. They are, as some one has said, junior colleges.

But best of all the New England academy develops a life-long love of study, a habit of study that projects itself through life. Important as the high school is in the thickly settled communities and for those who are in step and can keep step in the work from year to year, there is yet a work that it cannot attempt to do. This work must be done by the academy or it will be left undone in the East. To-day there is no better investment of philanthropic funds than in these academies.

SPEAKERS AT LOS ANGELES.

President N. C. Schaeffer is to have such an attractive program that no one would ever suspect that it was prepared under greatest difficulties. On the general program are the following notable speakers: Robert J. Burdette, Pasadena; Hon. W. T. Harris, Washington; "How Can the School Aid the Peace Movement," Superintendent N. C. Schaeffer, Harrisburg; "Education and Democracy," A. B. Storm, Ames, Iowa; Senor Justo Sierra, minister public instruction, Mexico; "The Personality of the Teacher," Rt. Rev. T. J. Conaty, bishop of Los Angeles; "The School in its Economic Relations," President W. O. Thompson, Columbus, O.; "Shall Teachers' Salaries Be Graded on Merit or by the Clock," Superintendent E. G. Cooley, Chicago; "Teachers' Pensions and Annuities," Superintendent Charles H. Keyes, Hartford; "Other Forms of Compensation for Teachers," President G. W. Nash, Aberdeen, South Dakota; Alexander Hogg, Fort Worth, Texas; "School for Defectives in Connection with the Public Schools," Superintendent C. G. Pearse, Milwaukee; "The School and the Library," Hon. J. W. Olsen, St. Paul; "The School and Women's Organization"; "Call Nothing Common," President Benjamin Ide Wheeler, Berkeley, Cal.; "A Significant Lack of Educational Terminology," Professor John Adams, University College, London, Eng.

MISLEADING.

Some teachers in San Francisco are sending out a circular that calls for comment. The following paragraph is the one most objectionable:—

"If any money was sent for the relief of burned-out teachers, please inform us how much was sent, who received it, as trustee, and, if possible, send a copy of the resolutions accompanying same. As public school teachers who suffered fire loss, we feel that we ought to know what was sent to us and, at least, to have an opportunity of thanking those who remembered us in our necessity."

The circular was sent broadcast to superintendents. The inference is that cities generally raised money for the "burned-out teachers," that it was sent to irresponsible parties, that no acknowledgment has been received, with other kindred suggestions.

The fact is that the money raised by schools and teachers' associations was not raised for the "burned-out teachers," but for the relief of San Francisco sufferers, whether Chinamen or clergy-

men, washerwomen or teachers. The money was sent to some local committee in charge of raising funds. The papers reported daily the amount given by each person. This was a public acknowledgment of every dollar. This was sent in the mass to San Francisco, and before the fire had completed the burning-out process the teachers and preachers, Japanese, Portuguese, Filipinos, Americans, and everybody else was getting relief and kept on getting it for many weeks. Teachers and schools gave to the fountain, from which teachers and pupils were supplied.

Later the schools throughout the country raised money for the rebuilding of schoolhouses. Practically no money was raised for "burned-out teachers." There came a time when the relief committee discriminated against teachers because they were drawing salaries. In this they were generally sustained, but there were some exceedingly hard cases, and New York teachers sent one of their best business men out to study the situation, and a strong committee of local educators was chosen to use their donation for the benefit of the exceedingly needy cases. Cleveland also gave money to be used for another class of specially deserving cases. Word was given out that every case would be treated as confidential.

Dissatisfied teachers made two unreasonable demands; namely, that the money should be divided equally among all "burned-out teachers," and when that was denied they demanded that the amount given each of the needy teachers be published. No heed being paid to either demand, this circular is one of the means taken to misrepresent the situation.

COME TO BOSTON.

You can come to Boston this summer for one fare, plus \$2 for the round trip. Tickets will be on sale the country over for three days in late July, so as to arrive in Boston any time on the 27th, 28th, 29th, or 30th, and tickets for returning will be good till August 31 by paying \$1 for the deposit of the ticket. The stay may be till August 5 without the deposit. All this on account of Old Home week. For one full week Boston will be at her best. A hundred thousand dollars will be expended for the entertainment of Boston's guests and other features of the entertainment. There was never another time as good as this to see Boston and vicinity. Come and see how we can welcome our friends.

STEVENS OF SIOUX CITY.

A miserable conspiracy of circumstances led us to announce in news that W. B. Stevens of Sioux City was elected at Davenport, Ia., instead of Principal Marshall of the Sioux City high school, who went to the high school at Davenport. Mr. Stevens has been re-elected at an increased salary at Sioux City and has no thought of leaving. The explanation of the combination of circumstances would be interesting, but only editors can appreciate how his Satanic majesty can interfere in a printing office.

NEW YORK WOMEN TRIUMPH.

With but one dissenting vote the New York Senate has passed the bill which gives women teachers the same pay as men for the same grade of work. That it was not always so is surprising, incomprehensible in fact. The House will pass it by almost as large a majority, if indeed it has not done so already, and Governor Hughes will sign it. How any one could have opposed it is beyond explanation. It may have been that some persons had an idea that every woman teacher was to get the same pay as every man teacher, wiping out all financial distinctions as to position. Of course that is unthinkable to a sane and experienced man or woman.

STAR SPANGLED BANNER STANDING.

On another page is a vigorous letter by Alice C. D. Riley, joint author with Jessie L. Gaynor of several of the best books of music and about music that have been published, on the patriotic attitude of an audience while it sings "The Star Spangled Banner." Whoever is much before Canadian audiences can but feel the difference between Americans and Canadians in this respect. It is exceedingly rare to have any kind of a public meeting there without the singing of "God Save the King," and it is never sung sitting, as Mrs. Riley says, and no one ever uses notes or words while playing or singing. Dr. Henry Houck of Pennsylvania is the only one in the United States whom I know who always has his audience sing "The Star Spangled Banner" or "America," and always has the audience stand as it sings. Why not have a campaign for the intensifying of patriotic sentiment?

Dr. E. C. Moore, superintendent of Los Angeles, is one of the most pronounced progressives of the country. He strikes squarely at the nonsense traditions on the one hand and pleads for all sorts of new things that are good things in the curriculum.

The New England Association of School Superintendents is to meet at Boston Latin School May 24. The program is most promising.

The maximum salary of every elementary school teacher of Cincinnati is to be \$950. Great rise.

The best friend to the teachers is he who insists upon their hustling to keep up with the times.

The Colorado legislature failed to pass the pension bill advocated by the teachers.

"The personal touch" is the happiest phrase yet for individual class work.

One Yale student took 238 books from the college library last year.

The university summer schools are notably attractive.

Los Angeles, July 8-12.

THE WEEK IN REVIEW.

AN OBSTINATE DEADLOCK.

The Rhode Island legislature adjourned April 23, without electing a successor to United States Senator Wetmore. Eighty-one ballots were taken in all, beginning with January 15, and at the closing sitting twenty-five ballots were taken. The figures on the last ballot,—forty-one for Colonel Goddard, Democrat; thirty-nine for Colonel Colt, Republican; and thirty for Mr. Wetmore, Republican,—did not vary materially from those on the first and succeeding ballots. People who are interested in pure politics, and who have watched conditions in Rhode Island, will not greatly deplore this result. In some particulars, the state of things in Rhode Island is not unlike that which attended the Addicks campaign in Delaware. It is a somewhat reassuring circumstance that, although these two small states seemed to offer easy prizes to the unscrupulous and self-seeking elements in public life, both of them mustered sufficient moral strength to withstand the assault.

BETTER CONDITIONS IN RUSSIA.

The Duma has been kept well in hand by the moderate elements, in spite of occasional vehement outbursts of feeling, and several rather threatening differences with the premier. It is acting more and more like a trained and self-respecting parliamentary assembly. The oratory is crude and often impassioned, but when it is remembered that the deputies represent a people to whom the ordinary rights of free assembly and free speech are unfamiliar it is amazing that they make so creditable an exhibition. The reactionary advisers of the Czar do not for a moment remit their efforts to find some pretext for inducing him to dissolve the Duma; but they have so far failed that, after the expiration of the first month of the session, the Czar received the president of the Duma in audience, congratulated him upon his successful guidance of the work of the Duma, and expressed the satisfaction of the government and his conviction that it would be able to co-operate with parliament.

THE PRESIDENT AND LABOR.

Certain labor organizations which have been interesting themselves to secure the release of Moyer and Haywood, officials of the Western Miners' Association, who are charged with complicity in the murder of ex-Governor Steunenberg of Idaho, having called President Roosevelt to account because in his recently-published letter relating to Harriman, he classed Harriman with Moyer, Haywood, and Debs as "undesirable citizens," the President has replied in a characteristic letter which proves that he is as little afraid of labor agitators on the one hand as he is of railway magnates on the other. In this letter, the President turns upon the labor leaders the charge which they had made against him, that of trying to influence justice, and declares his purpose to uphold justice, whether the man accused of guilt has behind him the greatest

aggregation of riches or the biggest labor organization in the country.

DISARMING THE DAGOES.

The penchant of Italians in the great cities for carrying pistols and dirks, and the frightful readiness with which they are resorted to for the settlement of personal disputes are well known. In New York city recently two police officers were killed by a brawny Sicilian, who took that way of expressing his disapproval of restraining influences. Attacks have been made upon other officers; and these proceedings have led to a round-up of men carrying concealed weapons, and the vigorous enforcement of the law against the practice. Not all of the men arrested have been Italians, but most of them are. The magistrates are holding them in heavy bail; and when their cases are reached are imposing stiff sentences upon them, the terms of imprisonment varying with the amount of armament carried, and other conditions. Some of the men arrested will have eighteen months in jail to acquire more peaceful habits.

THE JAMESTOWN EXPOSITION.

The Jamestown Tercentennial Exposition opened on April 26 with as few hitches as could be expected on such an occasion, and with an especially brilliant naval display. There were assembled at Hampton Roads about 300,000 tons of fighting steel, over which the American flag floated, and in which were included representatives of pretty nearly every sort of naval craft, from the 16,000-ton battleships down to the spiteful little torpedo boats. Visiting war vessels from the British, German, and Austrian navies were present, and two Japanese ships are on the way and will reach their destination soon. The Exposition has unique picturesque and historic features, which give it an interest far beyond that which attends a merely commercial and industrial exposition. It promises to be the chief attraction of summer travel on the Atlantic seaboard, and will draw many pilgrims from afar.

AN IMPERIAL COUNCIL.

The colonial conference in session at London has adopted the proposal for the establishment of an Imperial council, with the trifling difference that it prefers to call it a "conference" rather than a council. It is provided that the conference shall meet regularly every four years, and a permanent secretarial staff is to be maintained which will gather information and act tentatively on matters which arise in the intervals between the meetings. It is expected that this conference will exercise an important influence in keeping the colonies in close touch with the mother country. At the same time, the provision that the conference shall exercise only advisory and consulting functions will relieve the apprehensions of those who feared that it might usurp some of the powers of government.

THE MAY-FLOWER.

[Continued from page 489.]

ture it is a creature of rare beauty. One obtains no fitting idea of it from the formal, tin-foiled bouquets sold on the streets or in shops. Fancy a trail of it a yard long. We have seen it so not infrequently in the good old days. Now it is pretty much thinned out—and in many cases gone forever, from all our cities, towns, and even villages. No plant has suffered more from reckless picking and grabbing; no plant is naturally shyer or harder to cultivate. A change of environment is almost always fatal to it.

The salver-formed corollas of epigaea are bearded within, the tangle of hairs probably guarding the nectar against minute, intrusive, and predatory insects. The stamens are dimorphic; i. e., while one set of flowers shows the anthers protruding from the tube of the flower, and the styles short, another group will reverse this combination and exhibit a long style and short stamens. This is a provision to aid, if not insure, cross-pollination. There is, too, a tendency in these plants to become dioecious, that is to bear stamens and pistils in distinct flowers. As a matter of fact, it seldom sets seed. In many years' field experience I never collected perfect capsules of epigaea but once.

The plant loves to nestle under the protecting leaves dropped the previous autumn by great trees. It especially loves oak openings and borders of pine groves, where there is gravelly or sandy soil. It has a range from Newfoundland westward to Saskatchewan and south to Kentucky and Florida.

W. Whitman Bailey,

Brown University.

FROGS AND TOADS.

[Culled from Mary C. Dickerson's new book.]

Existing by billions in the United States alone, these queer-coated-and-habited, undervalued, but indomitable, pygmy folk, usually regarded with repugnance, are now revealed as saving fully \$100,000,000 in American property annually. They are perhaps the greatest, though not the warmest, friends of mankind in existence. That they are a numerous tribe is shown by the fact that one mother will have 12,000 children at a time.

They move by ear rather than by vision, simulate death in presence of danger, and change their coats and dresses, unassisted, from four to twelve times a year.

Watch a tree frog leap, catch a swaying branch with precision of aim, and balance perfectly on the frail platform. See the toad that has jumped to the top of the aquarium balance itself for a few minutes on the thin glass edge and note his surroundings. Watch a frog adjust himself on some support as it is tipped. These actions rival the feats of a rope-walker, yet they can be done by a frog whose brain has been removed.

These strange facts, however, do not prove that the frog does not possess real intelligence. After a frog has eaten a stag beetle and suffered acutely from the insect's enormous pincers in his interior, he will not tackle the same food again.

Perhaps the best show of all is to see the toad stalking a large earthworm or caterpillar. He manoeuvres around the insect with great stealth and circumspection until he finds himself face to face with it, so to speak. Then he begins to swallow it head first, because the natural wriggling of the worm helps it down into the diner's stomach. At the same time Mr. Toad uses his own hands to make sure that the worm does not slip away.

Many of our common frogs and toads show astonishing protective instincts, flattening and spreading their bodies motionless on the ground when startled by the approach of an enemy. This saves a frog sometimes from the attacks of a snake, for instance, that expects to swallow froggy whole, head first.

Many of the frog family play dead in the presence of peril. The common toad will often hold the legs tight against the body and inhibit all movement—even the breathing vibrations of the throat—when seized by a dog or other enemy. The leopard frog will stretch the legs backward stiff and straight, fold the arms on the breast and absolutely stop breathing. It certainly simulates death perfectly.

TO ALBERT G. BOYDEN.

EIGHTY YEARS YOUNG.

Dear friend! wise shepherd of our youthful days,
You led your foolish flock by devious ways;
We loved the sunny meadow's laughing gleam,
The blush of flowers, the gently flowing stream;
We frowned impatient, were the path not clear,
And shrank from upland road and height austere.
But you, good shepherd, fatherlike and wise,
Not weakly moved by all our peevish cries,
Your pilgrim staff in hand, went on before,
Yet turned to help the stumbler o'er and o'er;
Now that we know the world's keen sting, our due
Of grateful thanks we bring, good friend, to you.
We women grown and all these sturdy men
Would be your loving girls and boys again;
Full many a youthful aspirant would know
The flowers of wisdom blooming 'neath your snow;
Sometimes we think our hearts are growing cold,
Sometimes, alas! we fear we're getting old;
Disclose to us, we beg, that magic art,
That keeps you young as springtime in your heart!
Bloom on, dear spring! for you we crown the gleam
Of sunny meadow and of peaceful stream;
Your pilgrim steps have led us day by day,
Now rest, good friend, in peace beside the way!

—Kate Louise Brown.

MEN TEACHERS.

The Kansas City Journal calls attention to the following conditions:—

Thirty-two per cent. of the school teachers of Missouri are men, and sixty-eight per cent. are women. Twenty-six per cent. of the school teachers of the United States are men and seventy-four per cent. are women. In the last thirty-three years the men teachers in the United States have increased fifty-one per cent., and the women teachers 174 per cent. In Missouri, during the same period, the men teachers have increased eighteen per cent., and the women 353 per cent.

FOR THE BLACKBOARD.

Put these three prime factors for success on the blackboard before your pupils: Good health, straight thinking, hard work.—Moderator-Topics.

SUGGESTIVE LIST FOR CULTURE WORK IN READING.—(I.)

SEVENTH YEAR.

For reading:—

Heroes of Asgard, Keary.
Siegfrid and Beowulf. (Ragazin.)
The Odyssey. (Palmer.)
Book of Golden Deeds. (Yonge.)
The Dog of Flanders. (Ouida.)
Moufflon. (Ouida.)
The Great Stone Face. (Hawthorne.)
Lamb's Tales from Shakespeare.
Camping Out. (Warner.)
Life of Irving. (Warner.)
Legend of Sleepy Hollow.
Selections from Knickerbocker History.
Alhambra. (Irving.)
Sketch Book. (Irving.)
Wahb. (Ernest S. Thompson.)
Wild Animals I Have Known. (E. S. Thompson.)

Thanksgiving:

The Huskers.
The Pumpkin and Seed Time.
Harvest. (Whittier.)
Autumn Song. (Stedman.)
Story of First Thanksgiving from Jane Austen's Standish of Standish.

Christmas:

Christmas in Virginia. (Thomas Nelson Page.)
The Old Year. (Tennyson.)
The End of the Play. (William M. Thackeray.)
Story in Profitable Tales. (Eugene Field.)

Poems:

Herve Riel. (Browning.)
Ancient Mariner. (Coleridge.)
Prisoner of Chillon. (Byron.)
The Day Is Done. (Longfellow.)
Opportunity (E. R. Sill.)
Song of Chattahoochee. (Lanier.)
The Boy and the Angel. (Browning.)
The Skeleton in Armor. (Longfellow.)
The Snowstorm. (Keats.)
Translation of the Fifth Book of the Odyssey. (Bryant.)
Hohenlinden. (Thomas Campbell.)
The Thrush. (Wordsworth.)
The Winter Bird in Voices from the Speechless.
The Solitary Reaper. (Wordsworth.)
Lady Clare. (Tennyson.)
Wellington. (Arthur Hugh Clough.)
Study Life of Whittier and In School Days.
Skipper Ireson's Ride.
The Robin.
Abraham Davenport.
My Playmate and Others Omitting.
Snow Bound.

For Memorizing:

Birds of Killingworth (in part). (Longfellow.)
Opportunity. State Fourth Reader. (E. R. Sill.)
Chambered Nautilus. (Holmes.)
Selections from Evangeline. (Longfellow.)
To a Waterfowl. (Bryant.)
Vision of Sir Launfal (selections). (Lowell.)
Concord Hymn. (Emerson.)
He Prayeth Best. (Coleridge.)

RESPECT TO OUR NATIONAL HYMN.

Dear Dr. Winship: I have read from time to time in your Journal of Education articles about the use of the flag in the schoolroom, concerned with giving the children of our land a feeling of reverence for the "stars and stripes." There is a kindred subject which I think should be brought to the attention of teachers and that is teaching the children to show respect to our national hymn, "The Star Spangled Banner."

People who have lived abroad all comment upon the fact that while every British audience will rise to its feet on hearing the national hymn, "God Save the King," that most American audiences will remain seated during the singing or playing of "The Star Spangled Banner." Is not this entirely a matter of education in manners? I cannot believe that the Britisher feels any more respect for his flag nor loyalty to his country than the American but he has been trained to show this mark of courtesy to his national anthem and we have not. May not the teachers in our public schools educate the present generation by demanding this mark of respect when "The Star Spangled Banner" is sung and by having it sung often, and always upon any occasion when patriotism is to the fore, as upon Lincoln's or Washington's birthday? We may be a young nation but surely we are now too old to be mannerless.

Yours truly,

A. C. D. Riley.

GIFTS IN TWO YEARS.

Rockefeller, John D.—Gifts to general education board, \$43,000,000; juvenile courts and reformatories in South, \$1,000,000; Y. M. C. A. Navy Home, Norfolk, Va., \$300,000; Y. M. C. A., San Francisco, \$250,000; educational gifts contingent on equivalent amounts, \$48,000,000; Judson Memorial Baptist church, New York, \$40,000; added endowment fund, University of Chicago, \$1,450,000; New York Association for Improving Conditions of the Poor, \$125,000; Rockefeller Institute for Medical Research, New York, \$3,000,000; University of Virginia, \$500,000; Yale endowment, \$1,000,000; conditional gift to National Juvenile Improvement Association, \$5,000,000; American Board of Foreign Missions, Boston, \$100,000. Total, \$103,765,000.

Sage, Mrs. Russell—Rensselaer Polytechnic Institute, \$1,000,000; Emma Willard Seminary, \$1,000,000; National Y. M. C. A., \$250,000; Sag Harbor, N. Y., school, \$60,000; Sage foundation, \$10,000,000. Total, \$12,310,000.

Phipps, Henry—Model tenements, New York, \$1,000,000; Phipps Institute, Pa., \$1,500,000; model tenements, Philadelphia, \$1,000,000. Total, \$3,500,000.

Gould, Helen Miller—Soldiers' and sailors' religious work, \$2,000,000; Y. M. C. A. buildings, \$1,200,000; support of Y. M. C. A. army chaplains, \$250,000; Y. M. C. A. work, exclusive of buildings, \$2,000,000; Y. M. C. A. for navy yard, \$400,000; Home for Friendless, \$50,000; two years' answers to private pleas for money (estimated), \$1,500,000. Total, \$7,400,000.

Schwab, Charles M.—Pledged Riverside drive mansion and grounds to public for museum at his death, \$8,500,000; Staten island property for public school athletic grounds, \$250,000. Total, \$8,750,000.

Hearst, Mrs. Phoebe—University of California, \$4,000,000; girls school, Washington, \$680,000; archaeological department of University of California, \$460,000. Total, \$5,140,000.

Rogers, Henry H.—Athletic field, Rogers high school, Fairhaven, Mass., \$150,000; gifts to Fairhaven, Mass., etc., \$2,500,000. Total, \$2,650,000.

Morgan, J. Pierpont—Eighteen contributions to mu-

seums, \$860,000; Harvard Law School, five buildings, \$1,550,000. Total, \$2,410,000.

Yerkes, Charles T.—Two houses and art treasures to Metropolitan museum, \$5,000,000; bequests to other institutions, \$4,000,000. Total, \$9,000,000.

Straus, Nathan—Pure milk crusade, free coal, etc., \$500,000; maintaining recreation piers, New York, and free milk dispensaries thereon, \$560,000. Total, \$1,060,000.

Frick, Henry C.—Polytechnic school, \$5,000,000; employees' pension, \$1,300,000; Pittsburg Y. M. C. A., \$200,000; American Academy of Arts, Rome, \$400,000. Total, \$6,900,000.

Carnegie, Andrew—Eighty small libraries, \$650,000; Lincoln Memorial University, \$20,000; Franklin and Marshall College, \$37,500; Springfield, Mass., library, \$150,000; 1,300 libraries pledged and in course of construction, \$39,325,000; Rochester University, \$100,000; New England conference, superannuated preachers' fund, \$1,000,000; Richard Barthold, for propaganda international peace, \$1,000,000; hero fund, \$87,000; annuities college professors, \$15,000,000; Syracuse University, \$150,000; Smith College, \$125,000; Brown University, \$150,000; Illinois Wesleyan University, \$60,000; Bates College, \$50,000; Union College, \$100,000; lake to Princeton, \$385,000. Total, \$58,389,500.

Ryan, Mrs. Thomas F.—Catholic charities, \$2,500,000; nonsectarian charities, \$300,000; Cathedral of Sacred Heart, Richmond, \$500,000; Good Samaritan hospital, Suffern, N. Y., \$150,000; chapel, Washington, D. C., \$80,000; Georgetown University, \$350,000; New York throat, nose, and lung hospital, \$100,000; hospital, Lynchburg, Va., \$280,000. Total, \$4,260,000.

Phipps, Lawrence C.—Agnes Memorial sanitarium, Denver, \$500,000.

Schiff, Jacob H.—Hospital and charity, \$1,600,000; Harvard, \$155,000; Columbia University, \$100,000. Total, \$1,855,000.

Voorhees, Ralph—Huron College, \$100,000; Lafayette University, \$100,000; Marysville College, \$100,000; Rutgers College, \$69,000. Total, \$369,000.

Salisbury, Steven—Harvard and other institutions, \$17,000,000; Worcester Art Museum, \$3,000,000. Total, \$20,000,000.

Letchworth, William P.—New York state public park, \$1,500,000.

Hackley, Mrs. Julia E., Muskegon, Mich.—Education and municipal improvement, \$2,000,000.

Nowlen, Addison J.—Protestant charities, \$250,000.

Twenty-five New York millionaires—National endowed theatre, \$2,500,000.

Crane, Albert—Tufts Seminary, \$100,000.

Unnamed millionaires—Union Seminary, \$350,000.

Wilcox, Albert—National Association of Audubon Societies, \$100,000.

Yale Graduates—Yale, \$2,000,000.

Cutter, Bloodgood H.—Distribution of the Bible, \$750,000.

Steel, Charles—University of Virginia, \$50,000.

Gillingham, James E.—University of Pennsylvania and other institutions, \$800,000.

Hearn, George A.—Metropolitan Museum of Art, \$100,000.

Unnamed Millionaires—Bowdoin College, \$125,000.

Rankin, David, Jr.—Industrial school, St. Louis, \$2,000,000.

Cassilly, Mary L., Connecticut—Educational institutions, \$1,000,000.

Ziegler, Mrs. E. Matilda—Work for blind, \$175,000.

Rogers, Mrs. Henry H.—Messiah Home for Little Children, \$300,000.

Belmont, August—Cathedral St. John the Divine, New York, \$350,000.

Anonymous Millionaires—University of Chicago, \$7,000,000.

Mackay, Mrs. Clarence H.—Schools, \$148,000.

Schenley, Mrs. Mary—Schenley park, Pittsburg, \$1,000,000.

McCormick Family—McCormick Theological Seminary, \$1,000,000.

Vanderbilt, W. K.—Yale, \$1,000,000.

Milliken, James, Decatur, Ill.—Education, \$1,000,000.

Ferguson, Benjamin—Chicago Art Institute, \$1,000,000.

Elkins, Mrs. Stephen B.—Y. M. C. A., Elkins, \$50,000.

Wanamaker, John—Y. M. C. A., \$100,000.

Morton, Levi P.—Cathedral of St. John the Divine, \$600,000.

Thompson, Mrs. Frederick Ferris—Vassar, \$500,000.

Brandegge, Mrs. Edward D.—Church work in Philippines, \$100,000.

Anonymous Millionaires—New York Historical Society, \$200,000.

Sloan, John—Charities and institutions, \$862,000.

Wilson, Milton H.—Northwestern University, \$250,000.

Grace, William R.—Grace church, \$100,000.

Peabody Educational Fund—Contributions, \$1,250,000.

Anonymous Millionaires—Union Seminary, \$1,100,000.

Searles, Edward F., Methuen, Mass.—Public institutions, \$2,800,000.

Pearsons, D. K.—Small colleges, \$544,000.

Dotger, Mrs. Andrew J.—Tuskegee Institute, \$350,000.

Carter, James Coolidge—Harvard, \$200,000.

Milton, William F.—Harvard, \$1,000,000.

Guggenheim, Meyer—Hebrew charities, \$1,402,000.

Bruce, Miss Sarah C.—Town hall, Greenwich, Conn., \$200,000.

Coburn, Mrs. Helen G.—Colleges and charities, \$450,000.

Widener, P. A. B.—Crippled children, \$5,000,000.

Winthrop, Mrs. Mary J.—Princeton seminary, \$1,750,000.

Swan, Mrs. J. Thompson—Princeton, \$300,000.

Anderson, Mrs. Elizabeth Milbank—Barnard, \$2,900,000.

Blumenthal, George—Columbus University, \$200,000.

MAKING A MAP OF THE HEAVENS.

A geography of the universe is what Professor J. C. Kapteyn of the Geoningen astronomical laboratory proposes. The determination of the rough positions and sharply defined photographic magnitudes of some 200,000 stars, visual magnitudes for the same 200,000; the determination of the accurate proper motions of some 20,000 of these objects. For the same 20,000 parallaxes are necessary, and for as many of them as possible the class of spectrum and the radial velocities must be determined. Finally, the determination of the total amount of light received from different parts of the sky would complete a set of homogenous data from which undreamed of additions to our knowledge of the sidereal universe might accrue. In addition to this Professor Kapteyn's plan includes special research on forty-six special areas, such as the Milky Way. The scheme includes 9,710 exposures on 2,620 plates for a part of the special areas work alone, visual observations of 3,024 standard magnitudes, the measuring of nearly 1,500,000 images, and other stupendous calculations. A number of well-known astronomers heartily endorse Professor Kapteyn's plan and are ready to aid therein.

BOOK TABLE.

THE TRAINING OF THE HUMAN PLANT. By Luther Burbank. Frontispiece portrait of the author. New York: The Century Company. 99 pp. Price, 60 cents net; postage, 5 cents.

There are a few men in the United States in whom there is an intense interest because of their achievements. The most prominent of these are Booker T. Washington, Jacob Riis, Ben B. Lindsey, and Luther Burbank, and in some respects the interest in Mr. Burbank is the keenest. His triumphs are more tangible because they represent unquestioned power, almost miraculous power, over nature. Mr. Burbank has created more important new fruits, flowers, berries, etc., than anyone else, and he has done most of it defying all hitherto accepted theories of plant creation. In this book he has utilized his experience with animals in talking about the creation of a new child, of new children through new features of training. Mr. Burbank believes, further, that upon a wisely directed crossing of species rests the hope of all progress, and that in the United States to-day exists the grandest opportunity ever presented of developing the finest race the world has ever known. Out of the richness of his years of experience and investigation, Mr. Burbank urges an ideal training looking toward an ideal race. He shows that we are more crossed than any other nation in the history of the world, and that we meet the same results that are always seen in a much-crossed race of plants; if we follow the teachings of nature, we may produce the finest race ever known. He demands for the child of the race—most sensitive of living things—first and foremost an heredity and environment of love; differentiation in training, sunshine, good air, and nourishing food. He condemns the marriage of the physically unfit, and discusses at length heredity, predestination, training, growth, environment, and character. The fundamental principles of education, Mr. Burbank declares should be the subject of earnest scientific investigation including all the causes which tend to produce men and women with sane, well-balanced characters. A few of his sentences will hint at the richness of his treatment. "There is not a single desirable attribute which, lacking in a plant, may not be bred into it. Choose what improvement you wish in a flower, a fruit, or a tree and by crossing, selection, cultivation, and persistence you can fix this desirable trait irrevocably. Pick out any traits you want in your child, granted he is a normal child . . . and you can give all these traits by patiently, persistently guiding him in the early years." "A child absorbs environment. It is the most susceptible thing in the world to influence; and if that force be applied rightly and constantly when the child is in its most receptive condition, the effect will be pronounced, immediate, and permanent." "The crossing of species is to me paramount. Upon it, wisely directed and accompanied by a rigid selection of the best and as rigid an exclusion of the poorest, rests the hope of all progress." There is not an uninteresting sentence in the book. Every teacher should read it. Will there ever come a time when some man of limitless wealth will put such a book as this in the hands of every teacher in America?

THE HAWTHORNE READERS. A Primer on "Story Friends," by S. Lilian Blaisdell, Isabella Austin, and Mary L. Gilman. A First Reader, or "Little-Folk Tales," by same authors. A Second Reader, or "Story Land," by Mary F. Hall and Miss Gilman. A Third Reader, or "From Many Lands," by Florence Holbrook and Mary F. Hall. New York: Globe Publishing Company.

This is an exceedingly interesting series of school readers. The Primer, or "Story Friends," is elaborately illustrated, having twenty-four full-page pictures, most of them in beautiful colors. The "Little Folk Tales," or Second Reader, is also charmingly illustrated. This also has twenty-four full-page pictures, mostly in colors. "The Story Land," or Third Reader, continues the illustrative attractiveness with even more full-page pictures and as large a proportion in colors. "From Many Lands," or Fourth Reader, is the most attractive of the series, relatively, since it has not been customary to introduce so many or such beautiful illustrations into this grade. There are thirty-five full-page pictures, from nature, art, travel, and biography. All selections are well graded and are adapted to awaken interest.

EXERCISES IN CHEMISTRY. By Professor William McPherson, Ph. D., and Assistant Professor William

E. Henderson, both of Ohio State University. Boston: Ginn & Co. Flexible cloth. Illustrated. 70 pp. Price, 40 cents.

A series of exercises prepared to accompany "An Elementary Study of Chemistry" by the same author. These exercises are for laboratory work as an integral and important part of the study of chemistry. They embrace "physical and chemical changes," "gases," "solutions," "acids," "carbon," "minerals," and numerous other live chemical substances, concerning which knowledge is of the highest value. The book is planned with a blank page opposite each printed page, on which the pupil may register his observations during the laboratory work. As an accompaniment to the fuller work of the authors, this work is invaluable.

HALF-HOURS IN SOUTHERN HISTORY. By John Leslie Hall, Ph. D. Richmond: B. F. Johnson Publishing Company. Cloth. 320 pp. Illustrated.

No book could be more welcome or of greater service. Professor Hall was a mere boy when the Civil war closed, so that he has none of the relationship to that war, for good or ill, which would have been probable had he been born ten years earlier. His university work was at Johns Hopkins, which gave a good blending of northern and southern associations. He is an historian with a national reputation to maintain and as an historian he writes. Of course he is a southern man and he must hold his southern audience, which he has certainly done, but he has not done it by appealing to prejudices but by magnifying, primarily, the early glory of the southland, and by making personal heroes of the individuals who manifested bravery in various fields. The method of treatment is fascinating. It is the modern paragrapher's ideal in that each special subject—about 220—is put with all the glow of the essayist. It is a book that will be read by all southern students and scholars, and it should be read as universally in the North. It would do us all good.

THE CHANGED CROSS, AND OTHER RELIGIOUS POEMS. Compiled by Anson D. F. Randolph, third. New York: G. P. Putnam's Sons. Enlarged edition. Cloth. Gilt. 220 pp.

This is the best collection of religious poems upon the market. It is nearly sixty years since the late Mr. Randolph laid the foundation of his success as a publisher by issuing "The Changed Cross," a waif of that day (the authorship has never been discovered), and from time to time he added new poems, mostly anonymous, until ten years ago the Putnams brought them out in a beautiful edition. The demand has been so great that now a third edition is published with several poems added by his son, Arthur D. F. Randolph.

ROBINSON CRUSOE IN LATIN. By G. F. Goffeaux, and edited by P. A. Barnett, M. A., of Oxford University. New York: Longmans, Green & Co. Cloth. 118 pp. Price, 75 cents.

It was Goffeaux' thought that the attempt to introduce young people to the Latin language by means of Caesar, Cicero and Vergil failed to engage their interest; and so he would try to win and woo them to such study by the live study of the Crusoe story put into the Latin tongue. It was quite a new venture in translation, but it is said to have achieved more than ordinary success. Here the student may read all about "Crusoeus pergit iter," and all the rest of his eventful story.

BOOKS RECEIVED.

"Scott's Quentin Durward." Edited by R. W. Bruere. Price, 50 cents. — "Goldsmith's Deserted Village." Edited by Louise Pound. — "Outlines and Studies to Accompany Myer's Mediaeval and Modern History." By F. E. Leadbetter. Price, 35 cents. — "Laboratory and Field Manual of Botany." By Bergen and Davis. Price, 90 cents. Boston: Ginn & Co. — "Acadian Reminiscences." By Judge Voorhies. Price, \$1.00. Boston: The Palmer Company. — "The Training of the Human Plant." By Luther Burbank. Price, 60 cents. New York: The Century Company. — "Classroom Management." By William Chandler Bagley. Price, \$1.25. — "The Short Story." By E. M. Albright. Price, 90 cents. — "The Spirit of American Government." By J. Allen Smith. Price, \$1.25. New York: The Macmillan Company. — "Making a Newspaper." By John L. Given. Price, \$1.50. New York: Henry Holt & Co. — "The Cave Boy." By Margaret A. McIntyre. Price, 40 cents. New York: D. Appleton & Co. — "Half Hours in Southern History." By J. L. Hall. Richmond, Va.: The B. F. Johnson Publishing Company. — "Webster's New Standard Dictionary," elementary school edition. Price, 25 cents. Chicago: Laird & Lee. — "La Bruyere's Caractères." New York: G. P. Putnam's Sons.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

May 1, 2, 3: International Kindergarten Union Convention, New York.

May 2-4: Mississippi State Teachers' Association, Gulfport.

May 8-11: Joint meeting of the Eastern Art Teachers' Association, Eastern Manual Training Association, and the Western Drawing and Manual Training Association, Cleveland, Ohio.

May 10: Eastern Connecticut Teachers' Association, Norwich.

May 24: New England Association of School Superintendents, Latin School, Boston. Henry D. Hervey, Malden, secretary.

June 18, 19, 20: Kentucky Educational Association, Winchester.

June 24-26: South Carolina State Teachers' Association, Chick Springs.

July 1-3: Oregon State Teachers' Association, Western Division, Salem. Miss Aphia L. Dimick, president.

July 1-2-3-4: American Institute of Instruction, Montreal, William C. Crawford, Cambridge street, Allston, Mass., secretary.

July 2, 3, 4: Pennsylvania State Educational Association, Greensburg, Superintendent R. B. Teitrick, president, Brookville.

July 9-12: National Educational Association, Los Angeles, California.

October 17-19: Vermont State Teachers' Association, Burlington, Vt.

October 17-19: Northwestern Iowa Teachers' Association, Cedar Rapids, Iowa.

December 26, 27, 28: Montana State Teachers' Association, Missoula.

December 31-January 1, 2, 3, '08: Colorado State Teachers' Association.

SUMMER SCHOOLS.

May 14-August 6: Summer school Valparaiso University, Valparaiso, Ind.

May 21-July 18: Summer school, Ohio Northern University, Ada, Ohio.

June and July: Summer courses, Massachusetts Institute of Technology.

June 3-28: Summer school, Virginia Normal and Industrial Institute, Petersburg, Va.

June 3-September 28: Summer session, New York School of Industrial Art.

June 10-July 19: Summer school, State College of Kentucky, Lexington, Ky.

June 11-July 9: Summer school, Mississippi Industrial Institute and College, Columbus, Miss.

June 11-August 2: Summer school, Western Normal College, Shenandoah, Iowa.

June 12-July 23: Summer school, University of Alabama, University, Ala.

June 12-August 7: Summer session, Peabody College of Teachers, University of Nashville, Nashville, Tenn.

June 15-August 31: Summer Quarter, University of Chicago, Chicago, Ill.

June 15-July 27: Summer term, Iowa State Normal School, Cedar Falls, Iowa.

June 17-August 9: Summer term, Wayne Normal School, Wayne, Neb.

June 17-August 3: Summer school, Drake University, Des Moines, Iowa.

June 17-July 27: Summer session, State University of Iowa, Iowa City, Ia.

June 17-August 19: Special summer term, Ohio Northern University, Ada, Ohio.

June 17-August 12: Summer session, York College, York, Neb.

June 17-July 27: Summer term, University of North Carolina, Chapel Hill, N. C.

June 17-July 27: Summer school, University of Colorado, Boulder, Colorado.

June 18-August 4: Summer school, Lincoln Institute, Lincoln City, Mo.

June 18-August 13: Summer school, Highland Park College, Des Moines, Iowa.

June 19-July 31: Summer school, University of Virginia, Charlottesville, Va.

June 24-August 2: Summer term, Western State Normal School, Kalamazoo, Mich.

June 24-August 3: Summer school, West Virginia University, Morgantown, W. Va.

June 24-August 2: Summer school, Denver Normal and Preparatory School, Denver, Col.

June 24-August 2: Summer session, University of Michigan, Ann Arbor, Mich.

June 24-August 2: Summer school, Ohio University, Athens, Ohio.

June 25-August 2: Summer session, State Normal School, San Jose, Cal.

July 1-October 31: Summer courses for foreign students, University of Dijon, Dijon, France.

July 1-August 23: Summer session, Fisk University, Nashville, Tenn.

July 1-August 3: Summer term, University of Maine, Orono, Maine.

July 1-19: Summer school, New York University, New York City.

July 1-26: Summer session, Interstate Normal, Norfolk, Va.

July 1-August 2: Summer school, University of Georgia, Athens, Ga.

July 1-August 9: Summer session, Oshkosh State Normal School, Oshkosh, Wis.

July 1-August 3: Summer school of Manual Training and Domestic Economy, Bradley Polytechnic Institute, Peoria, Ill.

July 1-August 9: Summer school at University Heights, New York University, New York City.

July 2-August 9: Summer courses, Harvard University, Cambridge, Mass.

July 3-27: Summer school, Connecticut Agricultural College, Storrs, Conn.

July 4-August 14: Summer session, Cornell University, Ithaca, N. Y.

July 5-August 16: Summer school, Yale University, New Haven, Conn.

July 5-August 16: Summer school, Syracuse University, Syracuse, N. Y.

July 7-August 17: Summer school,

Chautauqua Institute, Chautauqua, N. Y.

July 8-August 19: Summer school, Whitewater Normal School, Whitewater, Wis.

July 8-August 17: Summer school, University of Pennsylvania, Philadelphia, Pa.

July 9-August 17: The summer session of the Columbia University, New York City.

July 9-August 30: Summer school, State Normal school, Plymouth, N. H.

July 15-August 24: Summer school, New Jersey Training School for Feeble-Minded Girls and Boys, Vineland, N. J.

NEW ENGLAND STATES.

NEW HAMPSHIRE.

PLYMOUTH. The trustees of the State normal school have arranged for a summer session of the school for 1907, opening July 9 and closing August 30. Credit for one-fourth of a year's regular work at the normal school will be given in such a way that teachers may in four sessions of the summer school acquire the regular diploma of the teachers' course. Arrangements will also be made such that the regular two-years course may be shortened for those attending the summer session. The session of the coming summer will cover one half of the work of the first term. The summer institute will also be held as usual, extending from August 12 to August 24, inclusive, thus offering an opportunity for the combined advantages of the summer school and the institute. The usual arrangements for board at Normal hall will be made. There will be no charge for tuition. An incidental fee of \$1.50 to cover expenses of text-books, stationery, laboratory, etc., will be required of those attending the summer school. The complete prospectus will be issued later. Teachers who are desirous of attending either the summer school or the institute, or both, are asked to notify the department of public instruction, Concord, or the principal of the normal school, Plymouth.

VERMONT.

MONTPELIER. There are already fourteen districts for supervision formed in the state; several have already chosen their superintendents. The districts are as follows:—

Bristol, Lincoln, Starksboro, Monkton, New Haven, A. W. Eddy, New Haven, superintendent.

Shoreham, Orwell, Bridport, O. K. Collins, Valatie, N. Y., superintendent.

Danville, Town, Danville Corporation, Barnet, Waterford, Walden, Harvey Burbank, Danville, superintendent.

Lyndon, Town, District, and Corporation, Lyndonville Corporation, Burke Town and West Burke Corporation, Sheffield, Sutton, and Newark, Martin E. Daniels, Lyndonville, superintendent.

Essex Town, Essex Junction Corporation, Colechester Town, South Burlington, Shelburne, and Williston, Carlton D. Howe, Essex Junction, superintendent.

Fairfield, Fletcher, and Bakersfield, C. R. Oviatt, Enosburg Falls, chairman.

SUMMER SCHOOLS.

Grand Isle County, Miss Jessie I. Ross, Grand Isle, superintendent, Morristown, Stowe, and Elmore, Frank K. Graves, Sterling, Conn., superintendent.

Newport Town and Corporation, Coventry, and Irasburg, F. C. Williams, Newport, chairman.

Derby, Morgan, and Charleston, Miss Marguerite Ruiter, West Derby, superintendent.

Barre Town and Williamstown, J. B. Fitzpatrick, Graniteville, chairman.

Readsboro, Wilmington, Whitingham, Stamford, and Searsburg, A. B. Clark, Readsboro, chairman.

Cavendish Town and Duttonville Corporation, Ludlow, Mt. Holly, and Weston, E. H. Dorsey, Ludlow, superintendent.

Springfield, Baltimore, West Windsor, Weathersfield, and Reading, E. M. Roscoe, Springfield, superintendent.

MASSACHUSETTS.

BOSTON. A delightful tribute to one of the best known Boston principals was given to Orlando W. Dimick, when his teachers of the Wells district celebrated his twenty-five years of service with them. It took the form of a reception and banquet at one of the leading hotels, and an elegant gift sent to his home on the same day, April 13, 1907. These expressions of affection and loyalty were most feelingly received, and the whole affair, so skilfully managed by his teachers with Mrs. Emeline E. Durgin as chairman of the committee, was most successfully carried out.

The High School Masters' Club of Massachusetts will dine at the Thorndike hotel, Boston, May 4. Business meeting at 12.30. Dinner at 1 o'clock. After-dinner topic, general subject: "The Place of the High School in the Present Trade School Movement"; "The Opinion of the Educator," Charles H. Morse, secretary of the Massachusetts commission on industrial education; "The Need of Industrial Training," Frederick P. Fish, president of the American Telegraph and Telephone Company; "The Attitude of Trade Unions Towards Industrial Education," John P. Meade, representative of the Boot and Shoe Workers' Union, Brockton. Charles F. Harper, president, Quincy; Frank W. Whitney, secretary, Watertown.

WORCESTER. The supervisors of music in Massachusetts had an institute at city hall on April 26. Frank Damrosch, Mus. Doc., New York, spoke on "The Aim of Instruction in Music in the Public Schools," and he was followed by Charles I. Rice, supervisor of music, Worcester; F. W. Archibald, instructor of music in the Salem and Framingham State Normal schools; Frederic H. Ripley, master, Longfellow school, Boston; Miss Mildred S. Jones, supervisor of music, Northborough, "Music in Rural Schools"; Leonard B. Marshall, assistant director of music, Boston, spoke on "Improvement in High School Music," and Osbourne McConathy, supervisor of music, Chelsea, spoke on "The Contribution of Public School Music to the Social Life of the Community." This is one of the prominent departures made by the state board under the leadership of Secretary George H. Martin.

Dana M. Dustan (Dartmouth, 1880),

TEACHERS' COLLEGE

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Professional and Graduate Courses leading to Degrees of B. S., A. M., and Ph. D., and Diplomas in Teaching and Supervision.

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Announcement for 1907-08 ready April 1st.

Teachers College Publications:—

TEACHERS' COLLEGE RECORD

Bi monthly, 8th year, \$1.00 per year.

CONTRIBUTIONS TO EDUCATION

2nd year, \$0.75 to \$2.50 a number.

EDUCATIONAL REPRINTS

No. 1. Report of Massachusetts Committee on Industrial Education, 50 cents.

Descriptive circular on application

JAMES E. RUSSELL, LL.D., Dean

YALE UNIVERSITY

Summer School

Third Session, July 8 to August 16, 1907

Courses in Biology, Chemistry, Commercial Geography, Drawing, Education (History, Theory, and Methods), English (Literature and Rhetoric), French, Geology, German, Greek, History (American and European), Latin, Mathematics, Physical Education, Physics, Psychology, School Administration. These courses are designed for teachers and students. Some are advanced courses, others are introductory.

About one hundred suites of rooms in the dormitories are available for students.

For circulars containing full information, address

YALE SUMMER SCHOOL
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UNIVERSITY OF WISCONSIN

SUMMER SESSION

June 24—August 3, 1907

A regular session of the University with emphasis on graduate work.

Special courses for teachers, including a course in the Elements of Agriculture, given by Dean Henry of the College of Agriculture.

Summer Session staff of 46 professors, 22 instructors, and assistants.

Location: Madison the Beautiful.

Tuition fee, \$15.

Send for descriptive bulletin to

REGISTRAR, UNIVERSITY OF WISCONSIN
Madison, Wis.

Harvard University

Summer Courses, 1907

July 2—August 9

For particulars apply to the Chairman

J. L. LOVE, Cambridge, Mass.

Summer School of the Michigan State Normal College

The faculty of the Michigan State Normal College will offer work in all its departments during the six weeks' summer school of 1907. The library and laboratories will be open, and all other facilities of the institution will be placed at the disposal of the students. Tuition fee of \$3.00 covers all courses and lectures.

Tuition will be free to summer school students in all classes of the Conservatory of Music pertaining to public school work.

Summer School begins Monday, June 24, and closes August 2. Monday, June 24, will be classification day. Classes will meet regularly Tuesday and thereafter.

Courses offered will be *regular, special, and general*, as follows:

1. Regular courses, as indicated in the catalogue.

2. Special courses will be offered in general method by members of the faculty and others engaged for this purpose.

Special courses of six weeks will be offered for village and rural school teachers, and for those wishing to prepare for examinations before county boards or the State Board of Education.

Courses of six weeks will be given in methods in the various departments.

Classes in domestic science and art will be carried during the entire term.

The training school will be operated as a school of observation under the care of the regular critics.

3. General Courses. The general lecture courses which have proved so popular during the last few years will be given again this year. These are all free. They will consist of lectures on educational themes of interest to teachers who seek inspiration, improvement, and advancement in their profession, and will be given for the general benefit of the whole body of students. Eminent teachers and lecturers have been engaged for this course.

* Send for catalogue.

L. H. JONES, President

UNIVERSITY OF CHICAGO

The Summer Quarter, 1907

First Term, June 15—July 25—second Term, July 25—August 31; enables students to begin regular work without waiting for the Autumn Quarter and affords special vacation opportunities for teachers.

Divinity School, Law School, School of Education, Rush Medical College (affiliated); Graduate Schools of Arts and Literature, Ogden (Graduate) School of Science; Senior and Junior Colleges of Arts, Literature, Philosophy, and Science.

For information address

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CHICAGO, ILLINOIS



UNIVERSITY OF MAINE

SUMMER TERM

Five weeks, beginning July 1, 1907

Total expense, including board and tuition, \$30 to \$35. Credit toward a degree given for all work of college grade.

Delightful summer climate.

For circulars, address

JAMES S. STEVENS, Dean,
University of Maine, Orono, Maine.

Summer Session of Stout Training Schools

July 22, 1907, to

Menomonie, Wisconsin

August 23, 1907

Eight Courses in Domestic Art and Science. Nine Courses in Manual Training. Equipment Unsurpassed. Experienced Teachers. Circular of information giving details sent on request.

Address Supt. L. D. HARVEY, Menomonie, Wisconsin



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 in our business over same period one year ago.

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M. C. HOLDEN, Sec'y.

one of the best secondary school men in New England, having been principal of both Monson and Tabor academies, is rendering efficient service on the school board of this city. It is very difficult to find an experienced secondary school man who is available for such public service.

READING. On April 24 the supervision district of Merrimac, Reading, and Topsfield was dissolved by mutual consent to enable Topsfield to unite with a neighboring town and form a new district and to permit Reading to secure the services of the superintendent, Melvin A. Stone, for a period of three full days per week. Immediately after this action Merrimac and Reading entered upon an arrangement by which Merrimac is to have two days' service and Reading three days' service. The salary of the superintendent was made the same as before by the taking up of the entire amount Topsfield has paid under the former arrangement. Mr. Stone received a unanimous vote from the committee for the new combination. He has been superintendent at Reading for the past eight years and during that time has given marked satisfaction both to the school committee and to the people, receiving each year the unanimous vote of the committee.

CAMBRIDGE. The Massachusetts Association of Classical and High School Teachers met in Cambridge April 27. D. O. S. Lowell, Roxbury Latin School, Boston, read a paper on "Esperanto: Its Value as a Language Study." Leo Wiener, Harvard College, spoke on the same subject. Other topics and speakers were "Literature in the High School," Katharine H. Shute, Normal School, Boston; "The Submerged Tenth in Our High Schools. What Shall be Done with It? A Symposium," by George A. Hitchcock, high school, Brookline; Charles F. Harper, high school, Quincy; E. D. Russell, Classical High school, Lynn; W. C. Bates, superintendent of schools, Cambridge; Charles W. Parmenter, Mechanic Arts High School, Boston; "Teaching as a Fine Art," W. E. Huntington, president of Boston University; "Student Government in College and Secondary Schools," George D. Olds, acting-president of Amherst College; Alfred E. Stearns, Phillips Academy, Andover. Milford S. Power, Dorchester High school,

Boston, presided, and William F. Bradbury, Latin School, Cambridge, is the permanent and efficient secretary.

THE WEEK IN REVIEW.

(Continued from page 493.)

PEACE IN CENTRAL AMERICA.

The triangular war in Central America has come to an end,—at least for the present. President Bonilla of Honduras took refuge in Mexico, after his army was worsted by the Nicaraguans; but the last that was heard of him he was headed toward British Honduras, with the expectation, it was assumed, of recuperating for a new venture. The Honduran revolutionists, who accompanied the Nicaraguans, have been set up as a provisional government, with the backing of Nicaragua, and Honduran consulates abroad have been consolidated with those of Nicaragua. The peace negotiations between Nicaragua and Salvador, which were opened through the friendly mediation of American officials, were halted for a while by a demand which Nicaragua made for a money indemnity; but it was probably felt that the exaction of an indemnity after such episodes would constitute a bad precedent in a region where wars and revolutions are so frequent, and the demand was abandoned, and a peace treaty signed. The outside world still knows little as to what the disturbance was all about.

SPANISH POLITICS.

One peculiarity of Spanish politics

is that whatever the party in power may be when an election is ordered, it is pretty sure to get itself a majority somehow when the election takes place. It is therefore no surprise to learn that, at the elections just held for the Cortes, the Conservatives have secured a majority almost exactly the same as was gained by the Liberals at the last general election, when it was a Liberal ministry which was in power. This means that the war upon the church, which was begun by the Liberals with considerable vehemence, will be suspended until some issue in the Cortes compels the substitution of a Liberal for a Conservative ministry. When that comes to pass, the Liberal ministry will procure the election of a new Cortes of its own political complexion and so the game will go on, unless it is interrupted by some unusual demonstration of the forces,—socialist, anarchist, or Carlist,—which are wholly hostile to the present order of things.

The experienced motorman, when he has heard the conductor shout: "Move up forward, please!" three times, helps things out by putting on the brake suddenly. Then the passengers move up.—Somerville Journal.

BATHOS.

"Beautiful snow!" the poet sang,
 And the people sighed: "Oh, hush!"
 The very next day there came a thaw,
 And the people said: "Oh, slush!"
 —Somerville Journal.

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TAXATION IN COLLEGE TOWNS.

COLLEGE TOWNS HAVE NO HIGHER TAX-RATES THAN NON-COLLEGE TOWNS.

	1905. Population. ¹	1905. Assessable Prop. ²	1905 and 1906. Tax Rate. ²		1905. January 1. Exempted Prop. ³
Cambridge	97,434	\$103,845,600	\$19.00	-\$18.60	\$25,377,063
Fall River	105,762	81,754,247	18.80	18.40	2,764,000
Worcester	128,135	120,865,502	17.00	16.60	5,922,900
Lowell	94,889	71,632,643	20.20	19.60	3,119,751
Lawrence	70,050	46,235,468	16.80	16.00	1,529,625
Springfield	73,540	80,904,477	15.40	15.00	3,619,193
Lynn	77,042	56,157,073	18.40	17.00	1,515,100
New Bedford ...	74,362	64,349,661	19.40	18.40	2,436,860
Amherst	5,313	3,599,900	16.25	16.25	2,909,099
Ware	8,594	4,398,210	19.70	18.00	214,074
Easthampton ...	6,808	3,781,772	17.00	17.00	583,735
South Hadley ...	5,054	2,529,372	21.00	16.50	1,553,850
Northampton ...	19,957	12,739,859	17.00	16.50	4,416,607
North Adams ...	22,150	14,862,527	22.00	20.00	847,000
Pittsfield	25,001	18,330,223	18.50	18.50	1,446,754
Medford	19,686	21,240,150	21.40	20.20	1,119,700
Andover	6,632	5,902,668	16.00	17.50	1,873,061
North Andover ..	4,614	4,462,302	17.50	18.00	64,200
Methuen	8,676	5,178,157	19.30	19.00	118,050
Amesbury	8,840	5,622,227	17.70	18.80	382,692
Saugus	6,253	4,555,686	18.70	19.80	77,358
Danvers	9,063	5,341,280	18.00	19.20	234,608
Rockport	4,447	3,051,252	21.00	18.00	67,000
Williamstown ...	4,425	3,035,747	18.80	18.70	2,120,203
Lee	3,972	1,918,865	18.32	18.05	59,725
Dalton	3,122	3,017,700	14.70	15.70	93,650
Provincetown ...	4,362	1,928,920	20.00	19.50	50,000
Monson	4,344	1,698,168	16.20	17.00	245,613
Belmont	4,360	5,602,650	19.90	18.00	1,664,629
Lexington	4,530	5,957,670	20.40	19.00	131,950
Needham	4,284	4,503,731	18.00	18.50	76,455
Warren	4,300	1,762,743	21.50	19.60	105,300

¹Massachusetts census of 1905.²Massachusetts Public Document No. 19 of 1905; official returns on file with the Secretary of the Commonwealth.³Report of Massachusetts Tax Commissioner, for the year ending December 31, 1904.

Japanese Imperial Edict to Students

Following is the Japanese official translation of a recent imperial edict on education, issued for the benefit of students (Juju-Tsushin):—

"Know ye, our subjects: Our imperial ancestors have founded our empire on a basis broad and everlasting and have firmly and deeply implanted virtue. Our subjects, ever united in loyalty and filial piety, have from generation to generation illustrated the beauty thereof. This is the glory of the fundamental character of our empire, and herein also lies the source of our education. Ye, our subjects, be filial to your parents; affectionate to your brothers and sisters; as husbands and wives be harmonious; as friends, true; bear yourselves in modesty and moderation; extend your benevolence to all; pursue learning and cultivate arts, and thereby develop intellectual faculties and perfect moral powers; furthermore, advance public good and promote common interests; always respect the constitution and observe the laws; should emergency arise, offer yourselves courageously to the state; and thus guard and maintain the prosperity of our imperial throne coeval with heaven and earth. So shall ye not only be our good and faithful subjects, but render illustrious the best traditions of your forefathers.

"The way here set forth is indeed the teaching bequeathed by our imperial ancestors, to be observed alike by their descendants and their subjects, infallible in all ages and true in all places. It is our wish to lay it to heart in all reverence, in common with you, our subjects, that we may all thus attain to the same virtue.

The thirtieth day of the tenth month of the twenty-third year of Meiji." (Imperial sign manual. Imperial seal.)

A characteristic document of a characteristic people.

Walter J. Ballard.

Los Angeles, Cal.

COLLEGE NOTES.

IN order to make this section of the JOURNAL OF EDUCATION as complete as possible the editor asks for the co-operation of college authorities. Properly authenticated news will be printed each week of changes in college faculties, changes in instructorships, and important college news.

The next annual teachers' conference at Dartmouth College will be held in May, under the direction of the departments of chemistry and physics.

The various fraternities recently chose their freshman delegations. In previous years this ceremony has taken place in the fall.

President Schurman of Cornell has appointed Professor Wilder to represent Cornell at the International Zoological congress which meets in Boston in August. Dr. Wilder will also contribute to the forthcoming Agassiz memorial number of the Harvard Graduates' Magazine a paper on his recollections of Agassiz, under whom he was student and assistant for five years. Professor Albee has been elected to the executive committee of the American Philosophical Association.

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THE MAGAZINES.

—The May number of Everybody's is full of good reading. Staggering to our matter-of-course ideas on the punishment of crime is Brand Whitlock's article, "What Good Does It Do?" Leroy Scott describes his recent sojourn among the Russian terrorists in an article of unusual personal and dramatic interest. The career of George Westinghouse, a fascinating narrative, is the second of the "Romances of Success." Ernest Thompson Seton contributes one of his intimate animal studies, and there is an eminently readable article on "Modern Masters of Music." The fiction is of unusual excellence.

—"Henry James—"In His Own Country" is a study, in the May Putnam's, of the effect upon the American press of the recent sojourn of Mr. James in America after an absence of many years, during which he has made his home in England. The writer, H. G. Dwight, is a great admirer of the distinguished novelist; and his comments upon these newspaper criticisms are by no means lacking in humor.

—In the May number of the Century begin David Homer Bates's reminiscences of "Lincoln in the Telegraph Office," which promise new light on a phase of President Lincoln's daily life during the war hitherto little considered. Other notable features are "Railway Disasters at Night," by George M. Stratton, professor of experimental psychology and director of the psychological laboratory at Johns Hopkins University; a sketch of Jamestown by Thomas Nelson Page; more "Stories of Whistler," by Otto Bacher, friend and companion of the great artist in his Venetian days; and Ernest Rhys's "William Sharp and Fiona Macleod." The two strong serials, Frances Hodgson Burnett's "The Shuttle" and Elizabeth Robin's "Come and Find Me," are rivals in interest; and there are short stories by Will Adams, Margherita Arlina Hamm, Mary Talbot Campbell, Maude Egerton King, and L. R. Elder.

NOT EMULATIVE.

Mrs. Knicker—"I want you to beat this rug."

Weary Willie—"Can't do it, mum; I ain't got any as good."—New York Sun.

MIXED RELATIONS.

Uncle—"So you want to break off your engagement with him, eh, Molly. Well, that's simple enough. Send him back the ring."

Molly—"Yes; but I can't for the life of me remember which ring is his."—Pick-Me-Up.

A little girl whose mother was dead and whose father lived in Boston, and whom she had hardly seen, was asked in Sunday school where we went when we died. Her answer was: "I don't know. My mother went to heaven, but my father went to Boston."—Chicago Tribune.

BOSTON THEATRES.

KEITH'S.

Two popular players who are playing a limited engagement in vaudeville presenting one of the most delightful sketches ever written will be among the good things on the Keith theatre bill for next week. The players are Grace Filkins, one of the best actresses on the American stage to-day, and James Horne, well known as a leading man with "The Soudan" and "The Cotton King" among his conspicuous successes in New England. "A Proper Impropriety," from the facile pen of Augustus Thomas, is the clever comedietta they are to present. Among the hits made in the early part of the current season none was more pronounced than that achieved by Tom Edwards, the great English ventriloquist. He has duplicated that hit throughout the country and will now have the credit of being one of the very few actors to play a return engagement at Keith's this season. One of the first of the big "girl acts" produced for vaudeville was McMahon's Minstrel Maids and Watermelon Girls, and Tim McMahon, its clever originator, has succeeded in keeping it thoroughly up with the times, so much so that it has become a standard attraction. It is filled with new features. Jack Norworth, "The College Boy," one of the cleverest of monologists; Collins and Hart, in an absurdly funny travesty on athletic acts; Donald and Carson, who present a novelty in the way of a Scotch sketch; McMahon and Chappelle, in a conversational skit; the Three Roses, in a delightful musical novelty; Eddie Mack, the baseball dancer; Muller, Chunn and Muller, hoop rollers; Josie Allen, "The Cowboy Girl"; the Rice brothers, horizontal bar comiques; O'Connor, Saunders and company in a comedy sketch, and the kinetograph will complete the bill.

PEPPERY.

Crusty—"What is this mayonnaise dressing?"

Justin—"Goodness, man, how do you expect me to keep up with what women are wearing?"—Florida Times-Union.

She—"I saw you in the street car the other evening, Mr. Saxby."

He—"Did you? Why, I didn't see you."

She—"I suppose not. I was standing up."—Somerville Journal.

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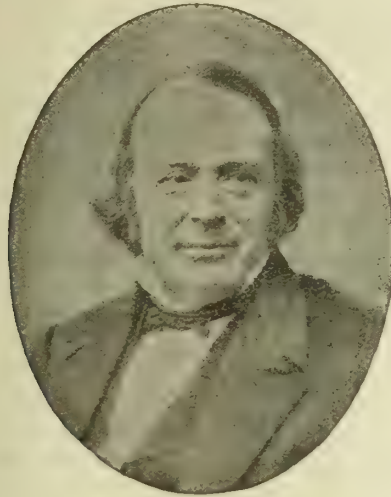
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MAY 9, 1907.

A. E. WINSHIP, Editor.



L. Agassiz

1807-1873.

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LOUIS AGASSIZ.

BY R. W. WALLACE.

With the advent of the centennial of the birth of this renowned naturalist—May 28—come both the opportunity and the motive to recall anew the leading events in his brilliant career, and to measure, even though imperfectly, the remarkable influence he gained in the domain of the natural sciences.

Born in a humble village parsonage on the verge of one of the lesser lakes of Switzerland, he was the heir of culture, of honor, and of poverty. Books such as would answer to a boy's fancy were few, and he turned instinctively to the great book of nature, wherein were what Longfellow in his charming anniversary poem called "the manuscripts of God."

He gathered about him all kinds of pets, and with fish skilfully snared in the lake and its feeders he stocked a great stone basin behind the house, and made it his first aquarium. And in these days, without any consciousness of it at the time, there began that marvelous insight into ichthyology which in time made him famous with the learned of both Europe and America. "For the fisherman," says Colonel Higginson, "who had rowed five miles to bring him a rare fish, he would fling open every door and spread out both arms to meet him."

Student days—at Lausanne, Zurich, Heidelberg, or Munich—were filled with honest, earnest research. He was no indolent or listless scholar. But a great problem ran through them all, the choice of a future career. All his personal leanings were towards science, but his home-friends were bent on seeing him a practicing physician. Spicy letters came from the little parsonage child-

ing him for choosing to "break the ice of the two poles to find the hairs of a mammoth." He accepted the parental advice with filial grace, and made the pleasant compromise of taking his medical degree to satisfy his friends, and of pursuing his scientific studies to gratify himself, and to respond to his own heart promptings.

His first published work was a description of Brazilian fishes which had been carried to Europe by two exploring naturalists. Such was the accuracy of his labor in this field of research that it at once attracted the attention of the eminent scientists, Cuvier and Humboldt. These men were quick to see genius in the youth, who was now just entering his majority. They befriended him, corresponded with him, sent him specimens, raised up for him patrons whose aid was invaluable. It had been one of Cuvier's dreams to publish a work on "Fossil Fishes," but he magnanimously handed over the work to Agassiz, and gave him all the material and specimens he had collected. This was accepted as a high honor, but at the same time a challenge to him to do his best.

By the time he had reached his twenty-fifth year he had identified 500 extinct species of fishes and fifty extinct genera. Then came the publication of his work on "Fossil Fishes," one of the finest publications both as to drawings and text ever printed. It was the first of its kind both as to time and quality. It was costly to the purchaser, but most costly to the author, whose limited means continually threatened to defeat the project. He had to be content with the fame rather than the shekels which it brought him. Yet this was a rich reward. Cuvier praised him. Humboldt congratulated him. He had awakened the interest of scientific men all over Europe. Prizes from sci-

entific societies in Britain and elsewhere were awarded him. His lecture room was thronged with students who sat at his feet as a recognized master in science. It was a great victory, and by one whose tireless patience and unostentatious ambition had richly deserved it.

In 1836 his thought was turned to the study of glaciers, and this opened up perhaps the most brilliant chapter of his life. The record of his researches among the glaciers of the Alps reads like a romance. Patiently measuring their progress, climbing their slippery surface with hatchet and Alpenstock, being let down by a rope a hundred feet into a crevasse to see the laminated structure of the ice, studying their terminal moraines,—such were his adventurous experiences. And these made him an authority on glacial action in the ice age. At first his theories met with the opposition of geologists, and the scorn of not a few, but he succeeded in bringing over to his views Buckland, Murchison, Lyell, and many others, who were convinced by his ample and indubitable proofs. It certainly was a happy thought that chose as a marker for his last resting-place in Mount Auburn cemetery a boulder from the glacier of the Var.

At two-score he planned for a visit to America. He consulted Humboldt, who graciously blessed his journey. Without knowing it at the time he was leaving his native land for good, and Switzerland was making a gift to American scientific education that can never be over-praised. In this land were to be the greatest triumphs of his conspicuous career.

His first appearance in America was in the Lowell Institute lecture course in Boston. His untechnical treatment of scientific subjects charmed everybody. He had a native gift for lecturing, and no one popularized science more than he. And he could have continued indefinitely as a prince of the platform had he so selected. Silliman of Yale was proud of him, and virtually became his bureau manager.

But the Lawrence Scientific school was just being organized at Cambridge, and he was offered the chair of natural history at a salary of \$1,500. This he accepted, and here began his relation with Harvard, which proved the happiest experience of his life. There he was admitted gladly into the able professional circle in which were Longfellow and Lowell, Felton and Peirce, Gray and Wyman. His natural urbanity as well as his acknowledged gifts gave him a seat of honor at this delightful Round-Table. Nothing could decoy him from Harvard. Europe invited him repeatedly to return; France sent him the "Prix Cuvier" and the "Order of the Legion of Honor" with an invitation to her leading chair of science; but he chose to remain in America. His proximity to the ocean was one of his chief joys, for the sea had abundant treasures to enrich his studies.

He made several notable expeditions in the interest of science. One was to Lake Superior, another to the Bahama reefs. For the United States coast survey he studied for months the Florida reefs and keys. Under the same auspices he went around Cape Horn to California with the best op-

portunities for deep-sea dredging and to study glacial action in the southern hemisphere. Nathaniel Thayer paid all bills for an expedition to Brazil, and the result was a collection of 1,442 species of fish. Agassiz was a tireless worker and an accurate registrar, and his trips were of immense scientific value.

But one great dream of his life was yet to be realized. As early as 1830 he had dreamed of a great scientific museum, but he had never been able to transmute it into a fact. But at Harvard came his supreme opportunity, and he closed with it. The beginnings were humble indeed. An old shanty set on piles close by the old Brighton bridge over the Charles river was the museum's first shelter. Then an old barrack-like building on the College grounds was granted it, and \$400 were apportioned for its maintenance, a wretchedly meagre sum. But Agassiz was now on his mettle. He lectured in many places, and put all his fees into the museum fund. More than is known of his scant stipend went in the same direction. He wrote letters to interest men of means in his enterprise, made earnest pleas with legislative committees for appropriations, and secured favorable responses. And at last his dream was realized in that stately and capacious building which is popularly known as the "Agassiz Museum." And then he gave himself to the work of an imposing and complete collection of specimens, and showed what Colonel Higginson styles "the fascinating endlessness which marked his spirit of collection." He had people everywhere engaged in securing specimens. Many a New England captain on some cruise had collecting cans to be filled and returned on their reaching their home port. And he and his enthusiastic students classified and arranged, until the museum became a model for all institutions of its kind in all lands. It is his proudest monument.

In 1873 Agassiz was importuned to hold a summer school of science, and it was made possible by the princely generosity of John Anderson, a New York merchant. It was held on Penikese island in Buzzard's Bay, and has been spoken of by the enthusiastic pupils who attended it as "an idyll." Agassiz was at his best, and his unbounded animation pleasantly infected the entire school. The opening session was made memorable by the great teacher's suggestion that as an act of reverence to God, whose footprints and handiwork they were about to study, they should all unite in a silent prayer.

"Then the Master in his place
Bowed his head a little space,
And the leaves by soft airs stirred,
Lapse of wave and cry of bird,
Left the solemn hush unbroken
Of that wordless prayer unspoken,
While its wish, on earth unsaid,
Rose to heaven interpreted."

—Whittier.

Other summer schools were planned, but they were not to be. For by the mid-December of that same year the gifted naturalist was no more. He had overworked his giant strength, and nature at last declined to honor his drafts. But he had left an inspiration and an impulse for nature-study in America which are everywhere noticeable at the present hour.

DEFECTS IN THE SCHOOLS AND THE RESPONSIBILITY FOR THEM.—(II.)

BY SUPERINTENDENT PAYSON SMITH,
Auburn, Me.

Rural education is not to be improved by putting into country schools all the schemes, plans, methods, and devices which have been put into city schools and often adopted there as necessary evils rather than as positively beneficial goods. Much of the work done in rural schools has been actually subversive of the best interests of country children. They have been educated away from the farms, out of sympathy with the country and its life, until for self preservation's and happiness' sake they have fled to the city in order to find there the only places for which their education had prepared them.

The future development of the country school is to lie along new lines; it will make use of the material that lies close at hand; its curriculum will include those subjects of interest to the country child; its methods will conform to its means; it will promote those forms of manual training natural and indigenous to country life—and it will be worthier of respect for being itself rather than a weak imitation of a town school.

The principle cited is applicable to the cases of different towns and cities. The school system of any town or city exists in a measure to serve the interests of the community which creates and supports it, and it may lose its chief value in the attempt to model too closely after other towns not similarly placed.

Just as the individual teacher has methods which she uses with peculiar success and has characteristics which are reflected in her school, so will the school bear an individuality of its own. And in a larger way should all the schools of the town bear the essential characteristics which will stamp them and hold them together as the individual system created for, by, and of the people for whose welfare it was constructed and is run.

It is often said that school work is cramping and narrowing in its effects. If this is true of your school work or of mine is it not because we keep too close to the lines of convention and tradition, because we follow too slavishly what others have planned and allow to ourselves too little of that freedom of action which is the saving grace of any employment?

A current criticism of the modern school is that it crowds too much work upon the child, that it requires more work of him than is consistent with mastery and thoroughness, and because I believe this criticism is in a certain way well grounded I am naming it as the third defect in the school.

Now it must be borne in mind that in any comparison regarding efficiency the schools are at a great disadvantage as related to other professions or industries. The physician's patient improves and gets well or grows worse and dies, the lawyer's case is passed on by judge and jury and a decision regarding it is reached. They know whether they have failed or succeeded. The manufacturer, whether of shoes, or watches, or furniture, or what

not, can go at once to his finished product and can make an immediate decision regarding the efficiency of his workmen. Point by point he can compare it with past products and determine at once whether there has been improvement.

Not so of the schools however, the efficiency of our present school system, for example, is not to be finally judged until its product has not only taken its place in the world but until it has been in that place long enough to have accomplished something. The custom, so general, of judging the schools by comparing the work of children with the alleged work of their parents at a corresponding age is as unfair to the schools as it is to the children themselves.

In the experimentation which is inseparable from progress in education, and which must, it is true, be based in part on theory, it is impossible that some mistakes should not be made, but to infer that such experimentation, because it involves change is productive of harm is to deny the advantages of study, investigation, and the pursuit of truth.

Therefore as much of this complaint as issues from dissatisfaction with new subjects coming into the course of study is not worthy of serious consideration. There is no need for an apologist for the introduction into the schools of any subject which a study of the needs of children, the changing conditions of life, or the ends of education clearly make necessary. However, when a study or a portion of a study remains in the school after its lack of value is apparent then there is need for apology.

THE TRAVELING TEACHER.

[From the New York Mail and Express.]

It was a new thing to send British school teachers to this country, as for several years Alfred Mosely has been doing. It is not quite a new thing to have American teachers return the visit as it is announced that some hundreds of them will do next year, by virtue of the interest of the same public-spirited Briton.

The American schoolmarm has long been our most persistent and most alert foreign traveler. You find her in the summer months all over Europe, and the old world has formed an ideal of the American woman which is really only a photograph of the woman school teacher—a wideawake young person a year or two under thirty, wearing a brown veil on her hat, a shirt-waist and a number of rather formidable steel buckles, carrying a red book and manifesting a certain erudition in art and architecture and a tireless eagerness to learn more. Year after year, as the banking houses issuing letters of credit will tell you, she returns to the charge.

We have an idea, however, that she travels for "change and rest," that she studies everything abroad except the public schools, and that if she has her way she will continue to do so without her young charges being any the worse for it.

THE RELATION OF THE ELEMENTARY SCHOOLS TO THE ACTIVITIES OF THE COMMUNITY.

BY MARGARET POWELL, TACOMA.

The common schools—what does the name signify? Who ever heard of a common church, a common political party, a common social club? We have been looking for the last hundred years for a common social centre. Why not make the public schools that ideal? "Look the field over as we may, we can find but one great social interest that affects everybody, and is capable of uniting and welding together the various elements of our great republic," and that interest is in a common education, the common schools if you please, where the rich and the poor meet together for "the Lord is the maker of them all," where the rich man's son gets his first intimation that the son of the laborer possesses brains as well as brawn.

The world is looking more and more to the common schools for the panacea for all ills, and right valiantly are they rising to the occasion. It is the leisure time of all communities that needs looking after, and with our shorter hours of work, it needs it all the more. We have nothing to fear from the working classes in their working hours, and why should we fear anything from them in their hours of leisure? Simply because many of them have no place in which to spend their evenings, that is, no refreshing, uplifting, and congenial place. To what source have they a right to look for such a place, if not to the common schools? The institution they are supporting by their hard earned money, the institution which the majority of their children prefer to their homes, or else why when you arrive at your schoolhouse at eight in the morning you find them there before you and see them coming up from the north and the south, and from the east and the west?

There is a feeling of unrest and dissatisfaction among farmers that ought not to be, we see it in the thousands of young men and women who leave the farms and pour into our already overcrowded cities. One reason is that young people in the country are lonely, they love their kind, they want to live where things are doing, where there really is a social and intellectual life. Why should not every country schoolhouse be the weekly, or semi-weekly centre of some social affair?

Where are the old-fashioned literary societies, debating clubs, spelling bee, singing schools, prayer meetings and Sunday schools, to which we country-bred men and women can look back with such joy of living? In those days it was the virile young man, whose homely home was in our district, or in one near by, that had charge of our country school; he was usually working his way through college; he entered into our lives, our amusements, our society, our literary aspirations with the earnestness of one who knows, because he was among his own people.

They took their flight when the city-bred girl, just out of high school, came out to practice upon our country children, who when her five days of toil were over hastened back to her city friends to relate her "perfectly horrid experiences."

Our country schools should be taught by the

educated sons and daughters of the country people. These educated sons and daughters in these days of agricultural colleges, cooking schools, dressmaking classes, etc., are able to bring light and life, literature and science into these homes which are the backbone of our country. Every country teacher should understand farm life, understand the different soils, how to enrich them, and make the most of them. He should teach the boys and girls to love this soil, teach them what crops will yield the most from them, what live stock thrives the best on them. He should know how to make butter and cheese in the most approved manner. He should be deeply interested in all these things, be able to make speeches, address audiences on subjects that are of absorbing interest to his patrons. He should enter heartily into the social and religious life of his community, he should teach the people from a loyal heart and a hard head that there is no happier, more honorable or more independent life in the world than the life of the farmer. In so doing he would save to the state and nation many a valuable life in its proper setting.—Address.

THE SUCCESSFUL MAN.

[A talk to boys by Colonel Henry C. Clark, General Superintendent of Jordan, Marsh Company, the leading retail store in Boston.]

The successful man is intensified desire under the control of intellect and intuition; the entire body and mind must be focused toward one object if success is to be attained: therefore there should not be "too many irons in the fire." The business man who has gradually polarized all his mental and physical forces towards his business interests needs no lessons in concentration.

I want to speak a word on personality; the mental organization and capacity as well as outward appearance. Clothes are an advance agent, so to speak, of a salesperson's personality; a neat, attractive appearance means much. An air of frankness, openness, and generosity puts a salesperson in immediate sympathetic touch with all mankind; it lends a peculiar, irresistible charm to his or her personality.

If you present your proposition with confidence, seriousness, and dignity you cannot fail to impress and interest. Try constantly to make the impression of an agreeable personality; it counts in everything the salesperson does. Be sincere. Sincerity is the inspiration of that confidence which is the basis of all business relations. Too many of us accept defeat because we think we lack some special qualification, some spark of genius which really is not needed at all. It is not genius, but commonplace, every-day capacity to buckle down to hard work.

One of the first rules for success in all salesmanship is constant industry. I believe the biggest mistake an employee can make is to deceive himself with the idea that he is simply working for some one else for so much a day; take a personal pride in add-

ing to your skill; be a part of the institution. Most of a man's planning and figuring and real hard work must be done outside of business hours.

Thousands neglect the opportunity of doing a little thinking because they are employees and expect some one else to do the planning.

LOOKING ABOUT.

BY A. E. WINSHIP.

FRANCIS W. PARKER SCHOOL.

It is delightful that the late Colonel Francis W. Parker still lives in theory and practice in a school in Chicago, a school so divorced from public interference that popular clamor can never disturb it, and so adequately supported that the financial situation can never annoy. No nobler memorial could such a man have than this.

Miss Flora J. Cook, the principal, is in every way the one professional heritage which Colonel Francis W. Parker left the world, who could have developed this school after his own heart. She was with him in the Cook County normal school for fourteen years, not as a blind follower of an impassioned leader, but as a devout student and co-worker. In conviction, in purpose, in personal independence and professional courage Miss Cook is fully equipped for the great work that she has led for five years in this school, that she is still developing in a noble way.

There is little here that is usual with public schools, or, perhaps it would be better to say, there is much that is unusual. No teacher has more than twenty pupils, and the one small building has all grades, from the kindergarten to the high school, that is fitting for the universities.

In every grade there are three classes of students: Those from homes of large wealth, from homes in which parents are such believers in the school that they make sacrifices to have their children attend, and a few who are sub-normal or in some way defective. The management literally selects the children for the purpose of working out problems through the teachers.

Miss Cook insists that the high school, fitting for college, must test all the lower grade work. They are sending graduates to the various colleges each year, and, so far, their students have stood well in getting in and in doing the work after they get in. From the kindergarten up the insistence is that all work shall contribute to the doing of better work farther along. Present results may be deceptive, while ability to do better work afterward can hardly be so. I have never seen this test so well applied elsewhere.

A feature of this school that is surely not approached elsewhere is that Mrs. Emmons Blaine is vice-principal and performs her every duty as regularly and faithfully as though she had no other

large personal, financial, and public interests. There is no nobler example of professional devotion than this.

The school furniture is a delightful departure from the stiff, awkward, immovable furniture that one sees everywhere. It is refreshing to see a school building thus equipped.

Miss Cook's weekly teachers' meeting is never to be forgotten. Every Tuesday the entire faculty, with Mrs. Blaine and Mr. Bently, chairman of the board of trustees, has dinner at 5.30 p. m. Two of the company get the supper and serve it, taking turns. This is an attractive social function till 7 o'clock, and for two hours thereafter they discuss in a conversational way their own school problems.

On three days in the week, one hour of school life is spent out-of-doors. Every day the pupils are allowed to remain in their schoolroom or in the school yard for one hour after school if they desire. A second hour is permissible. Practically all the children spend one hour, and many others take the second hour.

There is an individual cup scheme that is new to us. At the drinking faucet are two large baskets, in one of which are clean cups. Whenever a child uses a cup he must put it in the other basket. It is absolutely sanitary of course, and it has the advantage of drinking from a cup which is a luxury.

One of the highly commendable features of the Francis W. Parker school is the amount of "doing" by every child and in every grade from the kindergarten to college entrance. And it is individual doing with abundance of initiative and the development of personality. How this must delight Colonel Parker, if from the realms beyond he knows what is doing in the school that is his memorial!

Another significant feature is the continual use of the child's experience, of his interests and tastes. This is manifested in many ways and characterizes the spirit and attainments of the school in every room.

Many editorials from my pen have been published, and others are yet to be published, giving credit always to the school, based on my recent visit to the school. The material would ordinarily appear in "Looking About," but it seems to be of the largest importance, hence it has been used otherwise.

RECOMPENSE.

Free-heartedness, and graciousness, and undisturbed trust, and requited love, and the sight of the peace of others, and the ministry to their pain—these, and the blue sky above you, and the sweet waters and flowers of the earth beneath, and mysteries and presences, innumerable, of living things—these may yet be here your riches; untormenting and divine; serviceable for the life that now is, nor, it may be, without promise of that which is to come.—*Ruskin.*

SCHOOL EXERCISES, PEACE DAY.

May 18.

[To occupy fifteen or twenty minutes.]

[In 1906 school authorities in six states recommended special exercises in school on this day. In 1907 the superintendents of the country in annual session at Chicago passed a resolution recommending special instruction on arbitration in all schools on or about May 18.]

READING.

Blessed are the peacemakers, for they shall be called the children of God.

How lovely are the messengers that preach us the gospel of peace.

The Lord loveth righteousness, and the work of righteousness shall be peace, and the effect of righteousness quietness and confidence forever.

And God shall judge between the nations and arbitrate for many people.

He shall make their officers peace, and their rulers righteousness.

And they shall beat their swords into plowshares and their spears into pruning hooks.

Nation shall not lift up sword against nation, neither shall they learn war any more.

HYMN.

"Angel of Peace," O. W. Holmes, or "Come, kingdom of our Lord," or some other appropriate hymn.

RECITATION FROM THE BLACKBOARD.

"My country is the world, my countrymen are all mankind."—Garrison.

The eighteenth century achieved peace with justice between thirteen American states. The nineteenth century extended it to forty-five states. The twentieth century will achieve peace with justice between all the nations of the earth. The United States has shown the method of attaining a United World.

THE NEXT STEPS IN WORLD ORGANIZATION.

1. A general arbitration treaty pledging each nation to refer disputes with other nations to the Permanent International Tribunal.

2. A World Parliament to meet regularly.

3. Gradual, proportionate disarmament.

4. An international police force.

BRIEF ADDRESS BY TEACHER OR GUEST.

Topics Suggested.

Peace between nations is now for the first time in history made possible. Steam, electricity, newspapers, democracy, a better mutual understanding, permit world organization. A century ago a war in Manchuria would not have been known for months. Nations independent then, interdependent now. Growth of commerce. Peace between nations attainable long before civil war, lynchings, and murder will disappear. Our great cities contain much wickedness and violence, but they never fight each other as the Italian cities once did. Alabama and Tennessee have feuds and lynchings but do not fight each other. Proper organization can prevent wars between nations as well as war between cities or federated states. The influential people in a few leading nations can secure peace between nations. If the four or five great nations will arbitrate, all the weaker ones will gladly give up the heavy burden of costly armaments. Evils of race prejudice and national arrogance. Whatever may be said about civil war or wars in past time, war between nations to-day is unnecessary and a sin. It never proves which nation is just; it only shows which nation is stronger. Police and militia use a minimum of force to maintain law and bring criminals to court. Rival armies and navies are not national police. They never aim to bring a nation to court. They are merely great duelists. Police and militia will be

necessary indefinitely, but rival armies and navies will be replaced by international police.

The Czar called twenty-six nations to the first Hague conference on May 18, 1899. One hundred representatives worked three months. Results: The Permanent International Tribunal with over seventy permanent judges, four appointed by the United States. It opened in 1901. Carnegie's gift to it of \$1,500,00 for a building, The United States and Mexico sent first case. By provision of the Hague conference for investigation, war between England and Russia prevented in 1905 over North Sea collision. By its provision for mediation President Roosevelt made possible Portsmouth treaty between Japan and Russia.

The second Hague conference, to open June 15, 1907, convenes representatives of all the nations of the globe and offers the greatest opportunity in human history to promote world organization and to end war between nations. The most important assembly that ever met.

WORK FOR PEACE DURING THE YEAR.

Subjects for compositions in higher grades and high schools:—

1. "The Great Men of England, Germany, Italy," etc.
2. "Our Safest Frontier—the Unguarded Canadian Border Line."
3. "Is it true that, 'Conquer We Must, When Our Cause It Is Just'?"
4. "The Chief Causes of International Wars."
5. "Are Our Worst Enemies Without or Within Our Borders?"
6. "Kaiser Wilhelm's Friendly Acts Toward America."
7. "Story of the Christ of the Andes."

References—"Primer of the Peace Movement," Lucia Ames Mead, five cents; "Patriotism and the New Internationalism," a manual for teachers, 134 pp., Lucia Ames Mead, twenty cents; "The Cost of War," B. F. Trueblood, and other pamphlets. All to be obtained of the American Peace Society, 31 Beacon street, Boston, Mass.

THE PEACE FLAG.

BY FRANCES E. WILLARD.

(On the unfurling of the white-bordered flag of peace.)

Dear shining flag of love and God and home,
Our heaven-born banner of the proud and free,
Ensign of peace, whose dove no more shall roam,
Our hearts are all with thee, are all with thee.
With thy red for love, and thy white for law,
And thy blue for the hope that our fathers saw
Of a larger liberty!

Dear household flag, of thee our thoughts are fond,
Our western hearts leap up thy folds to greet;
Our Saxon eyes confess the sacred bond,
As England's standard crowns her forts and fleet,
With its red for love and its white for law,
And the blue for the hope that our fathers saw
Of a larger liberty!

Thou art the mother flag of destiny,
Our banner of the star-spangled stars is thine,
Sidney was sire of Washington, and we
Claim the same cross that blazons thy ensign,
With its red for love and its white for law,
And its blue for the hope that our fathers saw
Of a larger liberty!

O holy flag, bright with one household glow,
Together light the highway of our God;
Till the dear cross of Christ to men shall show
That stripes and stars both mark the path He trod,
With their red for love and their white for law,
And their blue for the hope that our fathers saw
Of a larger liberty!

The long march of the nations shall be led
By these two flags—till war and tumult cease—
Along the happy highway where shall tread
The brotherhood of labor and of peace,
With their red for love and their white for law,
And their blue for the hope that our fathers saw
Of a larger liberty!

THE INTERPRETATION OF THE MAP.

BY FRANK E. MITCHELL,
State Normal School, Oshkosh, Wis.

The map is nothing more or less than a symbol or a combination of symbols, and before considering the interpretation of the map it might be well to determine what constitutes a knowledge of a symbol; in other words, what the child must know, what he must be able to do in order to understand a symbol. Suppose we wish to give a child the written symbol for the idea "man." There are at least three things, and there may be more, that the child must know before he can understand the written word "man" for the idea "man."

1. He must know the idea man.
2. He must know the oral form.
3. He must know the written form.

After he knows these three things, he must associate

1. The idea with oral form.
2. The idea with the written form.
3. The oral form with the written form.

When he has done these things he has mastered the symbol as standing for the idea, and if any one of these steps be omitted, the child has not fully mastered the symbol. When the child has the idea man, and the oral form for the idea, and is able to associate the oral form with the idea, he has mastered the oral symbol for the idea man. When in addition to this he knows the written form, and is able to associate the written form with the idea, he has mastered the written symbol for the idea.

When the child first enters school he has the idea man, the oral form for the idea, and is able to associate the oral symbol with the idea. The things that must be taught him concerning the symbol are its written form and the association of the written symbol with the oral symbol and the written symbol with the idea.

The map is composed of some ten or fifteen conventional symbols. There is the symbol for land, the symbol for water, the symbol for mountains, the symbol for plain, the symbol for desert, the symbol for river, the symbol for coastline, the symbol for city, the symbol for capital, etc. When special maps are taken into consideration the number of symbols is unlimited, but all maps are alike in this respect, they are all made up of symbols. The map of North America is exactly like that of South America in that it is composed of the same identical symbols. The two maps differ only in the arrangement of the symbols. The arrangement of the symbols in these maps differs because the arrangement of the ideas symbolized in these two continents differ. The same is true of the map of Europe and all other continents. They differ from the map of North America only in the arrangement of the symbols. The map is a composition in the same way that the phrase "honest man" is a composition. There is no symbol for the idea "honest man," but there is a symbol for the idea "honest," and a symbol for the idea "man," but the phrase, "honest man," is a composition. There is no map symbol for peninsula. The peninsula is a geographic form brought into existence by the arrangement of the land, water, and coast-

line. In making the peninsula, the symbols for land, water, and coast-line are so arranged as to symbolize the arrangement of the land, water, and coast-line that produce peninsula. A different arrangement of these same symbols would express the idea of gulf, lake, or island.

The process of teaching the child to interpret the map is very simple. First the idea that is to be symbolized, whether it be a mountain or river, plain or plateau, or whatever it may be. The idea cannot be gained through a study of symbols. The child must get the idea river by a study of rivers, of mountains by a study of mountains. After the idea is mastered through a study of the thing, the next step in the process is the mastery of its conventional map symbol. Then the child must be led to associate the symbol with the idea. After the child has taken these three steps with each of the geographic forms, he has mastered the principal map symbols and is ready to read the map, which is only a composition written in map symbols.

The only thing a child can learn about mountains from the map is their position in the region mapped. From the map of South America he learns that the Andes mountains are on the western margin of the continent. As to what the Andes mountains are the map is silent. What they are can be learned only from descriptions, stories, pictures, and the like. The map shows that the Nile river is in the north-eastern part of Africa. Whether it is a stream of water or a stream of gold cannot be determined from the map. That must be determined from descriptions and pictures of the Nile. Ideas must precede symbols. This has reference to map symbols as well as any other symbols.

There should be primary maps for children just the same as there are primary books. These primary maps should deal with the most general features of the region mapped and the ideas of the features so symbolized should be very elementary. It would be impossible, were it advisable, to give children in the second or third grade technical knowledge of rivers and the work they do, or of mountains, their structure and the methods by which they were lifted up out of the sea. A child's concept of river might be a stream of water flowing through the land, or of a mountain range, a row of mountains. We must not forget that our own concepts, even the clearest and most perfect, were very crude in the beginning. It is of children that we require clear, well-formed concepts of things from the outset. The scientific mind need not despair when a child says that a volcano is a mountain which sends forth fire, smoke, and lava. When the child is more mature, this concept may be retouched and made to coincide more nearly with the facts in the case. A child cannot always thrive on the mature thoughts of the philosopher. Some educational philosophers seem to think that the child should begin where they left off. The child must grow from normal immaturity of thought to maturity of thought, and this is just as true in considering the data of geography as it is anywhere else. "When I was a child I spake as a child, I thought as a child," and every child must do the same.

IN MAY.

BY A. C. SCAMMELL.

As the child advances in the study of geography, the map can be made to express more and more of the details of the subject, but the primary map should be limited in the number of map symbols used and as to the area of the region included in the map. No child in the third grade should be required to read a map of an area in which the form of the earth is of sufficient importance on account of the great extent of the area that it needs to be represented in the map.

While the method of teaching the child to interpret the map is not very difficult, it is not so simple that the end may be accomplished by having the child chart the schoolroom, in which chart the position of the desks, chairs, aisles, etc., are represented with great fidelity. There is not a single geographic form that is symbolized in a map present in the schoolroom, and if all the schoolrooms in Christendom were charted, why the children would become proficient in charting schoolrooms, but not in interpreting the map, because in the map the pupil is dealing with mountains and rivers, and no amount of study spent on desks and stoves will give the child any very accurate notions of rivers and mountains.

FOREIGNERS IN GERMAN UNIVERSITIES.

Consul J. J. Brittain of Kehl calls attention to a movement, started this time by German students, to exclude foreigners from the empire's universities. At times manufacturers, fearful of the competition that might ensue from the training of outsiders in German methods, have sought to have laws enacted that would either exclude foreigners or make it so hard for them to enter as practically to exclude them from the universities. Consul Brittain says:—

This year German students are again demanding an increase in matriculation and tuition fees for foreigners who attend German universities. They say preference should be shown the German students in assignment of places in laboratories and recitation halls. After they have been accommodated they are willing that foreign students may take what places remain. German students are endeavoring to have all their universities unite in discriminating against foreign students. The number of foreign students at the German universities has increased rapidly. During the summer semester which has just closed there were 3,888 foreign students matriculated; last winter there were 3,555; last summer (1905) there were 3,178, and ten years ago the number was 2,196. The total number of all students matriculated at German universities was 44,942 for the summer semester 1906. Ten years ago the foreign students numbered 7.4 per cent of the total number, at present 8.6 per cent. Of the 960 students studying medicine at Berlin 360 are foreigners, or 37 per cent. At the Heidelberg university 23 per cent. of those studying medicine are foreigners, and of those studying mathematics and science 22 per cent. are foreigners.

In the long ago, we had a teacher who believed in May, every day of it. She made her pupils believe in it, too. We were all willing to believe, oh, yes. We began on May the first, with a delicious May breakfast served promptly at nine o'clock. No need of a second breakfast bell on that morning! Such dainty little nothings, in so dainty little dishes, served by dainty little maidens, were never seen before. The universal tin dipper kept well out of sight, to make place for the prettiest of glasses holding the purest and coldest of spring water, which was "passed" by the teacher herself, in her very charmingest gown. Such merriest things we said, and sang, and did! Superlatives are wanting to say what.

Breakfast over, we went to our morning lessons; but through them all, wound the happy undernote, "To-day we will a-Maying go," and in the early afternoon we went. Only a few of the flowers were out of hiding yet; though we all had on our seeing glasses, you understand, so that what we sought we found. *Arbutus* could not hide from us; she would not if she could, we said; we knew her afar off by her fragrant breath and went straight to her, and gathered her lovingly and lavishly. All through May we took our flower walks, our bird walks, and our surprise walks, the last for the purpose of seeing what we could see. If ever, May's flowers laid themselves out to fill children's orders promptly, that May's did; if ever the birds told their open secrets and outwarbled themselves, it was in that spring.

That memorable May was our mid-year Christmas, when May-baskets took the place of Christmas trees. Many a dainty basket, with its love offering, gladdened the sick, the aged, and the alone.

May-basketry was our manual work for that month, and was every whit as pretty and as educative as raffia work.

Who, do you guess, was our May Queen? Who but our pretty teacher, the wise, loving queen of us all? Long before the May, we had crowned her in our hearts, but now the time had come to depart from royal custom, and show our loyalty by a second coronation.

To-day a gray and lovely woman smilingly refers to her thirty-one days' ovation, in a May "once upon a time."

Our little school of seventeen resolved itself into a peace conference along the last of May. Not that we called it by that name; in those days "peace" and "arbitration" were not naturalized words in the child-thought; but their spirit we knew.

Reverently and tenderly our teacher talked to us of the living and the dead heroes, showing us how we might be loyal to both, by striving to live out in our lives the noblest in theirs.

Can any of her pupils forget that quiet walk to the little cemetery, where, after laying May flowers on the two soldiers' graves, we scattered others

on the mounds whose silent sleepers had few other friends to remember their resting place?

How long ago it seems, that fondly remembered May! Why sit down to remember it now? Perhaps (we do not know) some other teacher may think to make her children better for all time, by making them happier during this month of May.

TALKS ON SCULPTURE.—(XV.)

BY LORADO TAFT.

The handsome young fellow whose portrait we show here has a very different expression from that of pathetic old Homer. It would be hard to change him into a Homer, even in a hundred years. He was destined to win fame in another fashion, but he won it, and his name will always be remem-



YOUNG AUGUSTUS.

bered. "Young Augustus" was the nephew, you will remember, of the great Julius Caesar, and, although his uncle refused the crown, the nephew had no such scruples and became the first emperor of the Romans. Born in 63 B. C., he died—as some time or other even emperors must—in 14 A. D., which means, of course, that he was on the throne when Christ was born in that little town of one of Rome's far-away eastern provinces. Of course the mighty emperor never knew of this greatest event of his reign.

It was a glorious period in Roman life. Augustus used to boast that he found Rome a city of bricks and left it a city of marble, and this was hardly an exaggeration. His reign was indeed the most artistic, if not the most luxurious, one in all the long annals of the Eternal City. The Romans did not care much at first for the fine arts; they said that it was their business to conquer nations and to rule the world, not to paint pictures and to whittle statues. But after a while they had a taste of the beauties of Greek art and soon they could not get enough of it.

Every returning general would bring back a shipload of statues to grace his triumph. Imagine how impressive those beautiful figures of marble and bronze must have been in the procession, each riding in his chariot, like noble, silent prisoners torn from their beloved homeland. Later the Romans imported Greek sculptors and artisans to make more statues, until finally the population of bronze and stone men in the capital was greater than the number of living citizens.

Especially did they like portraits. Busts of "grandpa" and "grandma" were as essential to

light housekeeping as a range and an ice box in a modern flat. What a job it must have been on "moving day" if one had a hundred or more stone ancestors to cart about!

Augustus, who did so much to encourage the arts, was rewarded by being able to leave behind him some of the finest portraits that were ever bequeathed to the world. This bust is one of them, and enjoys great fame; everybody knows the "Young Augustus" of the Vatican. There are two others, statues which are magnificent things. One is Augustus as commander of the troops, in full armor. He stands with an arm outstretched, as if giving an order; not shouting, but speaking quietly like a man who expects to be obeyed.

The other figure seems to me even more beautiful. It is a cast of the famous one in the Louvre in Paris; the emperor as a senator, perhaps, wrapped in his toga and prepared to make a speech. It has a noble dignity, which is about the finest thing possible in sculpture. One does not appreciate it all at once, but if you will sit down before this figure for five minutes and let it talk to you, you will never forget it. It may talk Latin, but you will understand.

Although these statues show the emperor in the prime of life, there is no difficulty in recognizing the face as the same which was once that of "Young Augustus." The head is intellectual, the features clean-cut and aristocratic, but not haughty. Augustus was evidently of the nobility—past or future—and no sculptor ever had a finer subject. The earnest, thoughtful face is that of a diligent student, and we know that he prepared himself thoroughly for his great task of ruling the world. The "Young Augustus" is quite at home in a busy schoolroom.—Used by permission of the Chicago Record-Herald.

THE SOIL: WHAT IT IS.—(I.)

BY L. H. BAILEY.

Weathering is the greatest agency in making rocks into soil.—Rain, snow, ice, frost have worn away the mountains and deposited the fragments as soil. Probably as much material has been worn away from the Alps as still remains, and this material now forms much of the soil of Italy, Germany, France, Holland. Our own mountains and hills have worn away in like manner. All exposed rocks are wearing away. Stones are growing smaller. The soil is pulverized by fall plowing.

The particles of soil are worn and transported by water.—Every stream carries away great quantities of soil and deposits it in the shallows and the bays. After every rain, the streams and ponds are muddy or roily. Observe the sediment or fine mud which remains when a "mud-puddle" dries up. The smallest rivulet carries away tons of earth every year; and this earth is deposited somewhere, and some time it may, perhaps, come into use again for the growing of plants. Many of our best and richest farm lands are the deposits of former streams and lakes. Such lands are fine and silt-like. Most lowlands belong to this category; and even some of our higher lands are formed from deposits from water. The mixed and varied character of

soils is largely due to the fact that they are the results of transportation from different places.

Observe the flat lands about lakes. These flats are formed by the deposition of material from the surrounding highlands; but they are often exposed before their natural time by the lowering of the water level in the lake. All lakes and ponds are filling up. Nearly every stream makes a delta at its mouth; but if the stream into which it empties is swift, the delta may be carried away.

Observe, also, the broad, rounded hillocks and knolls in valleys and ravines. Many of them have attained their present form from the action of moving water. Every farmer knows that overflowed lands are rich. He has heard of the wonderful fertility of the Nile.

All productive soils also contain organic matter.—Organic matter is the remains of plants and animals. As found in soils in a decaying condition, it is called "humus." It is the humus which gives the soil its dark or "rich" look. It also tends to make soils loose, warm, and mellow. It holds moisture. The addition of humus makes soils loamy. A sandy loam is a soil of which the original mineral matter is sand, and a clayey loam is one of which the basis is clay. Soils which have no humus are hard, "dead" and unproductive.

Humus is supplied by means of roots and stubble, green-crops, and barn manures.—If the farmer practices a rotation of which meadow and pasture are a part, the supply of humus will be maintained. In such cases, green-manuring is unnecessary except now and then upon lands which are very hard or poor. The roots and stubble, with the droppings of the animals on the pasture, and manure applied with one of the crops in the rotation, keep the land well supplied with vegetable matter. Whenever possible, it is better to feed the crop to stock and return the manure to the land, than to plow the crop under; for one will get back the greater part of the fertilizing value of the crops and maintain the animal at the same time. In western New York, there are hundreds of acres of refuse lands, and at this day there are thousands of tons of herbage on the ground, and no stock to eat it. It is wasteful.

Many soils which are said to be worn out are robbed of their humus rather than of their plant-food; others have been injured in their texture by careless or faulty management. In supplying humus, it is better to add small quantities often. Lands which are under the constant tillage, in corn, wheat, oats, potatoes, may be supplied with humus if catch crops are sown with the crop, now and then, late in the season. Rye, Canada peas, crimson clover, and the like may be used for this purpose. Plow them under as soon as the land is ready in the spring, even if the plants are not large.

Observe how the forest supplies its humus. Year by year the leaves add to the soil cover, slowly passing into vegetable mold or humus. The trunks finally decay and pass into the soil. The work is effectively done, but it consumes time; and man is in a hurry. When the forest is removed, the land is very productive. It is called "virgin soil," notwithstanding the fact that an enormous crop of

trees has just been taken from it, and that it may have grown hundreds of such crops. The real virgin soil is the barren soil. But however rich this forest soil may be when the timber is first removed, it generally soon loses its exuberant fertility. The pigmy crops of the farmer seem to be harder on the soil than the gigantic crops of nature. Some of this loss of productivity is due to the loss of humus.

A rotation prevents the exhaustion of plant-food, supplies nitrogen in leguminous crops, one crop leaves the land in better condition for another, the roots and stubble improve the texture of the soil, it keeps weeds in check, provides for continuous labor because stock is kept.

The rotation should differ with the kind of soil and general style of farming.—Cornell Bulletin.

FLAG DAY EXERCISE.

BY MARGARET KIDD,

Supervisor Training School for Teachers, Cambridge, Mass.

1.—We had been using the British flag because our country belonged to England. After the Declaration of Independence, by which we were declared free and independent, we wanted an American flag. A committee was appointed to decide about it. George Washington was a member of that committee.

2.—There were only thirteen states in the Union when it was formed, so the people thought it would be appropriate to make thirteen stripes—seven red and six white—and thirteen stars on a blue field.

3.—Washington tried to find some one who could make this flag for him. He was directed to Mrs. Betsey Ross, a young widow who was earning her living by carrying on the upholstery business. Washington asked her if she could make a flag. She said: "I don't know, but I will try." Washington then showed her a design he had made. His stars had six points, but she liked five better and he let her have her way.

4.—In three days the first flag was finished. It was satisfactory and was accepted by the committee. It was adopted by congress June 14, 1777. That is the reason June 14 has been selected for Flag day.

5.—In May, 1779, Betsey Ross received an order for flags for the fleet in Delaware river. After that, she was given a contract for all government flags. After her death, her daughter carried on the work. The Betsey Ross house in Philadelphia is still standing.

6.—As new states were added to the Union, new stars and new stripes were added to the flag, until there were twenty stars and twenty stripes. The people thought if they kept on in this way the flag would have to be made very large or else the stripes would be so small that no one would be able to see them from a distance.

7.—At last it was decided to go back to the flag with thirteen stripes and add a new star for every state added to the Union. To-day our flag waves in the air. The width is two-thirds of its length. It has thirteen stripes—seven red and six white—with forty-five white stars on a blue field. July 4, 1907, a new state is to be added to our Union and we shall then have forty-six stars in our blue field.

SONG.—(school).

"There are many flags in many lands,
There are flags of every hue,
But there is no flag however grand
Like our own 'Red, White, and Blue,'—Cho,

CHORUS.

"Then hurrah for the flag, our country's flag!
Its stripes and white stars, too;
There is no flag in any land
Like our own 'Red, White, and Blue.'

"I know where the prettiest colors are,
And I'm sure if I only knew
How to get them here, I could make a flag
Of glorious red, white, and blue.—Cho.

"I would cut a piece from the evening sky
Where the stars were shining through,
And use it just as it was on high
For my stars and field of blue.—Cho.

"Then I'd want a part of a fleecy cloud
And some red from a rainbow bright;
And put them together side by side
For my stripes of red and white.—Cho.

"We shall always love the stars and stripes,
And we mean to be ever true
To this land of ours and the dear old flag,
The Red, the White, and Blue."—Cho.

8.—What mean the colors in our flag to-day?
Red is for bravery; we fought with our might.
White stands for peace which came with the right.
Blue is for truth and for liberty, too.
Hurrah for our colors, the red, white, and blue!

SONG—"The Red, White and Blue." (Words and music by David T. Shaw. Coda 214. Published by Ginn & Co.)

9.—Sometimes we hear our flag spoken of as "Old Glory." How did it get its name? Stephen Driver, who was a sea captain sailing from Salem, Massachusetts, had gone to some foreign shore. For some important service rendered the people he was given a beautiful American flag. He swung it to the masthead of his ship, and as he did so a priest blessed it. Captain Driver swore to defend it always. When the war broke out, he sewed it in a bed quilt and slept under it every night. Although the enemy's soldiers searched for it, they could not find it. They threatened to kill the captain, but he would not tell where it was. He called the flag "Old Glory."

SONG—"Old Glory." (Words by Nixon Waterman. Music by A. Binzer. Educational Music Course, Teachers' Edition for Elementary Grades, Ginn & Co., publishers.)

10.—Charles Sumner says: "There is the national flag!" (Child points to flag.) "He must be cold indeed who can look upon its folds rippling in the breeze without pride of country. White is for purity, red for valor, blue for justice, and altogether—bunting, stripes, stars, and colors blazing in the sky—make the flag of our country to be cherished by all our hearts, to be upheld by all our hands."

SONG—"Flag of Our Nation." (Words by Charles Welsh. Music by J. M. McLaughlin, Educational Music Course, Teachers' Edition for Elementary Grades, Ginn & Co., publishers.)

11.—"The American Flag," Joseph Rodman Drake.
When Freedom from her mountain height
Unfurled her standard to the air,
She tore the azure robe of night,
And set the stars of glory there.
She mingled with its gorgeous dyes
The milky baldrick of the skies,
And striped its pure celestial white
With streakings of the morning light;

Then from his mansion in the sun
She called her eagle-bearer down,
And gave into his mighty hand
The symbol of her chosen land.
* * *

12.—The feeling of love and reverence for our flag is in all of our hearts. In order to keep this feeling alive, flags are placed on all public buildings. Some of these are displayed every day; others on holidays only. We love to see the flag on our schoolhouse.

SONG—"Our School Flag." (Words by Mary Vaughan. Music adapted by H. Gilbert, Educational Music Course, Teachers' Edition for Elementary Grades, Ginn & Co., publishers)

RECITATION (by class)—"The Flag Goes By," Henry Holcomb Bennett.

Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums,
A flash of color beneath the sky;
Hats off!
The flag is passing by!

Blue and crimson and white it shines,
Over the steel-tipped, ordered lines.

Hats off!
The colors before us fly:
But more than the flag is passing by.

Sea fights and land fights, grim and great,
Fought to make and to save the state;
Weary marches and sinking ships;
Cheers of victory on dying lips.

Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums;
And loyal hearts are beating high;
Hats off!
The flag is passing by!

13.—What feelings of loyalty it must stir when a sailor or person who has been traveling in a foreign country comes home and sees our flag for the first time perhaps in weeks or months or even years.

14.—Daniel Webster wrote: "We wish that the last object on the sight of him who leaves his native shore, and the first sight to gladden him who revisits it, may be something which shall remind him of the liberty and glory of his country."

CLASS RECITATION—"The Flower of Liberty," Oliver Wendell Holmes.

SONG—"The Flag We Love." (Words by Mary Stanhope. Music by Dr. J. Mainzer, Educational Music Course, Teachers' Edition for Elementary Schools, Ginn & Co., publishers.)

15.—Soldiers love this flag. During the dreadful days of battle what an inspiration the flag must have been to the tired and often discouraged men. In 1814 Fort McHenry in Maryland was attacked by the British. Mr. Francis Key had a friend who had been captured by the British. Mr. Key went under a flag of truce to get his friend back. General Ross promised Mr. Key he should have his friend, but not until they had finished the attack on the fort. From the deck of their ship they watched for the entire day, knowing that the fort was theirs as long as the flag was in sight.

16.—During the night they listened for the noise of the guns. After a while the firing ceased. Was it because they had lost the fort? They walked up and down the deck for the rest of the night. As soon as day dawned they looked towards the fort and saw that our flag was still there. Mr. Key sat right down and wrote

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THE DIRECTION OR AIM OF ATTENTION.

The "key" to attention is the choice of the object of attention. Is it self selected, or is it assigned? Attention to an object of one's own choice never represents the same mental power as attention to something to which one's thought is assigned.

Attention to an object of one's choice varies in value according to whether the choice is determined by active thought or by drifting into it. One may choose to attend to rag time because the gang likes it, or he may choose to attend to the oratorio because he knows that the effect upon him will be admirable. The values of these two phases of attention are as wide apart as the east is from the west.

The direction of attention can be determined largely by the use of judicious influences. This aim and purpose should not be confused with intensity or alacrity. It is simply directing the channel of attention.

A child's life should have three distinct phases,—play, work, and study,—and they should never be confused. Play can never be work; no more can work be play. Study can be neither work nor play, and neither play nor work can be study.

No child should have a playless day, but from seven to seventeen every one should have well-directed teaching and do regular and effective study. From ten to three score and ten every one should work more or less.

Play has its purpose as distinctly as work and study and should be as well directed. Work is to be viewed as a necessity, study as a privilege, play as a luxury.

Children choose their own play as naturally as they breathe. Whether or not they choose their work depends largely upon conditions and disposition. They rarely choose study under fourteen years of age.

The choice of his play reveals a boy's bent more than any other one thing in his life from six to sixteen. It reveals physical, mental, and moral relations.

Without entering upon the highly important problem of directing the play life of school children it may be said that it must never be forgotten that the choice is determined by love of mischief, fun, power, gain, or desire for distinction, and it is easily seen how significant is the motive of a child in his choice of play. This is a theme all by itself to which attention will be given later.

Work is chosen because of interest in it, because of profit, of its relation to one's other interests, of opportunity to get into something that is not work, or because of the choice for development of one's self. The child rarely has much choice as to work, and the school is not expected to have anything to do with outside work, but it ought to be possible for the school to so influence the child as to be a factor in all of his choices.

As to choice in study the school is supreme.

DIFFERENT POINTS OF VIEW.

To a man who is not infrequently before associations of educators in a dozen different states and provinces in a single month and in a score of different important cities, it is interesting to see the various points of view. One has to be alert in order to keep in mind the atmosphere he is in. Here is a convention in which one is a crank who ventures to advocate doing away with a local district board for each school. Here no one can be found who belives in combining school districts, however small. Here it is extreme radicalism to object to promotions by written examinations. But, will you believe it, whatever the point of view, there is no appreciable difference in the sum total of the effectiveness, and even of the general progressiveness of the schools and of the school people. Woe be to the man who should follow me for one month, if he has a cast-iron creed, as some men have, as to administration, equipment, methods, and devices. The man who knows precisely how everything should be done will do well to stay at home and build a Chinese wall around his pet association.

A PITIABLE ARGUMENT.

A leading paper in a southern city that has recently chosen a northern man as superintendent has this sentence in a lengthy editorial:—

"This going outside of —, even outside of the state of —, for a public school superintendent is at variance with wisdom and hostile to the sentiment of nearly every thoughtful man in the community."

It may be that that city has a better man than the one selected, and the state certainly has good men, but when any city calls it "wisdom" to inbreed for the sake of inbreeding it does violence to every

principle of success in every phase of life. When a man knows that local prejudices count for more than fitness there is a terrible temptation to neglect growth and development, personal, scholastic, and professional, and seek rather to fasten his grip on various local influences. There is not a body of facts adducible which shows that education has ever thrived on inbreeding for the sake of inbreeding. A local man is ten times as much of a man if he knows that he must show himself fully the equal of any other applicant regardless of locality. New York and Massachusetts have always given every conceivable evidence of educational mastery, whether it be in industry, commerce, or the professions, and in these states they take the country for their field. Boston goes to Illinois or Ohio for a six-thousand-dollar superintendent, and New York city goes to Massachusetts for several of her \$6,000 assistant superintendents. This is an entirely safe proposition that, all in all, the success of any school system is gauged by the freedom with which they can go where they please for their educational leaders. Mayors and city councils must be local men. The new blood can best come through educational channels, and there alone will its effect be broadly and permanently felt.

APPRECIATION OF TEACHERS.

There is cause for rejoicing over the disposition to put appreciation of teachers into concrete form. Scarcely a week passes that does not bring evidence of this new order of things. We have hesitated to mention these lest it should appear to be a glorification of an individual, but since it has come to signify an important tendency of the times, and one that should be cultivated, the situation has changed. Recently, when Albert G. Boyden resigned the active principalship of the Bridgewater normal school the students made him a handsome financial gift; last month Miss Isabelle Horne of the same school was given a purse of one thousand dollars by past pupils, and Miss Sarah Fox of the Somerville high school was given a purse of eight hundred dollars. This is a long way ahead of mere resolutions.

THE MISSION OF EXHIBITS.

A new era has dawned for the exhibit. It is no longer for show, is no longer for the pride of the exhibition, but it is a mission, and has a message. It is distinctly educational and inspirational. Of course there will still appear, now and then, defunct features, but there is nowhere more distinctly seen the new order of things than in the new exhibit. Boston had a model of this kind last week in the "Industrial Health Exhibit." There was not a foot of space wasted on mere show or to tickle the pride of fond parents. There was a mass of information such as could be gotten in no other way, and it all bore on vital questions. There was no glorifying of the past, no idle dreaming as to the future, but a remarkable portrayal of the horrible industrial situations and always beside it was a marvelous revelation of the way the conditions have been absolutely transformed, even

transfigured. The modern exhibition is a demonstration. Nothing else is permissible.

NOTABLE GIFT.

One of the most worthy benevolences of the day is a fund of \$50,000 given to the Thomas Orchestra Association of Chicago by Mrs. Thomas Nelson Page. This is a suggestion for men of much larger means. The benefit cannot be expressed.

EXHIBITS IN PUBLIC LIBRARIES.

Newark, N. J., under the inspiring leadership of J. C. Dana, librarian, has utilized the public library for instruction and interesting exhibits. In the past five years there have been forty exhibitions in the library, at which more than a quarter of a million persons have been in attendance. Why not thus utilize public libraries in all cities where space can be made for it?

A STRIKING DEPARTURE IN HIGH SCHOOLS.

Lincoln, Nebraska, has taken a heroic stand on the high school. The session is an hour longer than in the grades, instead of being, as it usually is, much shorter. Every recitation period, so called, is twice the usual length, and the last half of each period is devoted to the study of the next lesson in that branch. The students, therefore, study under direction of the teacher, and they study a lesson when the mind is alert to know more about it. In practice, certainly, it is bearing good fruit. It is worth thinking over carefully.

W. E. WILSON'S SUCCESS.

Principal W. E. Wilson of the Ellensburg (Washington) normal school has won highest recognition in the Pacific Northwest. He went there from the Rhode Island normal school about ten years ago just when educational affairs in that part of the country were rocky. He has seen men come and go from the normal schools and colleges of Oregon, Washington, Idaho, and Montana, but he has grown into leadership steadily and nobly. He has an appropriation of \$75,000 for new buildings, has secured the increase of salary for every teacher on the force, and has personally had his salary raised \$700, carrying it \$500 above the Massachusetts standard, and what is more significant he has been appointed by the governor upon a commission to revise the school code of the state. There are upon this commission two ex-officiis members, and three others, one of whom shall be chosen from the higher institutions of learning, of which there are three state colleges and three normal schools, and Mr. Wilson is selected as this member of the committee. Best of all everyone in the state says it is all deserved.

COMMITTEE ON RESOLUTIONS.

The committee on resolutions of the N. E. A. meeting at Los Angeles is to be as follows: C. C. Van Liew, chairman, Chico, Cal.; W. A. Edwards, Pasadena, Cal.; F. G. Blair, Springfield, Ill.; G. R. Glenn, Dahlonega, Ga.; S. A. Underwood, West-

port high school, Kansas City; S. Belle Chamberlain, Boise, Idaho; W. E. Hatch, New Bedford, Mass.; Maude B. Hansche, 512 Woodland terrace, Philadelphia, Pa.

KATE STEVENS HONORED.

Kate Stevens of London, who was in this country for five months last summer, making a host of friends not only among educators, but among philanthropists and publicists, has been appointed head mistress of the Montern Street Follington Park Girls' Higher Elementary school at a beginning salary of £300, to increase to £400. This is the highest position for woman in public education in England. She is to have it under new and delightful conditions. It will be, hereafter, much like an American public high school, the first in London.

SCHOOL USE OF THE DICTIONARY.

In no other one thing is the school quite so deficient as in the pupil use of the dictionary. I am rarely in a schoolroom above the second grade that I am not impressed with this. I was recently in sixth-grade room with the principal. Four times in fifteen minutes it was impossible to get good results without the use of the dictionary. Neither the teacher, the principal, nor myself could answer adequately four questions that arose. There was one Webster's unabridged dictionary, but evidently no child would have thought of looking up the matter even after the universal ignorance was established. I went to the dictionary and promptly settled each question. Every child should have had a small dictionary on his desk. A small dictionary such as can be had for twenty-five cents, one of these elegant new dictionaries, would have answered all of these questions. Many dollars worth of time of teachers and pupils would be saved by the wise use of a dictionary costing twenty-five cents. Then the large dictionary could be used intelligently when needed.

With unfeigned delight we welcome the new New England Magazine under the editorship of Winthrop Packard, with Frank Putnam as chief editorial field writer. Mr. Putnam is to play a double roll, writing elaborate illustrated articles on the New South from New Orleans and Texas, and also upon "What is the Matter with New England?" In paper, illustrations, and press work it is better than ever, indeed it has no superior in the field.

Five of the thirteen counties in Massachusetts have increased the wages of women teachers more than twenty per cent. Seven of the others, or all but two, more than ten per cent. Unfortunately Suffolk county (Boston) raised but one-hundredth of one per cent., which means none at all. In Essex county it was less than a tenth of one per cent.

Once more Colorado Springs steps to the front. Thirty per cent. of the pupils go to the high school. The grade teachers' salaries are raised to \$960, the high school teachers' salaries raised \$200; and

Superintendent Dietrich is re-elected for three years at a salary of \$3,000.

W. S. B. Mathews, whose articles on music in the Journal of Education the past year have given much satisfaction, will be with Theodore Presser, the publisher, in Philadelphia in May, and will give lessons in his specialties incidentally.

The \$95,000,000 for the navy this year would enable the people of the United States to pay all school teachers \$2 a day. Isn't it disgraceful to put \$95,000,000 into the navy when 300,000 teachers receive less than \$1.25 a day by the year?

The Roxbury Latin school, from which Dr. William Coe Collar has resigned after fifty years of service, forty as principal, is one of the famous secondary schools of New England.

In New York cities, where women teachers' salaries are the highest in the world, they are paid less than any other women city employees except the cleaners.

Holyoke, Mass., teachers are petitioning for salary increase. They will get it unless selfish personal interests control the board.

The United States government is doing nobly when it appropriates \$150,000 for the investigation of the child labor problem.

"Edward Everett Hale is America's Grand Old Man," says Andrew Carnegie. Carnegie is the world's G. O. M.

Ellensburg (Washington) normal school has raised the salary of every teacher. This is delightful.

The province of Ontario is looking for every lost improvement in educational facilities and spirit.

When President Eliot entered Harvard in 1849 there were 584 students; now there are 4,500.

The inadequate support of the United States bureau of education is a national disgrace.

More than 20,000 immigrants in one day. This is 5,000 more than the record hitherto.

Edwin Markham's great work for humanity will be in his war on child labor.

Indiana seems to have the prize for good educational legislation in 1907.

Orange, N. J., is to raise the salaries of the teachers. Keep it a-going.

July 8-12, National Educational Association, Los Angeles.

Blessed be the cities that are at peace educationally.

July 1-2-3-4, American Institute of Instruction, Montreal.

Northampton, Mass., has raised teachers' salaries.

The war against war should be victorious.

Los Angeles, July 8-12.

London, 7,000,000!

THE WEEK IN REVIEW.

HUGHES IN FIGHTING MOOD.

There is now open war between Governor Hughes of New York and the Republican majority in the legislature; and it is a matter of national interest, because the figure which Governor Hughes may cut in the presidential campaign next year will depend largely upon how he bears himself in this conflict and how he comes out of it. The first direct clash was over the governor's attempted removal of Insurance Commissioner Kelsey for inefficiency. The Senate committee went against the governor by a close vote, and its action was sustained by the Senate by a large majority. Thereupon Governor Hughes retorted with a vigorous special message, urging a reapportionment of legislative districts. This is a proposal which the Republican leaders in the Senate especially resent, because its adoption would throw them out. There seems to be no doubt that public opinion in New York is strongly with the governor, and in spite of his first defeat he may yet win as regards his general policy.

A FLAG FOR UNITED AMERICA.

There is something at least sentimentally inspiring in the conception of a common flag for all the Republics of America, formed by a combination of existing national emblems. Such a flag is soon to float from the high mast over the new building of the Bureau of American Republics at Washington. The colors will embrace the green of the Mexican and Brazilian flags, the yellow of Ecuador and Venezuela, and the red, white and blue of the other republics; and placed upon a suitable field will be twenty-one stars to represent the twenty-one republics included in the bureau. It may tax the ingenuity of the designer to combine all these colors without producing something a little gaudy; but the flag will in any case be an impressive emblem, and it would be still more so if some time an effective method of conciliation and arbitration could be devised to avoid the wars and revolutions to which Latin America takes so easily.

THE RUSSIAN DUMA.

Just before adjourning from April 30 to May 13, over the Russian Easter holidays, the Duma vindicated its character as a staid parliamentary body by passing the army appropriations. Naturally enough, there were some vehement attacks upon the army by the extreme members, but these were frowned upon by more responsible leaders, and the bill was put through. At the same session, by a unanimous vote, the Duma passed a bill to put an end to the drum-head courts-martial. The reactionary elements have done their best to influence the Czar to dissolve the Duma, and were quick to use the attacks upon the army as a pretext to that end, but they failed, and no doubt is expressed that the Duma will be allowed to reassemble and go on with its work after the recess. It is also pretty generally agreed that the premier, M. Stolypin, is handling affairs very well in an extremely difficult situation.

THE KINDERGARTNERS IN NEW YORK.

BY JANE A. STEWART.

Six centres of public educational interest in New York city have swarmed with winsome and devoted kindergartners from all parts of the United States and Canada during the recent fourteenth annual convention of the International Kindergarten Union—familiarily known as "the I. K. U." The eager disciples of Froebel gathered in Teachers College, Columbia University, for the preliminary conferences of the child training experts, for the welcome and business meetings, for the complimentary luncheon and reception, for the suggestive round table on art teaching; in DeWitt Clinton High school for the thoughtful discussion of kindergarten principles and the fine educational addresses; in the Wadleigh High school for the round table on mothers' meetings; in the American Museum of Natural History for the inspection of the noteworthy kindergarten exhibit; in the Metropolitan Museum of Art for the big public reception; and at Carnegie Music Hall for the great mass meeting when Rev. Dr. James Taylor, the president of Vassar College, and Dr. Hamilton Mabie were the speakers and the American Symphony orchestra discoursed sweet strains of classical music. Between times there were visits to the United States Immigration bureau, at Ellis Island; to the University settlement; and to typical New York kindergartens. Some of the attractive events occurred synchronously. Altogether it was a lively week.

While no new development in kindergarten ideals or practice can be recorded as a result of the convocation, the event certainly marked a forward movement in several directions. The need for the creation of a higher art sentiment among kindergartners was thoroughly impressed by the remarks of Professor Arthur Dow, Teachers College, Miss O'Grady, and others. Emphasis was laid on the extension of mothers' meetings in the excellent addresses of Miss F. Curtis, Brooklyn; Mrs. Walter D. Herve, New York; and Miss Annie Laws of Cincinnati, all of whom urged the coming together of parent and kindergartner; made clear and valuable suggestions for programs and other features of mothers' meetings, and told how the kindergartens can be of much help to the mother in story-telling, home occupations, music, and the like. The holding of mothers' meetings is just as important, it was well said by Miss Curtis, as the teaching of the children and equally as valuable to the board of education and to the community.

The novel feature of the 1907 convention was the striking historical exhibit in which even the most hurried might read the story of the kindergarten movement in the United States from its inception at Columbus, Ohio, to the records of the achievements of the big local kindergarten associations and the twentieth-century system of public school kindergartens. Pictures of Dr. Barnard, Dr. Harris, Miss Peabody, and other eminent early leaders of the movement brightened the charts. The development of material was shown in covered glass cases. And unique interest was imparted by the precious loans from the Froebel Museum at Eisenach, Germany, secured and forwarded by Miss Eleanore Heerwart, the oldest living kindergartner in Germany and a pupil of Frau Froebel. The original gifts (crude and intricate as compared with the present-day material) were shown and quaint German text-books—and first editions. The interesting exhibit, it is apropos to note, will remain on view at the Museum of Natural History for three weeks; and is well worth a visit.

Much of the enthusiastic spirit that distinguishes the kindergartner was prevalent in the convention. That education for life must emphasize duty instead of happiness as the chief end of life; that moral teaching belongs to home and church, but the school must make up the lack; and that the teacher must be possessed of the mis-

FLAG DAY EXERCISE.

[Continued from page 517.]

on the back of a letter the words of that song which tells so much, "The Star-Spangled Banner."

SONG—"Star-Spangled Banner."

(Child on platform holds large flag.)

Class.—"I pledge allegiance to my flag and to the republic for which it stands: One nation indivisible, with liberty and justice for all."

(The right hand lifted, palm downward, to a line with the forehead and close to it. At the words, "to my flag," the right hand is extended gracefully, palm upward, towards the flag until the end of the pledge of affirmation, then all hands drop to the sides.)

SONG—"Salute to the Flag," Songs of the Child World, No. 2, Riley and Gaynor, The John Church Company, publishers.

Class.—It is my flag. It is the flag of my country, and my country is America.

(Child holding large flag steps back. Six little girls dressed in white stand a little in front, three on each side, and wave flags down, left, up to beat time for the music as the class sings "America.")

SONG—"America."

COLLEGE ENGLISH.

BY EDITH GILES.

"LORNA DOONE"—CHAPTERS XVI.—XX.

Chapters XVI. to XX may be taken as one, for though without abrupt division, they stand together, complete in themselves, and make a single action. That action is very simple. The love story of Lorna and John Ridd is definitely opened, but as yet it is hardly more than introductory, and runs through the four chapters rather as the undercurrent of a motif leading the purpose of the general composition through a theme of its own. In point of fact, in the reading of the romance, the love incident—namely, Lorna's meeting with John Ridd, and his taking the position in the romance henceforth as her lover—is the most important thing in these chapters. There has been quite a break in the direct course of the story, while Tom Faggus and Reuben Huckaback were introduced, and in this incident it is resumed. But apart from the action of these four chapters they make together as rare a spring idyll as literature has given us in poetry or prose. Everything that makes spring lovely to the senses or the heart is woven into them in a prose so melodious and rhythmical that it holds the most exquisite art of poetry.

In Chapter XVI. Master Reuben Huckaback is put positively out of the story until circumstances may require him again. We appreciate what a good piece of writer's craft is his dismissal where he cannot possibly be an interfering agent when we realize that his very departure is made the connecting link in John and Lorna's story.

The story is kept through these chapters strictly to John Ridd's point of view, and we see the loveliness of the springtide of nature and the springtide of the heart of man, both set in tune with love, through the eyes and heart of a man of finest instinct and sentiment, and of the finest trained senses. Note some of the passages where this appears, such as the opening paragraph of Chapter XVII., or the paragraph beginning "But when a man comes home at night," et sequentia; or when he carves "L. D." upon the tree; or lies down upon the wet moss heedless of his best coat. Observe the action as well as the sentiment when he dashes up

to save the poor sheep; the point of Mother Melldrum's metaphor is left to his imagination and to ours; yet neither upon him nor upon us is the point of it lost. Again in John Ridd we see through these chapters the man of double nature; we see the man who all the time calling himself simple witted, shows himself to be pure and great of heart and mind; at the same time he is the yeoman farmer, practical in affairs, sound in judgment, quick in decision, and forceful in action.

The interest in the story is heightened by a contrast of the scenes of John Ridd's visits to Mother Melldrum, where we see the prevalent superstition of the epoch of the story and the scene of John's meeting Lorna. From the technical use of such contrasts the story gains life and character, while in this instance the scenes are so masterly woven together that we realize by our own satisfaction of how much value they are.

Masterly also is the bringing back of the story to the love theme. There is the prelude of spring, the hint of revery, the mysterious promise that is the finest essence of the season—and breaking in upon it, Lorna's lovely song. The story must needs open somehow in words, and it could not be done more perfectly. We can almost hear the melody upon the air, and certainly we never can read it without a thrill of the heart that brings us very near to John Ridd.

SUGGESTIVE LIST FOR CULTURE WORK IN READING.—(II.)

EIGHTH YEAR.

For Reading—

- Sohrab and Rustum. (Arnold.)
- Merchant of Venice. (Shakespeare.)
- Wonder Tales from Wagner. (Chapin.)
- Ivanhoe (Scott.)
- Story of Jean Valjean, edited by Miss Wiltse.
- Picciola. (Saintine.)
- Enoch Arden. (Tennyson.)
- The Nights of Venice. (George Sand.)
- Development of American Literature.
- Vision of Sir Launfal. (Lowell.)

Thanksgiving:

- Autumn. (Shelley.)
- Autumn in California. (Overland, Vol. 26.)
- The Feast of Harvest. (Stedman.)
- Two Festivals. (Lucy Larcom.)

Christmas:

- Christmas in California. (E. R. Sill.)
- Legend of Santa Claus as told by Jean McArthur.
- Saint Brandon. (Matthew Arnold.)

Poems:

- Quiet Work. (Arnold.)
- The Youth of Nature. (Arnold.)
- Self Dependence. (Arnold.)
- Character of a Happy Life. (Sir H. Wotton—in Golden Treasury.)
- Simon Lee, the Old Huntsman. (Wordsworth.)
- Written in Early Spring. (Wordsworth.)
- Telling the Bees. (Whittier.)
- Daybreak. (Longfellow.)
- The Poetry of Earth is Never Dead. (Keats.)
- Lucy Gray. (Wordsworth.)
- The Brook. (Tennyson.)
- Lucy. (Wordsworth.)
- Hints. (Lucy Larcom.)
- The Trees. (Lucy Larcom.)
- Glimpses. (Lucy Larcom.)
- To a Skylark. (Shelley.)

To a Skylark. (Wordsworth.)
 The Humble Bee. (Emerson.)
 Thy Dying Swan. (Tennyson.)
 Mort d'Arthur. (Tennyson.)
 Abraham Lincoln. (Stedman.)
 Say Not the Struggle Nought Availeth. (Arthur H. Clough.)

Marshes of Glynn. (Lanier.)
 Keramos. (Longfellow.)
 The Cloud. (Shelley.)
 The Daffodils. (Wordsworth.)
 The Rainy Day. (Caroline Southey.)
 Forbearance. (Emerson.)
 Friendships. (Emerson.)
 The Rhodora. (Emerson.)
 Eternal Goodness. (Whittier.)
 The Sea Hath Its Pearls. (Longfellow.)
 Under the Violets. (Holmes.)
 Study Life and Character of Lowell, Sir Launfal, Shepherd of King Admetus, To the Dandelion, The Finding of the Lyre, The Singing Leaves, To a Pine Tree, and others.

For Memorizing:

The Ship of State. (Longfellow.)
 Each and All. (Emerson.)
 Thanatopsis. (Bryant.)
 The Ladder of St. Augustine. (Longfellow.)
 St. Philomena. (Longfellow.)
 A Man's a Man for a' That. (Burns.)
 Old Ironsides. (Holmes.)
 Address to the Flag. (Drake.)
 Liberty and Union. (Webster.)
 What Constitutes a State. (Jones.)
 Lincoln's Gettysburg Address.

AMERICAN BENEVOLENT INSTITUTIONS.

BY WALTER J. BALLARD.

According to the bureau of the census, the United States has 4,207 benevolent institutions supported wholly or in part by public taxation, private endowment, or by subscriptions, donations, or other forms of gift for the benefit of the sick, aged, or needy. These institutions are classified as orphanages, permanent homes, temporary homes, and homes for the deaf and blind.

One-third are hospitals, and about one-fourth are orphanages and children's homes. The permanent homes for adults and children rank third in point of number, and the temporary homes rank fourth.

From 1890 to 1903, 2,004 benevolent institutions were founded, equal to an average of 154 each year. That is a record not duplicated in any other country in the world. One institution founded for each two working days in each of the thirteen years.

The 4,207 institutions are distributed by states of the Union fairly well. New York ranks first with 659; Pennsylvania second with 409; Massachusetts third with 305; Ohio fourth with 267, and Illinois fifth with 257.

Ohio has the largest number of public institutions, while Delaware is the only state without a public institution of any character, except the almshouses and hospitals for the insane.

New York ranks first in the number of private institutions and also in the number of institutions under ecclesiastical control. In Idaho, Oklahoma, Oregon, and Washington about one-half of the benevolent institutions were organized and are maintained by the churches.

There are no orphanages in either Arizona, Idaho, or Wyoming, and neither Arizona, Nevada, New Mexico, Oklahoma, nor Utah have, as yet, any permanent homes for dependents.

Day nurseries, temporary homes, and dispensaries exist principally in large urban centres. Two-thirds of the

day nurseries are located in Massachusetts, New Jersey, New York, and Pennsylvania. In the dispensaries—free—of New York city alone, 10,848 cases per 100,000 inhabitants were treated, or rather over ten per cent. of the city's population. In the country as a whole the figures are 1,982 cases per 100,000 inhabitants, or about two per cent. of the entire population. These figures are for the year 1903.

During 1903, over ten per cent. of the population of New Jersey were admitted to temporary homes. The lowest rate of admission was in North Carolina.

Relatively to the population and the amounts devoted to other forms of benevolence, the outlay on behalf of the deaf and blind is noticeably large in some of the southern states.

Of the 4,207 benevolent institutions, 2,359 are managed by private corporations; 1,363 are supervised and supported by religious denominations, orders, or groups of churches; and 485 are directly supervised and maintained by the federal government, individual states, or civil divisions.

During 1903 the total cost of maintaining the 4,207 institutions was \$55,557,633. More than half of this was used for hospitals. The orphanages cost about ten millions, the permanent homes almost as much, while the deaf and blind required about three and a half millions.

It is rather surprising to find that the year's income from pay patients amounted to \$14,848,508. The subsidies from public funds reached \$6,089,226. The numerous homes for war veterans partly account for the fact that men and boys outnumber the women and girls in benevolent institutions. The 1903 cost of maintenance of the three classes of institutions was as follows: Public, \$16,263,958, or 29.3 per cent.; private, \$24,163,099, or 43.5 per cent.; and ecclesiastical, \$15,150,576, or 27.2 per cent.

Los Angeles, Cal.

WHY SILHOUETTE.

A CURIOUS BIT OF HISTORY WRAPPED UP IN THE WORD.

The making of silhouettes can hardly be classed among the lost arts, since there is so little art about them. The best of them represent the human profile in a crude way, and they were regarded as rather a cheap kind of pictures even in the days when they were most popular. Indeed, the very word silhouette means something poor and cheap and it had its origin in a spirit of ridicule. It is taken from Etienne de Silhouette, who was a French cabinet minister in the year 1759, when the treasury of France was very low because of costly wars with Britain and Prussia and by the extravagances of the government. When Etienne de Silhouette became minister of finance he set about making great reforms in the public expenditures. He was, by nature, a very "close" man, and he went to such extremes in keeping down the public expenses that he brought great ridicule upon himself, and finally anything that was cheap and poor was referred to as a la Silhouette.

A very crude picture was popular at that time. It was made by tracing the shadow or profile of a face projected by the light of a candle on a sheet of white paper and the outline defined with a pencil. This was such a very poor and cheap sort of a picture that it was at once called a silhouette in further derision of the very saving French minister, and the name has "stuck." It is an instance of the curious derivation of some words in common use, and this unkind slur on a man who was really trying to introduce needed reforms in the spending of the public money has long been accepted as a good and proper word. Indeed there is no other word used for pictures of this kind, although there were such pictures long before Monsieur Etienne de Silhouette had his name attached to them in so embarrassing a way.—From Morris Wade's "When the Camera Was Unknown," in St. Nicholas.

BOOK TABLE.

MAXWELL'S SCHOOL GRAMMAR. By William H. Maxwell, LL. D., superintendent of schools, New York City. New York, Cincinnati, and Chicago: American Book Company. Cloth. 317 pp. Price, 60 cents.

Superintendent Maxwell now supplements his "Elements of English Grammar" with a complete "School Grammar." It contains all the material necessary for an elementary course or a high school course; and will meet all the demands of students, whether they leave school at any time after the eighth year, or whether they are preparing for college entrance examinations. It especially covers the requirements of the Syllabus in English issued by the New York State Department of Education. Among the noteworthy features of the work are the scientific order of topics, the absence of unnecessary detail in explanations, the method of combining analysis and parsing, the practical character of the exercises, the systematic reviews of etymology, syntax, and analysis, and the classification of errors in speech. From our standpoint the best feature of the book is its intense sensibleness, explaining many common usages in a clear and concise manner. Here are a few samples:—

When the is used before an adjective in the comparative degree, as, "the more the merrier," it is not the definite article, but an adverb. In this use it is derived from an Anglo-Saxon case of the demonstrative that, meaning by so much.

Yes and no, when standing alone in reply to questions, are not really adverbs. They are, in fact, the equivalents of sentences.

Many adverbs are composed of two or more words; as, "from above," "one by one," "now and then," "ever and anon," and the like. These may be called phrase adverbs.

It cannot be impressed too strongly or too frequently on the student, that the function which a word discharges in a sentence determines the part of speech to which it belongs:—

Words that are ordinarily nouns are sometimes used as adverbs; as in the expressions, "Stone dead," "He cares not a cent." Words that are ordinarily adjectives sometimes become adverbs; as, "He speaks loud," "He runs fast." The reason is that in olden times adverbs were formed from adjectives by adding *e*; as, bright, brighte. In modern English the *e* has been dropped in these cases, and no other suffix substituted.

Words that are usually adverbs occasionally become nouns; as, "Now (= the present time) is the accepted time, now is the day of salvation." "He came from abroad."

Words that are usually adverbs become adjectives: (a) as modifiers; (b) as predicate complements.

(a) "Drink no longer water, but use a little wine, for thy stomach's sake and thine often infirmities."—Bible. "Even Homer sometimes nods."

This example some grammarians would explain by supplying an ellipsis:—

"Even (so careful a poet as) Homer sometimes nods." (b) "He is here," "The child is away."

In the last example (b) here and away are usually parsed as adverbs. But a little consideration will show that the verb to be, when it is merely a copula, cannot take a modifier. In the examples given above, the verb serves simply to assert locality. Hence, here and away may be parsed as adverbs used as predicate adjectives.

The word as is used as a relative pronoun, as an adverb, as a conjunction, and as a preposition.

In the sentence, "Such as I have I give," as is a relative pronoun.

In the sentence, "He is as clever as his brother," the first as is an adverb of degree; the second as is a conjunction.

In the sentence, "As I am your subordinate I will obey you," as (= because) is a conjunction.

In the sentence, "Ruskin is greatest as an art critic," as is a preposition.

COMPOSITION-RHETORIC. By Thomas C. Blaisdell, Ph. D., recently of the Normal High school of Pittsburg. New York: American Book Company. Cloth. 12mo. 405 pp. Illustrated. Price, \$1.00.

A finely conceived and admirably executed work, designed to teach young people how to write effectively. The author has evidently come to know from wide observation what a paucity of ideas the average pupil may have, and then the difficulty he has in putting together the few he has into some coherent and interesting form. And his book tends to larger fruitfulness of ideas, and better ways of expressing them. The author is to be congratulated on his fine piece of work. The illustrations also are choice.

QUELQUES CONTES DES ROMANCIERS NATURALISTES. Selected and edited by Louis H. Dow and Prescott O. Skinner of Dartmouth College. Boston: D. C. Heath & Co. Cloth. 244 pp. Price, 55 cents.

Herein we are given the French text of selections from Flaubert, Zola, Daudet, and Maupassant, and these some of their best productions. They are for the student in French; are carefully annotated; and accompanied by a vocabulary, and an introduction which lets in considerable light upon the various schools of writers in France. The work is the most recent addition to Heath's Modern Language Series.

THE PHONIC WORD LIST. By Sarah F. Buckelew and Margaret W. Lewis of Public School No. 49, New York. New York: Isaac Pitman & Sons. Cloth. 110 pp. Price, 30 cents.

"A complete list of all the monosyllabic words, phonograms, and syllabic elements of the English language,"—so the authors announce. It is intended to aid in the drill of children in school in the right use of word sounds. The work has grown out of the experience in teaching in the primary department of a great public school. And now this experience is passed along in book form to help any other teacher who may be looking for just the assistance it can give.

EXPRESSIVE READING. By George F. Bell. Syracuse, N. Y.: C. W. Bardeen. Cloth. 174 pp. Price, 60 cents.

Here is a volume to help enrich the art of reading,—almost "a lost art" in the case of many children and youth, so the author seems to think. With nothing of technical advice, but with heaps of good, sound sense, the author has something to say about reading in all grades from the first to the eighth. And to this he adds a large number of selections for memorizing which are judiciously chosen, and which cannot be used without benefit to the pupil.

THE SPIRIT OF AMERICAN GOVERNMENT. By Professor J. Allen Smith, LL. B., University of Washington. New York: The Macmillan Company. Cloth. 409 pp. Price, \$1.25.

Here is a study of the constitution of these United States. Evidently the author—unless we mistake him—is not as fully pleased with this great historic document as he might be. To him there is in it an "inherent opposition to democracy," and is not because of its genesis the complete embodiment of the aims and ideas of present-day democracy. However, the book will bear a calm and careful perusal, for it is ably written, and will set us thinking willing or unwilling. It is not an unprovoked assault upon the constitution, although there are hints that in some respects it is not quite abreast of this progressive age.

FROM TRAIL TO RAILWAY THROUGH THE APALACHIAN. By Professor Albert P. Brigham, of Colgate University. Boston: Ginn & Co. 12mo. Cloth. Illustrated. List price, 50 cents.

A new method of instruction in geography, making more of human interest than of technique. The author makes use of the great migrations across the mountain barriers to awaken an interest in the geography without the students being aware of it. It is an admirable conception, and cannot fail to interest many an instructor in the upper grades of the grammar school and the first year of the high school, for whom it is specially designed. The abundant illustrations, and the pen portraits of eminent pioneers, greatly add to the effectiveness of this novel method of instruction.

BOOKS RECEIVED.

"A Progressive Spanish Reader." By Carlos Bransby. Price, 75 cents.—"The Prisoners of the Temple." By H. A. Guerber.—"The Making of English Literature." By William Cranshaw. Boston: D. C. Heath & Co.

"Manual of Composition and Rhetoric." By Gardiner, Kittredge, and Arnold. Price, \$1.00. Boston: Ginn & Co.

"Goethe's Torquato Tasso."—"Streiszüge durch die Welt der Grosstadtinder." By F. Gansberg. "Sophocles' Antigone." Edited by Geffcken and Schultz.—"Schönheit und Gymnastik."—"Abrege de l'Histoire de la Littérature Française." Edited by Elvira Krebs. "Homer's Odyssey." Dr. Georg Finsler. Leipzig: B. G. Teubner.

"Venetian Iron Work." By T. V. Morse. Price, 25 cents. Chicago: A. Flanagan Company.

"The Psychic Riddle." By Isaac K. Funk. Price, \$1.00. New York: Funk & Wagnalls Company.

"The Arthur of the English Poets." By Howard Maynadier. Price, \$1.50. Boston: Houghton, Mifflin & Co.

"Espéranto." By C. S. Griffin. Price, 50 cents. New York: A. S. Barnes & Co.

IMPORTANT POINTS IN SECURING ADVANCEMENT

Whenever a teacher feels that he has outgrown his present position, and that his services are worth more than his board or principal is paying him, and whenever a lady teacher by hard study and conscientious application to her school duties, feels that she is competent to take a more responsible position—the first question that arises is, how to get in touch with better positions. The teacher realizes that the first step to take is to learn where the openings are; to learn this quickly and promptly before the board is committed to anyone; and second, to have her candidacy come before the board in a way to be most effective.

THE VALUE OF INFORMATION CAN NOT BE OVER-ESTIMATED

Many educators make a mistake regarding the charges of a teachers' agency for securing information for candidates. A man who would consider it a legitimate expense to buy 100 postage stamps, and pay \$2.00 for them, sending out fifty letters, enclosing return stamps in each, in order to learn of vacancies where he might become a candidate, will often think that the same expense where the work is done by an agency rather than by himself, is a \$2.00 profit to an agency. While the man has absolutely no assurance of the place through the expenditure of the \$2.00 in the one case, he feels that if the money is sent to an agency there should be an assurance. An agency lumps together a large number of these two-dollar bills. It sends out many thousands of letters and advertises in many different ways. A man who sends out fifty letters can make no use of any vacancies which come as the result, except those that meet his particular need. On the other hand, the agency is in a position to make use of the other vacancies for other candidates, therefore, while the individual can only send out fifty letters for \$2.00 postage, and get perhaps two or three replies, of which he can make use, for the same money the agency may receive twenty letters which it can use. Therefore, the \$2.00 paid to the agency will cover six or seven times the number of letters that the same money would cover if spent by the individual.

THE AGENCY IS IN POSITION TO SECURE INFORMATION

On the other hand, school boards, principals, and authorities are very much more ready to give information to a reliable agency than to an individual; feeling that through the agency they would get into correspondence with only those who will be candidates worthy of consideration. The agency will probably receive five or six times as many favorable replies for the same number of letters, as the individual; hence the \$2.00 spent through the agency will produce twenty or thirty times the results which it would produce if spent by the individual.

PRESENTING THE APPLICATION

It is universally acknowledged that the Brewer Teachers' agency will not recommend any registered candidate higher than it is thought that candidate deserves. This agency desires above all other things to maintain its reputation for reliability.

CALLS FOR TEACHERS

For this reason numerous educational boards and superintendents every spring write to this agency asking for teachers; these calls coming from every part of the United States aggregate a very large number.

Superintendencies

Among the superintendencies for which this agency has been asked by authorities to suggest candidates this season are: One at \$3,600. One in the middle states at \$2,000. One in the central states at \$1,600. One in the

east at \$1,800. One in the middle west at \$1,500. One in the northwest at \$1,500. We also have about eighty-five superintendencies and principalships ranging in salaries from \$900 to \$1,400, many of these coming direct from authority.

High School Principalships

The Brewer Teachers' agency was asked by the authorities to furnish a candidate for one high school principalship, minimum salary of which is \$3,500; maximum, \$4,000. Also for one in the southern states at \$2,000. One in New York state at \$2,000. One in New England at \$1,700; another in New England at \$1,600. One in the far west at \$1,800 and a large number with salaries ranging from \$900 to \$1,400.

Smaller Superintendencies and Principalships

Principalships in all parts of the United States, both for men and ladies, at salaries from \$1,000 down to \$500, are almost without number.

Positions in the Grades

This agency has been called upon to recommend candidates for grade positions in the best cities in New England; salaries ranging as high as \$650. They have excellent places in New York, New Jersey, and Pennsylvania, and in all the southern states. For places in the far west superintendents have asked this agency to recommend at salaries ranging as high as \$800 and in some cases \$900.

Kindergarten Work

We have at this time twenty-three kindergarten positions on our books, some of which pay salaries as high as \$750.

Department Teachers

Geography—One position for teaching geography, paying \$2,300. In a state normal school.

Mathematics—We have on our books at the present time 136 positions in mathematics both in public and private schools; salaries ranging from \$50 a month to \$1,500 a year.

Engineering—Two positions (both direct from authority) one at \$1,200. One at \$1,700.

Sciences—In colleges, six positions. In public schools, 153 positions. Salary ranging from \$50 a month to \$1,800 a year.

English—Eight positions in colleges. 153 positions in secondary schools. Salary ranging as high as \$1,500.

History—68 positions in public and private schools; salary ranging as high as \$2,000.

Psychology, philosophy, and pedagogy, in colleges and state normal training work—16 positions; salary ranging up to \$1,500 or \$1,800.

Latin—12 positions in colleges; 136 positions in high and normal schools. Salary from \$50 a month to \$1,200 a year.

French, German, etc.—82 positions, some ranging as high as \$1,000.

Piano, violin—Private school music work, many positions.

Vocal music—In public schools; 106 positions; salary from \$50 a month to \$1,100 a year.

Drawing—45 positions. Salary ranging to \$900.

Manual training—78 positions; salary ranging as high as \$1,600.

Commercial work—54 positions; salary ranging to \$1,000.

TEACHERS SCARCE

Never before in the history of the educational work has there been such a scarcity of teachers. A large number of these places will be hunting candidates all the time during the next two months with varied success.

You should join our agency at once, even if not expecting to change immediately; but if you are expecting to change, there is no other investment of \$2.00 that will be as valuable to you. Send for our circulars and registration form. Address the Brewer Teachers' Agency, 1303 Auditorium Bldg., Chicago, Ill.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

May 8-11: Joint meeting of the Eastern Art Teachers' Association, Eastern Manual Training Association, and the Western Drawing and Manual Training Association, Cleveland, Ohio.

May 10: Eastern Connecticut Teachers' Association, Norwich.

May 10: Fairfield County Teachers' Association, South Norwalk, Conn., John R. Perkins, president, Danbury, Conn.

May 24: New England Association of School Superintendents, Latin School, Boston. Henry D. Hervey, Malden, secretary.

June 18, 19, 20: Kentucky Educational Association, Winchester.

June 24-26: South Carolina State Teachers' Association, Chick Springs.

June 25-27: Ohio Teachers' Association, Put-in-Bay, Edward M. Van Cleve, secretary, Steubenville, Ohio.

July 1-3: Oregon State Teachers' Association, Western Division, Salem. Miss Aphia L. Dimick, president.

July 1-2-3-4: American Institute of Instruction, Montreal, William C. Crawford, Cambridge street, Allston, Mass., secretary.

July 2, 3, 4: Pennsylvania State Educational Association, Greensburg, Superintendent R. B. Teitrick, president, Brookville.

July 9-12: National Educational Association, Los Angeles, California.

October 17-19: Vermont State Teachers' Association, Burlington, Vt.

October 17-19: Northwestern Iowa Teachers' Association, Cedar Rapids, Iowa.

SUMMER SCHOOLS.

May 14-August 6: Summer school Valparaiso University, Valparaiso, Ind.

May 21-July 18: Summer school, Ohio Northern University, Ada, Ohio.

June and July: Summer courses, Massachusetts Institute of Technology.

June 3-28: Summer school, Virginia Normal and Industrial Institute, Petersburg, Va.

June 3-September 28: Summer session, New York School of Industrial Art.

June 10-July 19: Summer school, State College of Kentucky, Lexington, Kv.

June 11-July 9: Summer school, Mississippi Industrial Institute and College, Columbus, Miss.

June 11-August 2: Summer school, Western Normal College, Shenandoah, Iowa.

June 12-July 23: Summer school, University of Alabama, University, Ala.

June 12-August 7: Summer session, Peabody College of Teachers, University of Nashville, Nashville, Tenn.

June 15-August 31: Summer Quarter, University of Chicago, Chicago, Ill.

June 15-July 27: Summer term, Iowa State Normal School, Cedar Falls, Iowa.

RECENTLY PUBLISHED.

Buckwalter's Easy Primer. Buckwalter's Easy First Reader.
Buckwalter's Second Reader.

By GEOFFREY BUCKWALTER, Principal of Mt. Vernon School, Philadelphia.

Correspondence Solicited.

PARKER P. SIMMONS, 3 E. 14th St., New York.

June 17-August 9: Summer term, Wayne Normal School, Wayne, Neb.

June 17-August 3: Summer school, Drake University, Des Moines, Iowa.

June 17-July 27: Summer session, State University of Iowa, Iowa City, Ia.

June 17-August 19: Special summer term, Ohio Northern University, Ada, Ohio.

SUMMER SCHOOLS.

CAPE MAY SCHOOL

-OF-

Agriculture, Industrial Arts
and Sciences

For Teachers and Others

Courses in Agriculture, Home Economics, and Manual Training.

Tuition Fee, \$5. for each Course

Combine an outing at the seashore with a month of study.

School opens June 28, closes July 26

WRITE FOR PROSPECTUS

Under the auspices of the State Board of Education and State Board of Agriculture of New Jersey. Governor Stokes will deliver address at opening.

AARON W. HAND, Secretary.

108 Perry Street,
Cape May City, N. J.

SUMMER SCHOOL OF
THE SOUTH

University of Tennessee, Knoxville

Sixth Session—Six Weeks.

June 25—August 2.

THE BEST SUMMER SCHOOL FOR TEACHERS

Courses in kindergarten, primary methods, music, drawing, manual training, domestic science, eugenics, expression, physical training, nature study and biology, agriculture, horticulture, school gardening, geography, geology, physics, chemistry, mathematics, English, literature, the Bible, Latin, Greek, German, French, Spanish, history, economics, sociology, psychology, education. Sixty popular lectures and high class musical entertainments. Conventions of National Story Tellers' League, National Guild of Play, Interstate League for the Betterment of Public Schools, Southern Kindergarten Association, Southern high school principals and teachers.—One fare on all Southern roads.—No fees except nominal registration fee.—Board and lodging at reasonable rates.—For full announcement and special information, address, P. P. CLAXTON, Sup't.

Harvard University

Summer Courses, 1907

July 2—August 9

For particulars apply to the Chairman

J. L. LOVE, Cambridge, Mass.

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Professional and Graduate Courses leading to Degrees of B. S., A. M., and Ph. D., and Diplomas in Teaching and Supervision.

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Announcement for 1907-08 ready April 1st.

Teachers College Publications:—

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Bi-monthly, 8th year, \$1.00 per year

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2nd year, \$0.75 to \$2.50 a number.

EDUCATIONAL REPRINTS

No. 1. Report of Massachusetts Committee on Industrial Education, 50 cents.

Descriptive circular on application

JAMES E. RUSSELL, LL.D., Dean

UNIVERSITY OF WISCONSIN
SUMMER SESSION

June 24—August 3, 1907

A regular session of the University with emphasis on graduate work.

Special courses for teachers, including a course in the Elements of Agriculture, given by Dean Henry of the College of Agriculture

Summer Session staff of 46 professors, 22 instructors, and assistants.

Location: Madison the Beautiful.

Tuition fee, \$15.

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UNIVERSITY OF MAINE

SUMMER TERM

Five weeks, beginning July 1, 1907

Total expense, including board and tuition, \$30 to \$35. Credit toward a degree given for all work of college grade.

Delightful summer climate.

For circulars, address

JAMES S. STEVENS, Dean,

University of Maine, Orono, Maine.

Summer Session of Stout Training Schools

July 22, 1907, to

Menomonie, Wisconsin

August 23, 1907

Eight Courses in Domestic Art and Science. Nine Courses in Manual Training. Equipment Unsurpassed. Experienced Teachers. Circular of information giving details sent on request.

Address Supt. L. D. HARVEY, Menomonie, Wisconsin

- June 17-August 12: Summer session, York College, York, Neb.
- June 17-July 27: Summer term, University of North Carolina, Chapel Hill, N. C.
- June 17-July 27: Summer school, University of Colorado, Boulder, Colorado.
- June 18-August 4: Summer school, Lincoln Institute, Lincoln City, Mo.
- June 18-August 13: Summer school, Highland Park College, Des Moines, Iowa.
- June 19-July 31: Summer school, University of Virginia, Charlottesville, Va.
- June 24-August 2: Summer term, Western State Normal School, Kalamazoo, Mich.
- June 24-August 3: Summer school, West Virginia University, Morgantown, W. Va.
- June 24-August 2: Summer school, Denver Normal and Preparatory School, Denver, Col.
- June 24-August 2: Summer session, University of Michigan, Ann Arbor, Mich.
- June 24-August 2: Summer school, Ohio University, Athens, Ohio.
- June 25-August 2: Summer session, State Normal School, San Jose, Cal.
- July 1-October 31: Summer courses for foreign students, University of Dijon, Dijon, France.
- July 1-August 23: Summer session, Fisk University, Nashville, Tenn.
- July 1-August 3: Summer term, University of Maine, Orono, Maine.
- July 1-19: Summer school, New York University, New York City.
- July 1-26: Summer session, Interstate Normal, Norfolk, Va.
- July 1-August 2: Summer school, University of Georgia, Athens, Ga.
- July 1-August 9: Summer session, Oshkosh State Normal School, Oshkosh, Wis.
- July 1-August 3: Summer school of Manual Training and Domestic Economy, Bradley Polytechnic Institute, Peoria, Ill.
- July 1-August 9: Summer school at University Heights, New York University, New York City.
- July 2-August 9: Summer courses, Harvard University, Cambridge, Mass.
- July 3-27: Summer school, Connecticut Agricultural College, Storrs, Conn.
- July 4-August 14: Summer session, Cornell University, Ithaca, N. Y.
- July 5-August 16: Summer school, Yale University, New Haven, Conn.
- July 5-August 16: Summer school, Syracuse University, Syracuse, N. Y.
- July 7-August 17: Summer school, Chautauqua Institute, Chautauqua, N. Y.
- July 8-August 19: Summer school, Whitewater Normal School, Whitewater, Wis.
- July 8-August 17: Summer school, University of Pennsylvania, Philadelphia, Pa.
- July 9-August 17: The summer session of the Columbia University, New York City.
- July 9-August 30: Summer school, State Normal school, Plymouth, N. H.
- July 15-August 24: Summer school, New Jersey Training School for Feeble-Minded Girls and Boys, Vineland, N. J.

Dustless Schoolroom Floors

When it is considered that circulating dust carries and spreads diseases such as Tuberculosis, Typhoid Fever, Asiatic Cholera, Erysipelas, Diphtheria, Yellow Fever, Pneumonia, and many others, the value of a floor dressing which will preclude circulation of dust in schoolrooms will be appreciated.

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is laying the dust in schoolrooms and public buildings everywhere, and is giving great satisfaction. Exhaustive tests show that the amount of circulating dust is reduced *eleven-twelfths* wherever it is used.

Not only does Standard Floor Dressing prevent the circulation of dust but it also preserves the flooring and reduces to a minimum the amount of labor necessary to keep the floors clean. It saves its own cost many times over. Three or four applications a year give best results. Patented **Standard Oil** makes process of application easy and economical. Sold by the barrel and in cans of varying capacity by dealers generally.

We will apply Standard Floor Dressing, without charge, to the floor of one room or hall in any Hospital, School, or other public building, to demonstrate that all we claim for it is true. Standard Floor Dressing is not intended for use on varnished, waxed or polished floors or for use in private houses. Testimonials and interesting reports from medical authorities on "Dust and its Dangers" furnished upon request.

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NEW ENGLAND STATES.

MASSACHUSETTS.

MONSON. The school committees of Monson and Brimfield have re-elected F. A. Wheeler as superintendent of the schools of those towns.

SOUTHWICK. The joint school boards of the district, including the towns of Southwick, Granville, Tolland, and Sandisfield, met April 25. Charles F. Prior was unanimously re-elected superintendent of the district for the coming year. Mr. Prior's work during the past year was very highly complimented.

TURNERS FALLS. The school committee has re-elected Frank P. Davison superintendent of schools at the same salary as last year, \$1,800, and re-appointed most of the old teachers. Principal J. D. W. Chester of the Turners Falls high school and Principal Monahan of the high school at Montague Centre are re-appointed.

GREENFIELD. Prospect Hill, a well-known school for girls, situated in this town, will go out of existence when the present school year ends in June. After the dissolution of the corporation and the payment of the school debt, whatever assets remain will be turned over to the American Unitarian Association, to be used for the education of young women.

Prospect Hill school was established in 1868 for "the education of girls whose parents are of liberal faith." The principal, Miss Caroline R. Clark, has acquired a part interest in a girls' school in New Jersey, and the property in this town is to be cut up into house lots. The price paid for the property is not known, but it is believed to be between \$20,000 and \$30,000 for six acres of land and two buildings.

GOSHEN. Ten members of the joint school committees of Ashfield, Cummington, Plainfield, and Goshen met last week at the Highland house for the purpose of electing a school superintendent. C. L. Judkins, who was recently chosen to complete Mr. Tower's unfinished term, was unanimously elected.

WENDELL. The school committees of Erving, Leverett, Shutesbury, and Wendell met at Millers Falls April 27 and unanimously elected Mrs. Cora A. Stearns superintendent of schools for the ensuing year.

BOSTON. The spring conference

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on village betterment was held under the auspices of the Massachusetts Civic League last Friday, Henry Turner Bailey presiding. There was a review of achievements by James S. Perkins, Canton; Charles W. Hubbard, Miss Harriet B. Whitaker, John D. Hardy, Wellesley Hills, Philip Emerson, Lynn; a discussion of billboards by Philip R. Allen, Henry Lewis Johnson, F. Spencer Baldwin, Frederic A. Whiting, Harlan P. Kelsey, and Edward T. Hartman.

THE WEEK IN REVIEW.

(Continued from page 521.)

AND NOW GUATEMALA.

Latin America is never long without an area of disturbance. The triangular war between Nicaragua, Salvador, and Honduras has but just been stopped when trouble arises between Mexico and Guatemala. The origin of the trouble was the assassination, in Mexico, of ex-President Barillas of Guatemala. The assassins are believed to have been agents of General Lima, the commander of the Guatemalan army at Guatemala City, and the political and military lieutenant of President Cabrera of Guatemala. Apparently Barillas was suspected of plotting to get back to power, and assassination seemed a convenient way of disposing of him. But Mexico took offence, and has made a formal demand upon Guatemala for the extradition of Lima, with a threat to break off diplomatic relations if the demand is not complied with. Meanwhile some Guatemalan conspirators formed a plot to get President Cabrera out of the way by a similar process, and exploded a mine under him, while he was driving through the streets. This is the third or fourth time that Cabrera's life has been attempted unsuccessfully.

A HALT IN CHINESE REFORM.

Chinese reform edicts always read sonorously, but they usually amount to little; and if progress is achieved, it is by a kind of zig-zag motion which at moments looks like retreat. It appears now that the promising reform edicts of last summer have been followed by a reaction, with, as is customary, unpleasant consequences for the reformers. Tang, the Yale graduate, who was made senior

vice-president of the new board of communications, has been removed. There is disaffection in the army, arising from the familiar cause of the non-payment of the troops. The finances of the government are in a bad condition; and the government's attempt to eradicate the opium evil has encountered a serious obstacle in the fact that the government is in too serious straits to be able to get along without the revenue from the opium tax.

PREMATURE SOLICITUDE.

There has been a good deal of agitation over the share of the Chinese indemnity for the Boxer outrages of 1901 which falls to the United States. The amount is \$24,168,357, a sum admittedly largely in excess of the actual losses, and it has been insisted that it would be an eminently wise and friendly thing if the United States were to remit some part of this indemnity. But it is an open question whether this could be done without affronting the other governments concerned, to whom allotments were made by the same agreement, since the action proposed would carry with it a reflection upon those governments which did not show the like magnanimity. Whatever is thought of this consideration, however, it seems that the agitation is premature, for the amount of the indemnity which has been paid in up to date,—about \$5,000,000—is less than one-third of the expense actually incurred by the United States for the rescue of the legations.

A GREAT MISSIONARY CENTENARY.

The centenary of a very important event in the history of foreign missions—the landing of the first Protestant missionary in China—has been celebrated during the past week by a great missionary conference at Shanghai. To this conference have traveled missionaries and secretaries and delegates from all parts of the world, representing altogether about thirty different foreign mission boards and seventy Protestant denominations. Various phases of religious and educational work have been discussed and plans have been made which promise great results. The local Chinese officials have extended a formal and cordial welcome, and have given assurances of their sympathy with the work. The dedi-

JOURNAL OF EDUCATION-EXCHANGE, WANT AND TEACHERS' DEPARTMENT

Advertisements measuring four lines (twenty-four words) \$1 each insertion, six times, \$5. Each additional line, \$0.25. No display; no stocks; no mines; no cures.

As we cannot know each classified advertiser personally we request the assistance of our readers and friends in excluding from these columns anything in any way questionable.

Copy for this department must reach us ten days previous to date of publication. This department appears second and fourth week each month.

SCHOOLS AND COLLEGES

MONEY IN COMMERCIAL ART. Ambitious young men and women should send for my booklet "A New Door to Success," which gives full details of my method of teaching drawing. A full year's practical art instruction for \$30.00. Grant Hamilton Studio, Suite 719 Flatiron Bldg., New York.

HIGH-GRADE HELP WANTED

MEN AND WOMEN: One hundred per cent. profit, if you sell Bears Powders; using spare time you will never be without money. Sells 25 cents package. Been on the market six years. No Roaches, Water Bugs, Ants, Poultry Vermin, etc., can exist where used. Harmless to human beings. No experience necessary. Boy or girl can sell it. Have a business of your own. Secure agents to sell and make profit on their sales. Big inducement on first shipment to get you started. Write for proposition. VERMIN POWDER CO., Scranton, Pa.

WE WANT one lady or gentleman to take orders and deliver for us, rapid seller, highest quality goods, sales in almost every house. Best of pay and no money required to carry on the work. We will send a proposition as soon as we hear from you, also sample pair of six-inch shears for twenty-eight cents—stamps or silver. Write at once. United Shear Co., Westboro, Mass.

AGENCIES will find this new department a useful one for their business. Address, Journal of Education, Boston.

cation of a new hall, erected to the memory of those who lost their lives in the Boxer rising, has been a striking feature of the week. The missionary, the beginning of whose labors has been thus commemorated, was Robert Morrison, an Englishman.

UNREST IN INDIA.

The horrors of the Indian mutiny have never been effaced from the British memory; and this circumstance lends gravity to the growing agitation among the natives for a share in the government. The agitation began in Bengal but has extended to the Punjab, and is fomented by the native press and by the student class, which has always had a penchant for revolution in the West, and may now naturally head such a movement in the East. The arbitrary division of Bengal into two provinces in spite of native remonstrances is one of the chief grievances, but coupled with this there is a dangerous agitation in progress against Europeans indiscriminately. There have been riots at several points, in which Europeans have suffered; and the government has now distributed arms among local companies of volunteers, in anticipation of a rising.

MISCELLANEOUS

KLIPS bind pamphlets, papers, magazines. Price-list free. Fourteen samples, 7 sizes, postpaid, on approval, 75c. Covers to order. H. H. Ballard, 326, Pittsfield, Mass.

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The Kindergartners in New York.

[Continued from page 521.]

sionary spirit—the spirit of service—were the familiar truths impressively brought out by Dr. Taylor; while Dr. Hamilton Mabie deplored the modern materialistic tendency and urged in his scholarly address that the great need of America is poetry, "the flag which flies over the palace of life" so that "the child will not become a slave or a thing, but a master of himself." He traced the disorder of the country to lack of education in the home, to lack of steady discipline and to lack of self-sacrifice, and quoted a pessimistic college dean who declared: "In ten years philosophy and art will not be taught in any of our state institutions unless it has a bearing on the practical in business."

Ten thousand five hundred and eighty-five members were reported with eleven new branches. That Miss Fanniebell Curtis, supervisor of Brooklyn public school kindergartens, was chosen national president is an augury for the future progress of the I. K. U.

A unique course in geography is to be given in the Yale summer school

MISCELLANEOUS

FOR INDIGESTION, Dyspepsia, Heartburn, Sour Stomach, Digestive Tablets have no superior. They are sure to relieve and cure. Fifty cents a box. Sent postpaid. Address J. F. W., care Journal of Education, Boston, Mass.

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STAMPS FREE. 100, all different, for the names of two collectors and 2 cents postage. 1,000 mixed foreign, 12 cents. 1,000 all different, \$2.50. Lists free. Buying list, 10 cents. Toledo Stamp Co., Toledo, Ohio.

TO LET.

TO LET. New furnished cottage in Maine, in birch grove, on large lake, ten feet veranda on three sides, fuel, ice, and boat included. Address C. L. D. Younkin, 613 Ford Building, Boston.

this year. Professor Gregory, who is one of the directors of the Connecticut geological survey, has arranged to take a class of teachers to the various parts of the state where the most typical formations are to be found and will lecture in the field to the class. Almost every type of geographical formation will thus be examined and studied in a very practical way.

BEST BIRD BOOK Nuttall's Birds of the U. S. and Canada. Cloth. \$3.00. 914 pages. 110 colored illustrations. 272 black and white illustrations. THE IDEAL DESK-BOOK. Special introduction price to teachers, \$2.00 postpaid. LITTLE, BROWN & CO., BOSTON

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Anonymous letters are never read in a well-regulated newspaper office, unless they are particularly interesting.—Somerville Journal.

THE MAGAZINES.

—In many respects the May Atlantic is memorable for its contributions about the late Thomas Bailey Aldrich. Mr. Bliss Perry contributes a biography and study of Mr. Aldrich and his writings. There also appear two brief poems on Mr. Aldrich's death, "The Poet's Sleep," by Richard Watson Gilder, and "The Shadow on the Flower," by Edith M. Thomas. Frank Haigh Dixon's "Railroad Accidents" deals exhaustively with the problem in this country and in England. Professor Thomas R. Lounsbury, popularly now known as the spelling reformer, contributes scholarly and humorous "Confessions." Rollin Lynde Hartt's paper on "The Amusement Park" evolves an interesting psychology of this American institution. Frank J. Mather's paper on "Giosue Carducci" is a careful review of the greatest nineteenth century Italian poet and his ideals. In "Christianity in Japan," Professor Asakawa deals thoroughly with the history of our religion and its chance of success in the Orient. "His Majesty the Tree," by Mrs. M. E. M. Davis, and "Love and the Machine," by Arthur Stanwood Pier, are two short stories of unusual Atlantic quality. The Contributors' Club contains an unusually large number of wise and witty essays in miniature.

—There are the beginnings of two enticing new serials in the May St. Nicholas. The first is a story of old London town, "A Little Field of Glory," by Mary Catherine Lee, with pictures by Reginald Birch. Ralph Henry Barbour's new story begins in this number, too—"Tom, Dick, and Harriet." Of more serious articles, there is a sympathetic study of Henry D. Thoreau, "The Man Who Was Always a Boy," by Gilbert P. Coleman; and Charles Barnard gives an interesting account of the workings of the Telharmonium, that wonderful invention. And there are hours of profitable entertainment for big and little in Nature and Science, the St. Nicholas League, and the "Hints and Helps for Mother," this time all about the fun to be had out of newspapers.

The meeting of the first annual congress of the School Hygiene Association of America was held at Washington, D. C., on May 6 and 7, with the following program: Report of committee on organization, Arthur T. Cabot, M. D., chairman, Harvard University; "Anthropometry in Relation to School Hygiene," Franz Boas, Ph. D., Columbia University; "Medical Inspection of Schools in Massachusetts," Hon. George Martin, LL. D., Boston; "Medical Examination in New York City Public Schools," John J. Cronin, M. D., New York city; discussion opened by Thomas Darlington, M. D., New York city; "Physiological Age and Its Influence on School Progress," C. Ward Crampton, M. D., New York city; "The Requirements of Proper School Furniture," Robert H. Lovett, M. D., Harvard Medical School.

HOPE ON.

There is no rose without a thorn,
No falsehood that is true,
But even these things may be born
Before Burbank gets through.
—Chicago Record-Herald.

BOSTON THEATRES.

KEITH'S.

The program to be presented at Keith's next week will be notable for the number of acts that have never before been seen in the house, among them those of Phyllis Rankin and Harry Davenport, Willy Pantzer and company, the Sharpshooting Vivians, Work and Ower, and Wood and Lawson. The balance of the bill will be made up of well known performers, including Genaro and Bailey, Ben Welch, and Willa Holt Wakefield, all of whom have some new material to offer. Phyllis Rankin and Harry Davenport, whose most notable successes were scored in "The Belle of New York," have a new sketch that is one of the hits of the season, a vehicle that fits them both to perfection. The acrobatic act of Willy Pantzer and company is another of the current season's sensations, a novelty that is sure to score heavily. There have been a number of shooting acts seen in vaudeville, but it has remained for the Vivians to cap the climax. Their work, is simply phenomenal. An athletic comedy act that is bound to cause a lot of talk will be the contribution of Work and Ower, while Wood and Lawson are great dancers, and Genaro and Bailey are doing a snappy terpsichorean specialty, in which handsome Ray Bailey has a chance to wear several very handsome costumes. Ben Welch's delineations of Hebrew and Italian character are in a class by themselves. He has a number of new stories. The clever pianologist, Willa Holt Wakefield, will be warmly welcomed, for she made a lasting impression on her first appearance last season. A new edition of the Keith A B C for children has just been issued by the publicity department and is ready for distribution.

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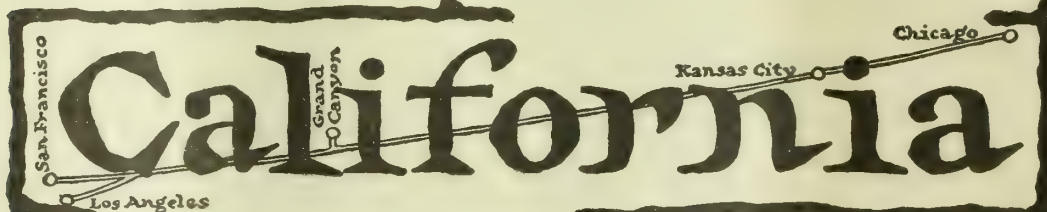


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JOURNAL OF EDUCATION.

Vol. LXV.—No. 20.

MAY 16, 1907.

A. E. WINSHIP, Editor.

THE EARLIEST EDUCATIONAL ASSOCIATIONS IN THE UNITED STATES.=(I.)

BY ALBERT E. WINSHIP,
Editor Journal of Education, Boston.

The American Institute of Instruction was well born in the Massachusetts State House August 19, 1830, with President Francis Wayland of Brown University as president.

The changes in the educational world since then are incredible. Prior to 1830 there had been no educational association, barring one or two temporary gatherings, notably one at Brooklyn, Conn., in 1827. To-day there are city organizations that will have an audience of 2,000, counties that can gather 3,000 teachers, sectional state meetings with 4,000, state associations with 5,000, while the National Educational Association has reached 40,000 paid memberships in a year. There are more than a third of a million teachers gathered in conventions annually, and yet there are hundreds of members of the National Educational Association who were born before there was any educational association. It is well, therefore, to pause in our admiration of the educational association spirit and grandeur of to-day and worship at the shrine of the mother of them all.

In order to appreciate what it signified to have an association of educators in those days we must consider the conditions. There was no public-school teaching force from which to draw. There was not a state, county, or city superintendent in the country; not a state or city normal school; not six free public high schools; no public libraries; no state university or state college; no text-book publishing houses or agents; no makers of school furniture, of school furnaces, of ventilating appliances, fire escapes, school apparatus, lead pencils, steel pens, blackboards, crayons, maps, charts, of kindergarten materials, or of teachers' books or teachers' journals. No one had ever earned a dollar as an educational lecturer. Eliminate all the classes and interests herein suggested, and who can conceive of an educational convention to-day?

It is well, also, to consider the difficulties under which this first meeting was held. There were no electric lines, no steamships, no railroads. President Wayland had to go forty miles by stage to reach the meetings, which were held in Boston for the first seven years. It was the only place to which all stage lines ran. William B. Calhoun of Springfield, who was president for six of the first nine years, made the stage ride of a hundred miles each way to be at the meetings. The more one

studies the conditions the more he wonders at the achievements of those days.

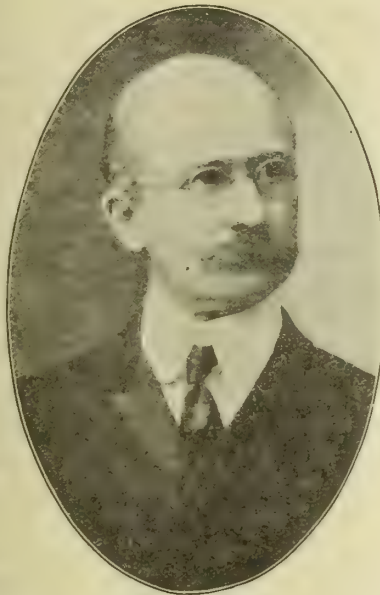
And yet out of this wilderness of neglect, under inconceivable conditions, there blossomed into full bloom a convention whose first meeting—whose first seven meetings have never been surpassed in significance. With no railroad assistance those early meetings always paid all bills out of the membership fees. This included paying for a volume of proceedings whose addresses have never been exceeded in importance by any association since.

In the famous congressional library at Washington the names of the twelve world educators are inlaid in the ceilings. Of these, three only are Americans—Thomas H. Gallaudet, Samuel G. Howe, and Horace Mann; and these three greatest of American educators were at the first meeting of the American Institute of Instruction, and were frequently in attendance upon the meetings for the first few years.

Great men stood forth with more grandeur in those days than at present. Every man stood for something clear and distinct and was fighting for it in a statesman-like way. "Wire pulling"—I use

the term with no disrespect—was unthought of then. Opinion must be fortified with fact, philosophy, and logic in order to win. This association furnished the forum for great exploitation of schemes for public care of the insane and feeble-minded, and public education of the deaf and blind. Here William B. Fowler exploited phrenology for years; Dio Lewis, physical culture; Lewis B. Munroe demonstrated elocutionary possibilities; and other men of historic importance pleaded eloquently for various causes. Here may be said to have been born Greenleaf's notable Arithmetics, Greene's famous Analysis, Harkness' Latin Series, Newman's Rhetoric, Fowler's text-books, George S. Hillard's Readers, Mason's Music Series, Wayland's Philosophies, Bradbury-Eaton's Arithmetic, and a host of other books of high merit and great popularity.

Students of American education know full well the significance of the names of men who were in frequent attendance: Mann, Howe, Theodore Parker, Samuel J. May, Gallaudet, Henry Barnard, Ralph Waldo Emerson, Cyrus Pierce, Asa Gray, Benjamin Greenleaf, James G. Carter, David P. Page, Gideon F. Thayer, Thomas Sherwin, William



WALTER E. RANGER,
State Superintendent of Schools, Vermont,
President American Institute of Instruction

C. Woodbridge, Barnas Sears, George S. Boutwell, Charles Northend, William Russell, William H. Wells, John D. Philbrick, George B. Emerson, Edward Beecher, William D. Ticknor, William C. Fowler, C. C. Felton, Ariel Parish, Daniel Huntington, John Pierpont, A. Bronson Alcott, and Elizabeth Peabody.

The American Institute of Instruction was largely responsible for giving Horace Mann to the educational leadership of America. If it had done nothing more, this alone is all-sufficient reward for its existence. Mr. Mann was in the legislature, but his plans were political and his purposes philanthropic. He was interested in the defective and dependent classes and was working for the insane, the blind, the deaf, and the feeble-minded. He was a good lawyer, a brilliant public speaker, and an intense leader of any conscience cause. Even up to the moment when he accepted the secretaryship of the Massachusetts State Board of Education his closest friends never thought of him as an educator. He was in 1830 a member of the Massachusetts legislature, and Francis Wayland, president of his alma mater, was presiding over the American Institute of Instruction in the Massachusetts State House. Of course Mr. Mann was there and was intensely interested in what was being planned, and this inspiration was largely influential in leading him into educational work for life.

The chief glory of the American Institute of Instruction is that it was a cause and not an effect. Had it come ten years later we should have had several causes to assign for its coming, but in 1830 there is really no adequate suggestion as to the cause, with many resultant effects apparent.

The year 1830 was notable in Massachusetts' history. Then it was that Daniel Webster made his famous "Reply to Hayne" in the United States Senate. Colonel Hayne had made a bitter attack on Massachusetts while lauding South Carolina. To this Mr. Webster replied by praising South Carolina more charmingly than had Hayne, but declined to praise Massachusetts farther than to say: "Massachusetts, there she stands!"

The effect of that oration was electrifying. The conditions in Massachusetts helped to produce Webster's oration as surely as the oration thrilled the people of the Old Bay State, and something was sure to be done when a great people was aroused by a noble purpose.

For seven years all the meetings were held in Boston. They were always well attended, the membership dues were promptly paid, and all expenses were readily met.

Local jealousy, or a missionary spirit, got in its work at the end of seven years, and it began its migratory life. It would be interesting to know the line of argument that controlled affairs in 1837. Perhaps President Calhoun had wearied of that stage ride from Springfield; but, be that as it may, Mr. Mann got the Massachusetts legislature to appropriate \$300 a year toward the expenses; and the next seven meetings were held in Worcester, Lowell, Springfield, Providence, Boston, New Bedford, and Pittsfield. This appropriation, increased in 1866 to \$500, was continued until 1873.

Despite the legislative subsidy, the Institute was

not in as good financial condition for forty years after as it was in the first seven years.

The American Institute of Instruction fostered the public-school sentiment and developed it into a scheme which more nearly approximated a "system" than was to be found elsewhere in the United States; but this great service was not appreciated by the beneficiaries of its labors. No grammar-school men took any part in its official life for sixteen years. The management was in the hands of the classical men and educational statesmen.

While public-school positions were multiplied and salaries increased because of the association, the public-school people shunned the meetings, and proceeded to organize state associations in Massachusetts (1845) and Connecticut (1846) in which no one was admitted to membership who was not actually engaged in teaching, and they had a teachers' program and published a teachers' monthly. It is assumed that they meant well, that they sincerely believed that professional class consciousness would be advantageous; but this we do know, that they dealt a serious blow to the American Institute of Instruction, and to the cause of education.

The men at whom the act of elimination was aimed were Horace Mann, Dr. S. G. Howe, Gallaudet, Charles Sumner, Edward Everett, Josiah Quincy, Edmund Dwight, Gardner Brewer, and their distinguished associates, who proceeded to eliminate themselves from all responsibility, organized various other associations for the exploitation of their philanthropic purposes, and the public school felt the loss of these influences. It is never an easy matter to think in large units, or in extensive units, and these men surely failed, so others have failed, in seeing the danger in the narrowing influence of professional class consciousness. The state association took up its specific work, and these same men came into control of the Institute of Instruction and ran it along broader lines than the state association, but on narrower lines than those of its early years.

While the meetings were interesting and important the finances were a constant source of trouble from 1845 to 1875, when a new order of things prevailed. It is commonly spoken of as "the coming of the reign of Rhode Island." For eight years thereafter there was not a Massachusetts man in the presidency, and eight years out of ten there was no Massachusetts man in the secretaryship. Prior to that time there had never been a secretary who was not from Massachusetts. This was in no sense intentional or the result of a conspiracy. The Massachusetts men had wearied of the burden, and some of them desired its abandonment for the advantage they thought would come to the state association. It is a sad fact, that left to the Bay State men, the historic and glorious American Institute of Instruction would probably have departed this life before it was fifty years old. To Rhode Islanders is largely due its new life and prosperity. True, they commercialized it, but the stimulant was indispensable to its life. These men put the American Institute of Instruction on a new tack, leading the world in the idea of making the re-

duced railroad rate dependent upon membership in the association. Since then the income has been much larger, but unfortunately the style of expenses increased as well as the income, and for twenty years after the notable meeting at Fabyan's, presided over by T. W. Bicknell, there was frequent anxiety as to the meeting of expenses; but in 1897, at Montreal, there was not only a larger enrollment than ever before, but the expenses were radically and permanently reduced so that since then the treasury has always had several thousand dollars at command. Therefore the last ten years have been the most prosperous, financially, since the first seven years. Of course, it all looks small beside the N. E. A. membership and fund, but its prosperity, in view of all the facts, is highly gratifying.

The meetings have not been large as compared with some state and county associations. The largest enrollment was at Montreal in 1897, when there were 2,234, which was nearly 200 above the meeting at Fabyan's, which was next largest; but the program has always been of the highest order of talent, of the best of spirit, and has had a noble purpose.

PLACES OF MEETING.

The first seven meetings were held in Boston, while only one meeting has been held there in the last forty years, and in the last thirty years but one has been held within forty miles of Boston. The original idea was to save as much travel as possible, but for forty years it has been to get as much as possible. Then they dodged travel; now we seek it. They sought places with the most people; we seek places with the fewest.

In the seventy-six years two meetings have been held outside the United States, at Montreal and Halifax; four in Saratoga; and one at Troy; so that a tenth of the meetings have been held out of New England. One-third of the meetings have been held in Massachusetts, but of the twenty-four meetings fifteen were prior to 1855 and but one since 1875. New Hampshire has had a fourth of all the meetings, but of seventeen twelve have been since 1875, and but two before 1855. The White Mountains have been the greatest permanent attraction.

OFFICIAL LEADERS.

Inevitably there has always been a group of men directing the affairs of the American Institute of Instruction. In the first sixteen years these men were educational statesmen, and their programs and purposes were broad but distinctly educational. There were few actual teachers in the ranks of the association. For the next thirty years the men were all teachers or practical school men, mostly from near Boston. The last thirty years have largely eliminated the teacher from the official life, and enthroned the "administrator."

In the first forty-five years there was never a superintendent of any kind in the presidency, while in the last thirty years there have been five state superintendents, two assistant state superintendents, and two city superintendents. There has been no normal-school man in the presidency, but one college president, and one professor. Two-thirds of the presidents have been Massachusetts men—one-half of these from Boston. In the first forty-five years three-fourths were from Massachusetts, and in the last thirty years only a third have been from that state.

The executive board has always consisted of the president, secretary, and treasurer, making in the executive board, for the seventy-six years, eighty-one men. Of these men more than fifty have lived in Boston or in its immediate vicinity.

In the last fifty years six presidents and two-thirds of the secretaries have been grammar-school principals. In this regard the American Institute of Instruction is in a class by itself. Almost nowhere else, even in state associations, has the grammar-school principal been largely in evidence officially. The same is true as to high-school principals. There have been ten high-school principals in the presidency, which is highly significant. In other words, for the past half-century it has been very largely distinctly a teachers' organization officially though its program has been exceedingly broad in its personnel. I recall the meeting of 1894 in the White Mountains, at which there were five New England college presidents on the program. These men, with their wives in most cases, were present for several days; and at table, in the



ELEPHANT'S HEAD AND GATE OF THE NOTCH, WHITE MOUNTAINS.



ENDICOTT ROCK, LAKE WINNIPESAUKEE.



AGASSIZ BASIN, WHITE MOUNTAINS.

parlors, on tramps and drives, they were hearty in their comradeship with any grade of teachers who chanced to be thrown in their way.

THE SOCIAL FEATURES.

In forty years of attendance upon the leading educational meetings of all parts of the country the one distinctive feature of the Institute of Instruction has been the uniform accessibility of the eminent men to the humblest members. There has never been anything of the professional caste spirit. This, together with the fact that the officers are open to high-school and grammar-school men, has made these meetings of inestimable benefit to the rank and file of the men.

Personally, I have known the American Institute of Instruction for forty years, attending the meeting at Burlington, Vt., in 1866; and three years later at Trenton, N. J., I began my attendance upon the National Educational Association; so that I have known both associations and have loyally enjoyed both these many years. Of course it is impossible to compare them, though the personality of each is as fascinating as it is distinct. The quiet, peaceful, cosy comradeship of the older has never lost any of its charm when contrasted with the magnificence of the larger.

The American Institute of Instruction is to-day in better condition in every way than it has been for seventy years. Its treasury was never more satisfactory, and it never presented a better program than for the past few years. At New Haven last July there were addresses by men who were in attendance in 1846 and 1851, and in the counsels of the official board these men were ardent champions of the most progressive policy.

The influence of the grammar-school principals and of the high-school men, is, unfortunately, less and less in evidence. The program is broad and noble, but the attendance is now due almost exclusively to excursion attractions. The rank and file do not go unless there is ample reward in sight-seeing at the lowest available rates. But in this feature the American Institute of Instruction is not alone.

In age it is peerless, in historic educational prominence it is unsurpassed, in delightful professional comradeship it is in a class by itself, and the present prosperity is adequate for all of its necessities. The past is glorious, the present gratifying, and there is no reason why the future should not bear out its early prophecy of service to the public.

The Western Literary Institute and College of Professional Teachers came second in order of organization, although by some it is claimed to be the oldest educational association in America. This may be true if we consider that its existence dates

from 1829, when the Western Academic Institute and Board of Education was organized in Cincinnati through the exertions of Albert Pickett and Alexander Kinmont, both teachers in Cincinnati. At the first annual meeting of this institute the name Western Institute and College of Professional Teachers was chosen. A constitution was adopted with the following preamble:—

"Whereas, the convention of teachers assembled in Cincinnati, deeply impressed with the importance of organizing their profession in the valley of the Mississippi by a permanent association, in order to promote the sacred interests of education so far as may be confided to their care, by collecting the distant members, advancing their mutual improvement, and elevating the profession to its just and

intellectual and moral influence on the community, do hereby resolve ourselves into a permanent body, to be governed by the following constitution:" [Reprinted from forthcoming Volume of Proceedings of N. E. A.]

VIEWPOINTS.

BY GEORGE H. MARTIN,
Boston.

OLD VIEWPOINTS.

Education has been deemed to consist in imparting and acquiring

a body of knowledge. The acquisition of knowledge has been deemed to have some occult virtue, by means of which a child—any child, every child—might grow into usefulness as a member of the community. In the process of acquiring knowledge and in proportion to the knowledge acquired, the power latent in the child develops into maturity. Children being supposed to be in the main alike, the same body of knowledge must be efficacious for all. Only given time enough and skill enough in imparting, and all the children would come out of the schools educated,—fit for life, as the phrase has been. The axiom has been, "More time, more knowledge; more knowledge, more power."

With this ideal always before them,—every child schooled in all the learning of the time,—the people have gone steadily on multiplying school facilities, extending the school age and the school year and compelling school attendance. And, because the viewpoint has always been the same, the courses of study are everywhere substantially alike.

The trouble with this traditional viewpoint was that it disclosed only partial truth. The range of vision which it afforded was too narrow, and some things were seen distorted. It failed to show the part which experience plays in education, in discovering power and developing it. In other words, it failed to show the influence of living in fitting for life.

The men and women who lived during the two or three generations preceding the expansion of the last seventy years were wholly unconscious of the



FRANCONIA NOTCH, WHITE MOUNTAINS.

part they were themselves playing in the education of their own children. They gave all the schooling they could afford to give, and wished it were more. But more and better than schooling was the example of their own piety, and industry, and frugality, and business enterprise, and patient endurance, and patriotic devotion. And far broader and more effective in developing power than the little schooling of the past or the much schooling of the present was the life in the open which all the children lived, and their share in the common productive industry of the family. Throughout all this early period the children were in closest touch with the social, industrial, commercial, political, military, and religious life of the time. All the avenues of the mind were open, and experiences of all sorts were crowding each other for entrance. Knowledge so gained was power.

SOME MODERN VIEWPOINTS.

Because the results of the increasing schooling have not been wholly satisfactory, some people have been forced to the conclusion that the old viewpoint is no longer tenable. They think they have discovered that the education of a child is a more difficult process than had been supposed, more complex and many-sided; and, as a result of much serious thinking by a good many people, several new viewpoints have been suggested.

The Child as a Viewpoint.—Refusing to look at education as the imparting of a uniform body of knowledge to a body of uniform children, larger or smaller, by uniform methods in a uniform time, people are looking at children, and, seeing that they are not alike, are studying how to modify the system of education to make it more flexible and more adaptive. The physical condition of the child in school is demanding and receiving more thought than ever, before as a modifying influence upon school work. Wherever physical inspection of school children has been undertaken, it has disclosed a prevalence of impaired vitality of bodily organs and functions sufficient to cause failure in much of the school work. Defective vision and hearing are common. Adenoid growths disturb the normal bodily and mental activities of large numbers of school children. Defective teeth affect the nerves and impair the digestion of many. Skin

diseases of various kinds annoy and irritate, and cases of a more serious nature—spinal curvature and tuberculosis—are sufficiently numerous to justify the most scrupulous care in examination and diagnosis.

Of the children examined by school physicians in New York city, large numbers have been found defective. Similar disclosures have been made by examinations in the schools of London and the continental cities. In all the large cities, also, numbers of children are found suffering from insufficient food or from food which fails to nourish. The schools everywhere contain the victims of poverty, intemperance, and other social vices, crowded and unsanitary houses, and parental ignorance and neglect.

Differences in mental capacity are as marked as differences in physical conditions, and are beginning to receive attention.

Various attempts have been made to bring the children and the prescribed course of study into closer harmony. Recognizing in a general way a broad division of children into the quick and the slow, or the brighter and the dull, the time limits of the course of study have been modified to fit these two classes. While the distance to be traveled and the route have remained the same, two trains have been run,—one "express," and the other "accommodation," with more frequent stops. In some cases more than two trains have been run. Another device has been to keep the time the same for all, but to furnish assistance for the slower pupils, putting on two engines instead of one.

In the use of all these devices the course of study has been considered sacred, and the effort has been to fit the children to the course. The viewpoint is really the old one.

A further step is taken in some schools by segregating the children of low mental capacity and forming a class of so-called backward children, and allowing them to take so much and such parts of the course of study as may be found practicable. The widest departure from the traditional policy is made in a few cities, where children who cannot be developed under the ordinary school conditions and by the ordinary school methods are placed by themselves in groups of not more than twelve or



CARRIAGE ROAD, MT. WASHINGTON.

fifteen, under a specially trained teacher, who deals with them as individuals, and uses such means, manual or mental, as she finds best adapted to their peculiar needs. There is already evidence that such work should be much more general than is now the case. It is to be hoped that the newly-established medical inspection in this state will discover the children who need this special treatment, and that they will not be allowed to continue in the regular classes, a hindrance to others and gaining no benefit themselves.

The law of 1905, prohibiting the employment of illiterate minors between fourteen and sixteen years of age, has brought to light several cases of children who have been in school regularly until they have reached the age of fourteen, and through a peculiarity of mental endowment have been unable to learn to read and write, while their power of imitation is well developed, and they can do some form of mechanical work well enough to be wholly or partially self-supporting.

From the new viewpoint mental aptitudes are deemed worthy of attention in organizing a scheme of education. This underlies the so-called "elective courses."

A most significant phrase has been introduced into educational discussion,—“self-realization.” It has in it the view that corresponding to every child there is another possible child which he may and should become; that every child is different from every other child; that his individuality is sacred; and that every facility should be afforded him to become his own new self, preserving his individuality through all the processes of growth. There is in this thought, too, the view that only along this way is there a possibility of attaining excellence, and that the world needs men and women who excel.

While a beginning has been made in the recognition of the individual needs of children and in some modification of school work to meet those needs, much remains to be done. So far as the children now in the schools are concerned, many of these differences have been discovered too late to be treated most successfully. Children have gone on year after year suffering from physical defects or from low mental capacity; time and strength of children and teachers have been wasted in trying to accomplish the impossible,—fighting against nature, and the mental aptitudes of children have received little attention, while they have been forcing themselves to conform to requirements for which they have no inherent fitness. No business could prosper which took so little account of the material upon which it worked, and which carried on its problems regardless of differences.

Much prejudice and more inertia remain to be overcome before all the children will have a fair chance in a school system which professedly offers equal opportunities for all.—Report.

E. T., Washington: The Journal of Education continues to grow in interest, breeziness, and helpfulness.

A. F. F., Massachusetts: The breadth and scope of paper is delightful.

LOOKING ABOUT.

BY A. E. WINSHIP.

PERU, NEBRASKA.

The normal school at Peru captured me four years ago, because of its sixty-acre native oak grounds in a remarkable combination of hills and valleys. The grounds are an isosceles triangle with the apex at the highest point and broadening through the woods with side lines, cutting hills and valleys at every conceivable angle known in solid geometry, until the base of the sixty acres is on the crest of a hill running crosswise beyond a natural amphitheatre which would make the Greek theatre of the University of California envious. I think there is not another such athletic field in the entire country.

But this time I was not primarily interested in the grounds. The student membership has more than doubled since I was there, and their maturity and scholarship have risen in importance, and the faculty, exceedingly well equipped then, has had notable scholarly accessions. New buildings for science, for library, for auditorium, for gymnasium, and for recitation rooms have more than doubled the equipment of the plant.

The domestic science feature was to me wholly new. There are two demonstration lectures a week and the practice must be worked out in real kitchens. In this connection there is a domestic science dormitory erected for the young women to do their own housekeeping. Each two double rooms have a common double kitchen, so that each pair of girls works together in their housekeeping largely in exemplification of domestic science lessons. The domestic science teacher is the matron. There are accommodations for about thirty students, and their room rent costs but \$1 a week with rooms and kitchens furnished. There are electricity, running water, and gas stoves. The actual cost of their board is only another dollar a week, so that it is inexpensive to the limit as well as exemplifying class instruction in the housekeeping art.

Principal J. W. Crabtree has demonstrated rare skill in the dual roll of leadership in the instruction and in the state as a whole.

QUEBEC.

The Basilica is 216 feet by 180.

Founded by Champlain in 1608.

It is a city of famous monuments.

First visited by Europeans in 1535.

Tides rise and fall about eighteen feet.

Laval University was founded in 1663.

Most picturesque city on the continent.

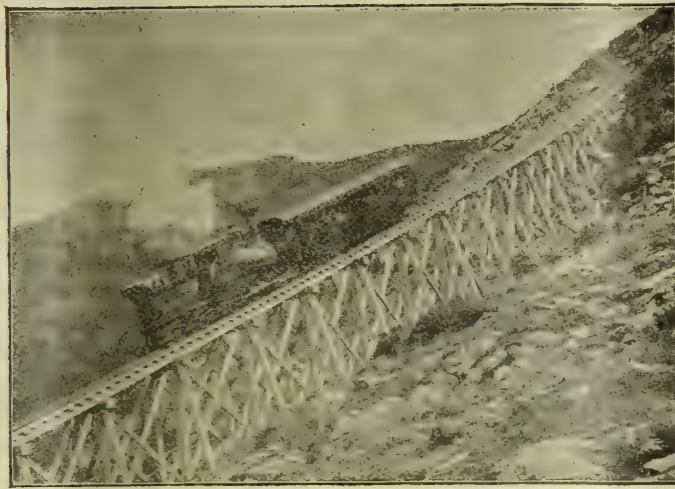
Most strongly fortified city in the New World.

The Ursuline convent was established in 1641.

This is the famous walled city of the New World.

Three hundred miles from the Gulf of St. Lawrence.

Dufferin Terrace is a magnificent promenade, 1,400 feet long and 200 feet wide.



JACOB'S LADDER, MT. WASHINGTON RAILWAY.

MCGILL UNIVERSITY.

McGill is the pride of Montreal. Known all over this continent, and not without renown in Europe, its graduates in all departments are a perpetual advertisement for it. One of its graduates in arts sent over to Oxford as a Rhodes scholar led all others in honors (including those from the colonies and from the United States), capturing the Craven and the Ireland scholarships, a feat but seldom accomplished, and then by such men as H. H. Asquith, W. E. Gladstone, and Goldwin Smith.

Dr. William Osler, professor of medicine in Oxford University, and formerly professor of medicine in Johns Hopkins, came from "Old McGill," and the mention of "radium" suggests at once Professor Ernest Rutherford, the best known man on this subject in America and now about to take charge of the physical laboratories at Manchester. And so McGill aims to be known by the men she turns out well equipped for an up-to-date world. It receives no provincial aid, but is a privately endowed university, owing its great development to the wealthy men of Montreal—Sir William Macdonald, whose donations to educational work now exceed eight millions of dollars, Lord Strathcona, Lord Mount Stephen, and the Molsons and Redpaths. It is really a national university in that it has affiliated colleges in British Columbia, Alberta, and Prince Edward Island and draws students from all parts of Canada as well as from the United States and the West Indies.

The departments by which McGill has attained its greatest fame are medicine and applied science, the former being recognized as one of the foremost schools on the continent, and with the magnificent Royal Victoria hospital further up on the mountain side, the theoretical and practical training of a physician is well taken care of. The applied science department is the most richly equipped and endowed of all McGill's work, and attracts many students from the British Isles. There is no finer equipment in America.

It is unfortunate that McGill has lately suffered severely from fire, and therefore the visitors to Montreal this summer will not have an opportunity of seeing the medical laboratories and museums,

or the Macdonald engineering laboratories. These two buildings were burned within a fortnight of each other, entailing a loss of a million and a half of dollars, and worse than all the destruction of specimens which had been the object of the professors to gather for more than eighty years.

A very interesting department of McGill is the Royal Victoria College for Women, which is to McGill what Radcliffe is to Harvard. It occupies a beautiful building which is well worth seeing. Just across the road from the campus of McGill is the new Students' Union, erected and furnished for the students by Sir William Macdonald at a cost of \$150,000. Here are dining-rooms, recreation rooms, assembly hall, music room, in fact this is the centre of the undergraduates' social life. Strathcona Hall, a beautiful five-story building close by, is the property of the University Y. M. C. A., and has residential accommodations for some sixty men.

A unique department at McGill is that devoted to railway engineering, which is supported by the five great railways of Montreal, Canadian Pacific, Grand Trunk Pacific, Intercolonial, and Canadian Northern. In this time of great railway development in Canada it is in a flourishing condition. The students study during the winter and work for the railways all summer.

But one of the latest developments, and one which is destined to greatly enhance McGill's reputation, is the arrangement whereby the new Macdonald College at St. Anne de Bellevue, twenty miles west of Montreal, becomes an affiliated college. This is worth much to McGill, for Macdonald College, with its 700 acres of land, fifteen buildings, and an ample endowment, is to be the experiment station in education for all Canada. It will open in September with a staff of specialists and will aim to prepare students for teaching in rural schools as well as city schools, and with its departments of agriculture and mechanic arts, is expected to do for Canada what a combination of a high-grade teachers college and an equally high-grade agriculture, mechanic, and household arts college would do for the students of a state in this country.

McGill has about fifteen hundred students. Its president is a Scotchman, Principal Peterson. That is not strange in Canada, for it is Principal Gordon of Queens, Principal Falconer of Toronto, Principal Mackay of McMaster, and Principal Robertson of Macdonald.

THE WORLD'S NERVE CENTRES.—(XXXIV.)

BY RALPH WARBURTON.

THE HAGUE.

Probably no name is more widely known at present, especially among all lovers of international arbitration and peace, than that of this quaint and beautiful capital of Holland. It came into world-wide prominence a few years ago by the gathering there of the representatives of the great powers to confer together on questions that were related to a better understanding and a larger spirit of amity among the nations. The conferees were some of the ablest diplomats of their day, and their deliberations resulted in a decided advance towards measures which would make peace the normal attitude of nations towards each other, instead of insane and wasteful belligerency.

But it was felt at the time that this first conference was no more than preliminary and partial. The measures under debate were too large, as they were too novel, to permit anything like a hasty settlement. Further reflection was necessary before they could fully and finally be adjudicated. Yet everything seemed to indicate the assembling of a second conference, and now this is almost due. The coming June has been decided upon for the gathering of the messengers of the nations at The Hague, in the splendid palace of peace, provided by the generosity of Andrew Carnegie, to take up the unfinished work of the earlier conference, as well as new measures, and carry them on, if possible, to judicious and judicial conclusions.

It is therefore a fitting time to know something of the city which is so signally honored by so imposing and important an assembly.

The Dutch name for The Hague is "Gravenhage," which means "The Count's Meadow," or "The Count's Hedge." Its earliest history, dating back to 1097, makes mention of it as a hunting lodge for princes, and this accounts for its title of "Gravenhage."

For a considerable time it has been the capital of the Netherlands, for it was made the chief residence of royalty, and the meeting-place of the States-general or Dutch parliament. It is also the depository of the national archives, which cover a span of at least 400 years.

The presence of the monarch, with royal courts and palaces, gives an air and prestige to the city that is unknown to Amsterdam, Rotterdam, or Utrecht. Amsterdam is the commercial capital, while The Hague is the governing and diplomatic capital.

The other cities are characteristically Dutch in architecture and in manners. The Hague, while having several Dutch features, is much more like a French than a Dutch city. It is Dutch in the presence of its canals, which intersect it in every direction. Some of its buildings follow Dutch models.

But many of its lordly palaces, its public buildings, and its stately houses reveal the influence of foreign architects. Its magnificent avenues lined with wide-spreading lindens, its spacious squares and noble parks, rather link it with other countries of Europe than with Holland.

The people also—of whom there are nearly 120,000—are less Dutch in their manners than those of the other cities. They are largely influenced by the presence of princes, of government officials, of the nobility, of officers of the army and navy, and of foreign diplomats, and have unconsciously taken on capital manners. They care less for manufactures and trade than other centres do; though when they do follow industrial pursuits they prove themselves competent workmen. They are adepts in metal-working, in printing, in making fine furniture, carriages, and laces. But the thought that they are citizens of the capital touches and moulds the humblest work shop. They look down upon Amsterdam as nothing but a vulgar mart of trade.

The public buildings are unusually imposing. A fine library has a collection of 125,000 volumes. There are choice picture galleries, where the works of the great Dutch painters are seen on every hand. In one palace named "The House in the Wood" are seen the finest frescoes and paintings of Rubens and his pupils. The chief church, dedicated to St. James, and built in 1308, has a majestic hexagonal tower, and in it a peal of thirty-eight bells of exquisite tone. The national school of design is an attractive structure.

The Willemspark is almost a forest in dimensions, and beautifully adorned. In it is the great national monument to celebrate the recovery of Dutch independence in 1813. The parks and squares have many statues of notable persons, among the most conspicuous of which are two of William the Silent, whom the Hollanders speak of gratefully and loyally as "the Father of our Fatherland." One of these is an equestrian statue erected by William II., and the other by the nation in 1848.

The Hague is three miles from the ocean, but it has a fine suburb—Scheveningen—on the shore of the North Sea, and connected with the city by trolley, and by a fine highway for carriage driving.

The city has many stirring historic memories, on which it prides itself. Three times it was laid waste by the Spaniards, but it was here that the Netherlands abjured allegiance to Philip II. Here in former years great treaties were made. In 1668 the important triple alliance between England, Sweden, and the Netherlands was formed. And in 1717 the solemn treaty of peace between Austria, Spain, and Savoy was ratified here. The city was also the birthplace of many members of the illustrious House of Orange, among whom was William III. of England.

But the chief pride of the citizens of The Hague to-day is twofold: First of the presence on the Dutch throne of Queen Wilhelmina, whom they well nigh idolize; and second, that of all the cities of the world the nations have selected their city as their meeting-ground to discuss the gravest international problems in the interest of world-wide peace and comity.

PUBLIC SCHOOL MUSIC.

BY W. S. B. MATHEWS, CHICAGO.

SUGGESTIVE CONCLUSIONS REGARDING SCHOOL MUSIC.

The school singing book of the future will be entirely free from elementary matter, explanatory matter, terms, etc., of every kind, just as reading books omit spelling rules, and the like. The one object of the song book will be to supply fresh and interesting songs for schoolroom use and study. The gradual elimination of this part of the contents, which has been going on for years now, is quite in the line of evolution.

Besides the incidental uses of singing in the schoolroom for smoothing off the corners of criss-cross moods, promoting receptivity of spirit (perhaps largely by straightening the grain of the hairs of defence), the songs will also be studied more or less from technical standpoints, to learn to feel better the musical ideas which the songs contain, and to realize the ideas in the music and the congeniality of the music and its spirit to the poem to which it is set.

Meanwhile the teaching of music will begin to assume in the schoolroom a scientific element of precision, which it now almost wholly lacks. As already mentioned before, it is very desirable indeed that the school music, if possible, be made to open the way for the child towards real music—by which I mean instrumental music especially, which the child is likely to devote some attention to; and also I mean the higher kinds of song, such as opera, oratorio, and the like.

What are often spoken of as "the elements of music" will be taught more carefully, first entering a discrimination between the elements of the music, i. e., the things we ought to hear, and the other thing, which they mostly mean just now when they speak of "elements," the elements of the notation, or the art of writing music, and of reading it after it is written. The duties and functions of the ear in music are one set; the duties and functions of the eye in music are quite another set. Let us not mix the babies up.

Music will be graded carefully, according to the essential difficulty of the various elements which go to make it up. There are in music two root principles working upon each other. The one is the principle of rhythm, or the measured motion of music in time. This is not a matter of length of tones as your books incorrectly tell us, but sim-

ply a question of motion in time—of accent, pulsation, measures, phrases, sections, periods, and period groups, besides the individual motion of the musical idea itself. I will water out this chapter in another paper, and show the different strata involved in a proper conception of musical rhythm.

In the early grades, say first and second, the children ought to learn to hear the simple measures and to know them when they hear them. By this I mean to distinguish correctly between a song in double measure, triple measure, quadruple, or sextuple measure, and to hear the "measure-form" and a few at least of pulse divisions. In order to do this it will be necessary to have material which is really in the kind of measure we wish them to hear

—a point concerning which our books at present take no care at all. This is a long subject which would require quite a bit of water to stew it without burning. We will leave it just now.

The third and fourth grades will pursue the time idea and learn to hear, understand, and write correctly all sorts of the more common pulse divisions, such as triplets, half pulses, quarter pulses, and the dotted notes (three-quarter pulse and pulse and a-half). In these

grades also instruction will begin in phrases, individual rhythms (the motion of the idea above the underlying pulsation and measure), and later on what is properly called meter, i. e., the phrase form and its multiples into stanzas or periods. All this is quite simple and very easy to be taught.

Meanwhile with the second and third grades the children besides singing many songs, not at all graded for containing only the few things they could by reason understand, but simply made pleasurable songs to the musical sense besides singing these, they will begin the long induction into tonal self-consciousness. Now the entire tonal movement of music rests upon harmony; but inasmuch as it requires at least three tones to make up a chord effect and a real harmony, we cannot of course manage this with the small children. Accordingly we will let them sing the scale. We will exercise them upon singing by skip from do to any other tone in the octave, preferring the tones of the chord of do, i. e., do-mi-sol-do. Perhaps in grade 2 they will be able to skip about anywhere in the chord of do, or along its track. In grade 3 this may be extended to take in the chord of sol,



ON THE FRANCONIA ROAD, WHITE MOUNTAINS.

sol-te-re; and a grade higher the chord of fa, fa-la-do. A few simple exercises can be had in singing thirds in two parts, while half the school tries to find the proper bass. This idea reduces itself to an attempt when hearing mi-sol sung together to place under it the proper do. It is an exercise in beginning to feel a musical effect.

In the fourth grade and fifth we will have some exercises in rounds, so planned that when three divisions are singing together we have the simple harmonies of the key. This is the easiest way of coming at part singing, because each singer imagines herself engaged in the real thing, i. e., singing the melody. We begin also to teach the making and spelling of chords, especially the three principal ones, which form most of the harmony in simple music.

In grade 5 and 6 we introduce the minor triad, learn to hear it, sing it, feel it, and so on; at first arriving upon it in a round written for the purpose.

Meanwhile in all the grades the scale consciousness has been developing. After skipping from do to all other tones in the same chord, we skip to the other scale tones; then from any tone back to do; and all possible skips within the usual chord tracks. The children will become quite solid in this sort of thing; and it is to be followed up by writing from dictation—or, which is better, from hearing a song sung from notes, while a part of the school tries to catch as much as possible of it, writing in any key designated by the teacher. Of course this implies that the scale writing has gone on regularly from the second grade up.

Somewhere during the grammar grades, I would say about the sixth grade, the different minors must be introduced. The natural minor, the harmonic minor, and the melodic or mixed minor; explained, heard, and distinguished by ear, and written. This will occupy quite a bit of time during probably two years. The signatures of the minor must be learned thoroughly; and the trick of changing to the tonic minor, by flattening the third and sixth, as so often occurs in good music. All these things are now mostly neglected.

In the high school real hearing of harmony must begin in earnest, and be developed so that the pupils can hear and correctly notate all progressions which are strictly within the key. I do not object to it going on to hear chords in minor and to hear the commonplace modulations. In short, I would carry this part of the musical training in the high school to cover the entire course of ear work so splendidly devised by Mrs. Dingley-Mathews, and fully explained in her first-year book, and the remaining years explained in her year book of the school (which can be had for asking for it), because this kind of hearing underlies all true musical intelligence.

In order to accomplish this in a systematic manner, the area of school music now needs a real intelligence, an educational musical intelligence of the large kind, capable of grasping the work as a whole and of subdividing and locating the progress. This work must be done; and it will result in a few small text-books, I would think about four or six, all small, not over thirty or forty pages of 16mo, or even if sixty it is no great matter.

The elementary text-book for rhythm and for tonal entities might or might not be in one for each grade, or for two grades—I think I prefer the latter. Just as soon as we get the fool idea out of our heads that to teach music is primarily and mainly to learn to “find do,” and to know rhythm is to be solid in the length of notes, we will be in position to ask what we mean by “music for babes” of various ages. We will build up the musical ear and its perceptions; and in this process the same thing will happen which life carries on for the child, where the net result of all his sense-perceptions is to stimulate the brain and develop departments of consciousness—in other words, chapters of mind—an assorted set of tools to think with.

Wanting any such graded assortment of musical concepts and percepts, all talk of the “psychology of music” is pure moonshine; basked in most of all by those who know the least about it. When the psychology of art-music is even still unformulated, no school teacher need be ashamed to own that in speaking of the psychology of music he is in danger of getting beyond his depth.

For the benefit of the few who do have psychological aspirations, I will say that everything we have in music, from the purely tonal side, turns on accurately hearing the sounds themselves (whether simple or combined) and upon what we associate with those sounds; I mean what we expect to happen before the series, the idea, finishes itself. The unknown something spoken of by musicians as “musical feeling” means the feeling for the tonal elements which must come to complete the idea.

Directly after musical feeling in this form begins to be experienced we come to that other something—a feeling for the mood, the inner something which the tonal ideas were meant to express. This later form of feeling is not the purely tonal feeling; the musical feeling as such has regard simply to what the music ought to do to get itself finished, merely as music; and this other thing is what the music means by its way of going on. In really high music this inner feeling of it is never fully experienced by any except those who first experience the purely musical perception and understanding of the musical idea itself—apart from its emotional aspects. But it is time to dive! The water is plainly deep enough!

MONTREAL.

Eight square miles.

Largest city in Canada.

Hochelaga was the Indian name.

One hundred miles from Quebec.

On an island seven miles by thirty.

Victoria bridge is 9,184 feet in length.

There are 10,000 worshippers in Notre Dame.

Head of ocean navigation 1,000 miles from the ocean.

Mount Royal is the noblest city mountain on the continent.

St. Peter's of Rome is reproduced in Cathedral of St. Peter's.

Wolfe's victory and death in 1759 made Quebec famous in history.

French and English populations are as distinct as though they were in cities far apart.

AMERICAN INSTITUTE OF INSTRUCTION.

NOTES.

July 1, 2, 3, 4.

Stop with a private family.

Pensions will be advocated.

Montreal is a beautiful city.

The seventy-seventh meeting.

It will be a great peace meeting.

Getting to Montreal is delightful.

Tenure of office is to be boomed.

The Thousand Islands are peerless.

Absolutely free from professional caste.

Training of teachers is to be emphasized.

Industrial education will be at the front.

All side excursions one fare for round trip.

Oldest teachers' organization in the world.

1897 and 1907 will be Montreal landmarks.

Quebec is one of the world's historic shrines.

Excursions from Montreal are all charming.

Montreal once in ten years is a good scheme.

Niagara Falls are matchless on the entire globe.

The Lachine Rapids have no rival for a boat ride.

Walter E. Ranger is a maker of great programs.

This is the American Institute of Instruction's year.

The most sociable of all educational associations.

You can get a good room in a good family for \$1 a day.

Department sessions will be held from 10.45 to 12.45 daily.

"Around the mountain" is the best for the money anywhere.

The best use of the library by the school will be exploited.

The Middle States will attend more generally than ever before.

It is possible to go to Montreal and Los Angeles for both meetings.

This should be the largest meeting in the history of the A. I. I.

For information write Secretary William C. Crawford, Allston, Mass.

The A. I. I. is the greatest educational peace association in the world.

The general sessions will be held from 9 to 10.30 a. m. and in the evenings.

As a foreign city Montreal is of surpassing interest to American teachers.

The largest meeting of the oldest association was held in Montreal in 1897.

There are 100,000 teachers within a twenty-dollar round-trip rate of Montreal.

Industrial education is to be discussed by several specialists and enthusiasts.

Internationalism and patriotism are to be considered by the chieftains of peace.

"Up the Saguenay" is one of the grand and beautiful excursions of the continent.

The Provincial Association of Teachers of Quebec will be in session with the A. I. I.

Greatest combination of pleasure in going trip, in side excursions, and in local outings!

The White Mountains are the most glorious mountain attraction within 2,000 miles.

For accommodations write to E. Montgomery Campbell, McGill normal school, Montreal.

Since the N. E. A. and the Y. P. S. C. E. meet on the Pacific coast, this coast is clear for a great gathering at Montreal.

The New England State Federation of Women's Clubs will devote two sessions to the home and school.

Excursion parties to Montreal are being formed in Boston, New York, Philadelphia, and at other points.

The ideal trip is by way of Niagara Falls, Thousand Islands, Lachine Rapids, Quebec, and White Mountains.

For good European hotels, where you will receive courteous treatment, go to the St. James or Corona hotels.

Supervision and administration are to be elaborately and skilfully treated by men and women of experience.

In 1897 New York, New Jersey, and Pennsylvania sent many teachers to Montreal and they will send more in 1907.

The defective classes will be studied, and the various phases of dealing with them will be exploited by enthusiasts.

For good hotel accommodations at reasonable rates, American plan, we recommend the Queen's, the Bath hotel, and Place Vigor hotel.

The treasury of the A. I. I. was put in elegant condition by the Montreal meeting of 1897, and it has kept up for ten years. The 1907 meeting will do even better by the treasury.

The New England Association of Superintendents will hold two sessions with the A. I. I. They will provide the program for one general session of the Institute, and will also have a department session.

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A. E. WINSHIP..... Editor

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DIRECTION OF ATTENTION IN STUDY.

In no one phase of education are we farther from the ideal than in offering opportunities for genuine choice on the part of pupils. We talk of the initiative, but we do not practice it. The few efforts made are not wholly gratifying. Even electives are not always a beneficial departure. The school loses a great opportunity when it does not establish an initiative.

The ideal has been: "Do what you are told as you are told to do it."

There is much merit in this. The school masters were the ones who shouted loudest in praise of "The Message to Garcia," a notable and valuable book. But this ideal is less than half right.

To choose the best thing, the best way, the best time is the ideal.

This necessitates choosing the best advisers. Going to a teacher for advice is vastly better than going for orders.

Attention to advice is a long way ahead of attention to orders.

Attention upon which one is to choose is far ahead of attention to directions.

The reading of a good book of one's own choice is worth much more than reading a good book upon someone's requirement. Given the choice of five problems out of eight to solve guarantees attention to the eight, and attention to a problem is four-fifths of the merit in the exercise.

The choice of a song to be sung is quite a common privilege, but beyond that the pupils have little choice in any school function or exercise.

In discipline the opportunity to choose is of inestimable value. "May I go to dance to-night?" asked a boy. "Yes, if you prefer it to going to the Touraine to dinner this evening." "Oh, but I don't."

Fortunate the teacher who can see the

breakers ahead. "John, would you rather go to Soule's this noon and select a picture for the story lesson or go to the hot house and get two plants for the window? You may do one and Frank the other." Fixing his attention upon a choice is the best way to divert attention from personal disturbances.

"Each pupil may choose the tree that he would like to study and write upon next week" has possibilities in it. I know one whole county in which there is some interest for all the older pupils of the county to choose for individual effort each year. I have heard mighty fine papers on "The Tomato," "The Squash," "Raising Peanuts," etc., but the best feature was that each child had to choose something to raise and write about, what he had raised, and no two pupils in any school could choose the same thing.

There was as much interest in the choosing as in all the rest. Intensity of attention was assured when attention was secured to the choice. The fabulous success of the Japanese army lay in the fact that individually a Japanese soldier has more responsibility for individual choices than the soldiers of all other civilized nations.

The future of America is largely involved in the training of attention in the choice of the direction for its exercise.

BOSTON'S NOTABLE DEPARTURE.

The Boston school board of five, which is half through its second year under the chairmanship of J. J. Storrow, is doing ever increasingly good work, though not always to the satisfaction of those who would like to have things left pretty much alone.

One of the notable departures is a scheme of advisory committees appointed by the school board. There is a committee of eminent physicians to consider all matters relating to medical inspection, to school nurses, and the general health conditions. Also a committee of prominent oculists to advise in all matters relating to the eyes of the children.

The latest, and in some respects the most important, is an advisory committee of twenty-five leading business men to whom is referred every problem relating to or arising from the commercial high school. Lucius Tuttle, president of the Boston and Maine railroad, is chairman. The entire twenty-five busy men take time to come together for consideration of various questions. Those familiar with Boston affairs can readily appreciate the significance of these names: Lucius Tuttle, Wallace L. Pierce, E. F. McSweeney, Samuel B. Capen, Frederick P. Fish, William B. Bird, Frederick O. Houghton, Edward B. Bayley, A. Lincoln Filene, Thomas L. Livermore, George P. Field, William H. Sayward, Thomas G. Plant, James J. Phelan, T. B. Fitzpatrick, David A. Tilley, G. B. Lehy, Frank A. Day, E. H. Walcott, Daniel D. Morse, John P. Boyd, Jerome Jones, Andrew G. Webster, John F. Crocker, Magnes W. Alexander, William Dillon, and Carl Dreyfus.

SCHOOL PURITY.

There are nearly 20,000,000 boys and girls in the public schools. There must be among these many who are impure, but the percentage is insignificant in proportion to those in adult life, and, undoubtedly less than ever before, less with children who attend school than would be true of the same children were they not in school. Revelations are inevitable, but be exceedingly careful not to get frantic over it. Believe in the purity of boys and girls so long as they are natural in their young life. Assume that they are pure. A good person can do few things more vicious than to form the habit of asking himself as to every boy or girl, "Is he pure?" Such a habit is contagious, and whoever has acquired it should be summarily dismissed from the service. One cannot have such thoughts without transmitting them to younger minds. You cannot talk about the stomach without being dyspeptic. You cannot think of what can be wisely eaten without deranging the digestive organs. Advertisements of a "sure cure" for any special ills multiply those ills indefinitely. The nearer one's thoughts come to the nerves, emotions, passions, the greater the liability to thought contagion.

THE AMERICAN INSTITUTE OF INSTRUCTION.

In this issue we call attention to the meeting of the American Institute of Instruction at Montreal, July 1, 2, 3, 4. Ten years ago when the meeting was there there was an enrollment of 2,300. This should be increased largely this year as the N. E. A. meets on the Pacific coast and their rates are not as good from New England as usual. It will be a notable program that President Ranger will offer. The attractions of travel are nowhere greater for the money than those associated with this trip.

SALARIES IN CONNECTICUT.

"There are seventy-nine teachers in the ungraded schools of the state who receive \$20 or less a month, and 199 teachers receive not more than \$25 a month. The lowest salary paid in the state is \$180 for thirty-six weeks of school teaching. Three years ago, and the average has not been raised to any extent since, the average salary a month for the 4,316 teachers in the state was \$99 for men and \$44 for women, an average which took into account the city schools, where the pay was naturally higher than in the smaller towns. It is becoming more and more difficult to obtain the best grade of teachers in the rural schools for such salaries as this, with the result that the teaching is falling off, and the rural schools are annually turning out poorer students."

The above statement, which is virtually official, shows the need of an immediate arousement in Connecticut. It should be remembered that \$180 a year is but fifty-seven cents a day. You cannot hire a boy to pick potatoes for that. There are seventy-nine teachers on that salary (?). There are 120 others who receive less than seventy-five cents a day. The 4,316 teachers in the state average but \$1.25 a day for the women, and the men

receive but \$2.75 a day, and this includes the highest salaried men in Hartford, New Haven, and other cities.

Think of women placed in charge of children on an average wage of \$7.50 a week, which is considerably less than half what a dressmaker, milliner, or nurse receives. No labor union will allow ordinary mechanics to work for as little as the average schoolmaster in Connecticut receives. How long, O Americans, how long!

ADDED AID TO AGRICULTURE.

Under the provisions of an act of Congress approved August 30, 1890, there has been paid annually for some years by the federal government the sum of \$25,000 to each state and territory for the more complete endowment and support of colleges of agriculture and the mechanic arts. By an act of March 4, 1907, provision is made for an annual increase of that appropriation by the sum of \$5,000, over the amount for the preceding year, until the annual appropriation to each state and territory reaches the sum of \$50,000, which shall be the amount to be appropriated annually thereafter. Part of the increase of the appropriation may be expended for the preparation of teachers of elementary agriculture and mechanic arts. The duties connected with the administration of these provisions of Congress are performed by the bureau of education under Dr. Elmer Ellsworth Brown.

NEW KIND OF SCHOOL EXCITEMENT.

Near Russiaville, Indiana, is a school in which for a month there has not been a pupil, but at which Miss Carter, the teacher, has reported every day at 9 o'clock and remained until 4 p. m. She is sure to draw her salary. There is no objection to the teacher, merely a local squabble as in good old "Hoosier schoolmaster" days. There are pupils in the district, but their welfare does not count with these parents.

AMERICAN TEACHERS TO VISIT ENGLAND.

It is announced that the suggestion to send 500 American teachers next year to study the educational system of Great Britain has met with such a response that it is practically certain now the pilgrimage will be made. It is understood that Alfred Mosely, the English educator who has been studying the schools of this country, will make the same arrangement for the trip to England and return as he did for his own teachers coming this way—a rate of \$25 for the round trip.

SAVE ON BLACKBOARDS.

"We have saved \$150 on blackboards," says a Massachusetts superintendent in his report. While a poor blackboard is worthless, the blackboard promoters have given a funereal aspect to schoolrooms. Blackboards a third of the way around the room is ample. We know that we have been the means of brightening up innumerable schoolrooms in the United States, and we shall not let up on this crusade until no new schoolhouse is

builded with the classrooms in mourning. This reform is not only a vast economy, but it is in every way a great advantage.

GEORGIA'S EDUCATIONAL AWAKENING.

Georgia has recently enacted the necessary laws to establish an agricultural school in each congressional district—as feeders for the state college and for disseminating elementary principles of agriculture—within local conditions—to the people near their homes.

TENURE OF OFFICE.

In Massachusetts in any city or town the board of education can place the teachers on permanent tenure. There are eighty-two cities and towns that have placed their teachers, a total of 5,535 teachers, on permanent tenure. This indicates high local appreciation of teachers.

FILIPINOS.

There are 182 young Filipinos in the schools of the United States. They are taking honors all along the line. Miguel Nicdao will represent the state of Illinois in an inter-state oratorical contest soon to be held at Emporia, Kansas. Nicdao is a student at the state normal school at Normal, Ill. At Cornell University the Philippine students have organized a sextette which has become one of the most popular organizations in the college. At the normal school in DeKalb, Ind., the young Filipinos organized a champion football team which recently defeated the faculty team.

AN UPRISING FOR DECENCY.

The treatment of teachers by irate parents and conscienceless children is approaching a condition in which a public uprising in the interest of decency may be needed. In one state the pupils literally killed the teacher on his way home from school, and here in New England, recently, a teacher punished a child. The next day the mother of the child came to the school and in the presence of the children beat the teacher over the head and shoulders. As the teacher was small and the irate mother a strapping woman there was nothing for the teacher to do but take to flight followed by the woman, who rained blows upon her back as she fled. Nothing but a great awakening for public decency will do in such a case.

A RECREATION CLUB.

The Geneva (Ohio) high school, J. E. Fitzgerald, superintendent, was given public support the past winter in royal fashion. Under the name of "The Citizens' Recreation Club" the high school boys were backed up in their athletics with intense loyalty.

Eleven men became responsible for the club financially as well as for its honorable conduct. In four hours they raised a guarantee fund of \$130, 25 per cent. being paid in. The rest was never

called for and the amount paid in was returned, so successful was the club. They leased a two-story building with four alleys for bowling on the first floor, and an equal space on the second floor was equipped with reading tables, magazines, and papers, boxing gloves, and a croquet set with sawdust floor. Young men not connected with the school were admitted to membership, but they observed the rules which make for noble manhood through good character. It not only united the young people in clean social life, but it made the high school an uplifting force for the community.

Dr. E. R. Johnstone, Vineland, N. J., is one of the best educational speakers in the country. He is at the head of the school for feeble minded and his experiences and observations are a revelation to teachers of normal minds.

I am delighted to see that William H. Allen dedicates his admirable new book to Emily E. Williamson of Elizabeth, "efficient friend of children."

At San Antonio, Texas, the officials burned 10,000,000 lottery tickets, the printing of which cost \$10,000. That is good business.

Come to Boston for Old Home week July 28 to August 3. One fare for round trip. Tickets good returning till August 31.

Payson Smith of Auburn has been appointed state superintendent of Maine. The expected has happened.

The state of Washington leads all other states in the proportion of population enrolled in the public schools.

Clark University has no athletics to reform and never has a debt to raise nor a shortage to make up.

An incompetent truant officer is a disgrace to the community. He needs to be every way worthy.

Only the income of Mrs. Sage's \$10,000,000 will ever be used for the great work planned.

The City of Mexico has a public school named the "Horace Mann school."

You are poor if you allow others to keep you in their debt for good turns.

Seven hundred and fifty thousand dollars more for Barnard College.

The University of Cincinnati has raised the pay of several professors.

Only two towns in Massachusetts do not have school supervision.

American Institute of Instruction, July 1, 2, 3, 4, Montreal.

National Educational Association, July 8-12, Los Angeles.

The "efficient" life is the latest and best.

Any trial is to some extent a success.

Georgia is having a great awakening.

THE WEEK IN REVIEW.

AN IMPORTANT TRIAL.

A trial of national importance,—that of Haywood, Moyer, and Pettibone,—officials of the Western Federation of Miners, on a charge of complicity in the assassination of ex-Governor Steunenberg of Idaho has been opened at Boise. Haywood, secretary of the federation, has chosen to be tried first. It is thought that the trial may last two months. The actual issues have been beclouded by accusations and counter accusations between the miners and the mine-owners, and have been further confused by the introduction of President Roosevelt's letter grouping the defendants with Harriman as "undesirable citizens." The President has effectually cleared himself of any attempt to influence justice in the matter, and the publication of the letter which he wrote more than a year ago urging absolute fair play to all parties concerned has taken the sting from the Socialist-labor attack upon him.

THE YIELDING OF ABDUL.

The American ambassador is no longer cooling his heels outside the audience chamber of the Sultan at Constantinople. An end has been put at last to the long and irritating trifling of the Porte and the sovereign over the American school question, the payment of indemnity for looted property, and other long-standing questions. The Sultan has issued an irade empowering the ministers to take up and adjust all the questions at issue. American schools in the Turkish empire will henceforth be treated like the schools of other nations, and the other grievances will be adjusted. The compelling cause of this change of temper was the action of the British foreign minister in insisting that the United States must be consulted regarding a proposed increase of customs duties which the Porte greatly desires. The Sultan and the Porte thereupon made haste to placate American sentiment by yielding the long-delayed concessions.

COLONIAL "PREFERENCE."

The colonial premiers have made no headway at London in their attempt to persuade the home government to adopt a policy of preferential trade. The prime minister and the chancellor of the exchequer have both assured them that the proposition is out of the question. The reason is, of course, the obvious one, that there cannot be preference in favor of colonial products without a corresponding discrimination against products from other quarters. This means a protective tariff, and such a tariff is contrary to British traditions and to the policy of the dominant party, which could not stand for a moment with the cry of "dear food" raised against it. All this is not so surprising as the fact that the colonial premiers are not themselves all in favor of the preference policy, General Botha, for example, stoutly contending that his government might find it convenient to raise a tariff against British goods,

"IAN M'CLAREN'S" DEATH.

There will be wide-spread mourning over the death of Dr. John Watson, better known as "Ian McClaren." His death occurred at Mt. Pleasant, Iowa, and was caused by blood-poisoning following upon tonsillitis. He came to this country last February to lecture before several universities. He had been for many years one of the most distinguished and beloved preachers of the Free church of Scotland, when, in 1894, he introduced himself to a world-wide audience in the exquisite stories contained in "Beside the Bonie Brier Bush." "The Days of Auld Lang Syne," "Kate Carnegie and Those Ministers," and other books in a similar vein followed, and his reputation as a story-writer eclipsed his renown as a theologian and preacher. Yet he did a great deal of serious work of the highest quality, and his published sermons and lectures are full of power, earnestness, and spirituality, and are none the worse for a dash of humor. He had a delightfully genial personality, and no one who ever heard him speak or read from his stories is likely ever to forget the pleasure. That he should die so far from his beloved Scotland is doubly melancholy.

A POSSIBLY TROUBLESOME WARD.

The Dominican Congress has ratified the treaty with the United States which our Senate ratified at the last session; and this country thereby assumes a kind of trusteeship over the finances of the little republic, and becomes incidentally and to a certain extent responsible for its good behavior. The trust lasts during the period required for the payment of the Dominican debt. American officials appointed by the President of the United States are to collect the Dominican customs revenue, and after paying interest to the bondholders and the expenses of the receivership and setting aside a portion for a sinking fund are to turn over the remainder to the Dominican government which, on its part, is pledged not to borrow more money or to make changes in its rates of duty without the approval of the United States. The trust is one which, under the circumstances, it was best to assume, as a choice of evils, but unless the Dominicans have been wholly made over, they will sooner or later be troublesome wards.

HALF WAY HOME RULE.

Mr. Birrell, the chief secretary for Ireland, is a very genial man and a delightful essayist, but not even the charm of his presentation could make the Irish council scheme, which he unfolded in the House of Commons on May 7, palatable either to the Irish members or to the unionists. It goes too far to please the latter and not nearly far enough to placate the former. It provides for an Irish council, partly elective and partly appointed, which is to administer eight local department boards and is to control the expenditure of a special Irish fund of twenty million dollars a

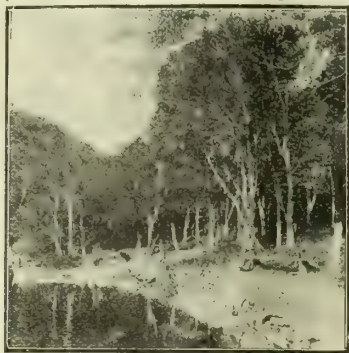
AMERICAN INSTITUTE OF INSTRUCTION.

[Continued from page 545.]

ROUND-TRIP RATES.

The following are the round-trip rates from a few representative places. Rates from scores of other places all over New England, New York, and Canada will be given in the Program Bulletin.

Portland, Me.	\$ 7.50	Providence, R. I.	\$11.25
Norway, Me.	7.55	Hartford, Conn.	10.80
Eastport, Me.	15.45	New Haven, Conn. ..	11.90
Waterville, Me.	9.75	New London, Conn. .	12.17
Bangor, Me.	11.40	Buffalo, N. Y.	10.65
Auburn, Me.	7.50	New York, N. Y.	14.10
Lewiston, Me.	8.40	Suspension Bridge, N.Y.	10.65
Portsmouth, N. H. .	9.85	Rouses Point, N. Y. .	1.95
Concord, N. H.	8.80	Detroit, Mich.	15.00
Woodsville, N. H. .	6.28	Toronto, Ont.	10.00
Rutland, Vt.	4.95	Ottawa, Ont.	3.50
Montpelier, Vt. ...	3.81	London, Ont.	12.95
Burlington, Vt.	3.06	Chatham, Ont.	14.75
Boston, Mass.	9.90	Peterboro, Ont.	8.15
New Bedford, Mass.	11.60	Quebec, Que.	4.90
Worcester, Mass. ...	9.97	St. John, N. B.	14.15
Springfield, Mass. .	10.00	Halifax, N. S.	18.45



A BIT OF PROFILE LAKE, WHITE MOUNTAINS.

CANADA.

Canada has about the same area as all of Europe, 3,500,000 square miles.

Prior to 1867 it was 1,400 miles long and 400 miles in greatest width.

Be sure that you know the words of "America" before reaching Montreal.

Upper Canada is wholly British, while in Lower Canada are to be found the descendants of the French settlers.

Prior to 1867 Nova Scotia, New Brunswick, Prince Edward Island, and Newfoundland were independent provinces.

In 1763 the French colonists were guaranteed the free exercise of the Roman Catholic religion and equal civil and commercial privileges with the British subjects.

The Maritime provinces of Nova Scotia and New Brunswick were united with the Provinces of Ontario and Quebec in 1867; in 1870 the province of Manitoba; in 1871 that of British Columbia, and in 1873 that of Prince Edward Island were admitted to the confederation.

THE SOIL, WHAT IT IS.—(II.)

BY L. H. BAILEY, CORNELL UNIVERSITY.

The fertility of the land is its power to produce crops. It is determined by three things: The texture of the soil, its richness in plant-food, and its available moisture. The texture of the soil is its physical condition,—as to whether it is mellow, loose, leachy, cloddy, hard, and the like. A rock or a board will not raise corn, and yet it may contain an abundance of plant food. The plant cannot get a foothold; and it would do no good to apply fertilizers. Spreading potash on a lump of clay is not farming; it is the wasting of potash. It is only on land which is in good tilth that fertilizers pay.

Nature secures good texture in soil by growing plants in it.—Roots make the soil finer, and plants supply it with humus. Plants break down the soil by sending their roots into the crevices of the particles, and the root acids dissolve some of it. Observe nature working at this problem. First the "moss" or lichen attacks the rock; the weather cracks it and wears it away; a little soil is gathered here and there in the hollows; a fern or some other lowly plant gains a foothold; year by year, and century by century, the pocket of soil grows deeper and larger; and finally, the rock is worn away and crumbled, and is ready to support potatoes and smart-weed. Or, the rock may be hard and bare, and you cannot see any such process going on. Yet, even then, every rain washes something away from it, and the soil beneath it is constantly receiving additions. Some soils may be said to be completed; the rock is all broken down and fined. Other soils are still in process of manufacture; they are full of stones and pebbles which are slowly disintegrating and adding their substance to the soil. Did you ever see a "rotten stone"?

The texture of the soil may be improved (1) by underdraining, (2) by tilling, (3) by adding vegetable matter, (4) by adding certain materials, as lime, which tend to change the size of the soil particles.—The reader will say that nature does not practice tile-draining. Perhaps not; but then, she has more kinds of crop to grow than the farmer has, and if she cannot raise oaks on a certain piece of land she can put in water-lilies. The roots which are left in the ground after the crop is harvested are very valuable in improving the soil.

Clover bores holes into the soil, letting in air, draining it, warming it, and bringing up its plant food. A second growth of clover, two years from seeding, gave a yield of air-dried tops of 5,417 pounds per acre, and of air-dried roots 2,368 pounds in the first eight inches of soil. Add to this latter figure the weight of roots below eight inches and the stubble and waste, and it is seen that the amount of herbage left on the clover field is not greatly less than that taken off. In this instance, the roots contained a greater percentage of nitrogen and phosphoric acid than the tops, and about the same percentage of potash.

Make an estimate of what proportion of the plant growth is actually taken off the field. Figure up the portion left in roots, stubble, leaves, and refuse. This calculation will bring up the whole question

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Guide Books to English

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Ada V. S. Harris

They give a thorough training in the free, correct and effective use of language and are original in their method of procedure. Book One is devoted almost wholly to language work. Book Two contains a formal presentation of grammar. The method is inductive throughout. Thought-content, beautiful illustrations, debates and games, everything is called upon to help in creating the child's desire for self expression. The books abound in fertile suggestions both to teacher and pupil, and cannot fail to teach the art of writing.

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This simple, carefully graded and well-rounded series of reading books meets the highest standards in pedagogical detail and literary content. The entire series makes the art of reading easy of acquirement by the pupils and introduces them as early as may be to real literature. Both the thought expressed and the vocabulary used have been kept within the range of the pupil's interest and comprehension. Beautiful illustrations adorn the books. Each volume is marked by its own peculiar characteristics which make it especially fitted for the class using it.

First Book, 25 cents

Second Book, 35 cents

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Fourth Book, 45 cents

Fifth Book, 55 cents

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BOSTON

NEW YORK

CHICAGO

of the kind of root system which each sort of plant has. Make an examination of the roots of potatoes, maize, wheat, clover, cabbages, buckwheat, strawberries, Canada thistles, or other crops. From what part of the soil do these plants secure their nourishment? What power have they of going deep for water? What proportion is root?

Plant-food is available when it is in such condition that the plant can use it. It must be both soluble and in such chemical form that the plant likes it. Plant-food which is not soluble in rain water may still be soluble in soil water (which contains acids derived from the humus); and the acid excretions from the roots may render it soluble. But solubility is not necessarily availability, for the materials must be in such combination that the plant will take them. Thus, nitrate of soda is available because it is both soluble and in the form in which the plant wants it. But nitrite of soda is not available although it is soluble,—the plant does not like nitrites.

Nitrogen must probably be in the form of nitrates before it can be used by most plants.—Nitrogen is abundant. It is approximately four-fifths of the atmosphere, and it is an important content of every plant and animal. Yet, it is the element which is most difficult to secure and to keep, and the most expensive to buy. This is because the greater part of it is not in a form to be available, and because, when it is available, it tends to leach from the soil. It is available when it is in

the form of a nitrate—one part of nitrogen, three parts of oxygen, united with one part of some other element, nitrate of soda, nitrate of potash or saltpetre, nitric acid. The process of changing nitrogen into nitrates is called nitrification. The farmer should make his nitrogen supply with tile drains, plows, harrows, and cultivators.

But there are some plants which have the power of using the nitrogen which is in the air in the soil. These are leguminous plants,—clovers, peas, beans, alfalfa. If, therefore, the farmer cannot secure sufficient nitrogen by other means, he may use these plants as green manures. If his system of farming will not allow him to use these plants, or if he does not secure sufficient nitrogen when he does use them, then he can go to the warehouse and buy nitrogen.

The soil is not a mere inert mass; it is a scene of life and activity.—This is the new and the true teaching. Soil which is wholly inactive is unproductive. Movements of air and water, actions of heat and evaporation, life-rounds of countless microscopic organisms, decay and disintegration of plants and soil particles,—these are some of the activities of the fertile soil. If our ears were delicate enough, we could hear the shuffle of the workers, the beating of the hammers, and the roll of the tiny machinery. All things begin with the soil and at last all things come back to it. The soil is the cemetery of all the ages, and the resurrection of all life.—Cornell Bulletin.

BOOK TABLE.

EFFICIENT DEMOCRACY. By William H. Allen, general agent, New York Association for Improving the Condition of the Poor, secretary, Committee on Physical Welfare of School Children. New York: Dodd, Mead & Co.

"Efficient Democracy" is a notable contribution to the discussion of public affairs, and the chapter on school efficiency is of exceptional interest. The subjects of some of the ten chapters are suggestive: The Goodness Fallacy, Statistics Ostracised, The Simple Ingredients of the Statistical Remedy, The Business Doctor, The State as Doctor, Hospital Efficiency, School Efficiency, Efficiency in Charitable Work, Efficiency in Preventing Crime, Efficiency in Religious Work, Efficiency in Government, Municipal Bureau of Statistics, Efficiency in Civic Leadership, Brief for the Establishment of an Institute for Municipal Research, Efficiency in Making Bequests. To be efficient is more difficult than to be good. The average citizen honestly in favor of what he calls good government does not yet understand that there are an intelligence and an efficiency as far beyond the reach of mere goodness as is business efficiency beyond the reach of mere good intention. Efficiency fosters goodness as time clock and cash register foster habits of punctuality and honesty. The goodness that has lasting value to one's fellowman will be greatly increased and more widely distributed if efficiency tests are applied to all persons and all agencies that are trying to make tomorrow better than to-day. The particular kind of intelligence needed by democracy is intelligence as to government and not intelligence as to ethics, fiction, law, and business. A man may be a walking dictionary, living encyclopedia, bacteria wizard, or virtue personified, and yet not intelligent as to government. Here are suggestive sentences: "Given 100 so-called best citizens in a church parlor and 100 frequenters of a Bowery saloon, and it would be a rash man who would feel sure that the average intelligence as to government, its needs, its justice, its methods was higher in the parlor than in the saloon." "Where standards of administration are unsatisfactory; where taxes are too high and buy too little; where schools waste taxpayers' money, pupils' time, and democracy's opportunity; where results of religious work are disappointing; where hospitals regularly incur deficits; where crime is neither controlled nor understood; where civic and educational leaders make futile protests against political corruption; where good intention is permitted to cover a multitude of administrative sins; where charity injures those it aims to help;—efficiency tests will be found lacking." The treatment of every topic is heroic. His statements are often exasperating, but it is a book to be read with serious purpose and it is worth while for every one of us to face his charges squarely. The time has come to be heroic in studying ourselves.

A SECOND READER. By Celia Richmond and Harriet Estelle Richmond. Boston: Ginn & Co. Cloth. 134 pp. Illustrated. List price, 40 cents; mailing price, 45 cents.

This Second Reader is of surpassing beauty. The illustrations are from reproductions of famous paintings or from photographs taken by artists. They are all in delicate tint, which greatly heightens their attractiveness. The highest charm of the book is the avoidance of all formalism and hackneyed thought, and the retaining in every possible way of the natural life and spirit of the child. It does the child good in every way to read this book. The atmosphere is itself beneficial. It is in no sense a special reader. It touches the all-around life of the child. In arrangement of subjects the book follows the school year. A special feature is the group of Siegfried Stories, which form a serial running through the reader. They are the musical motif to which nearly all the matter of the book adapts itself. The awakening of Brunhilde is only the personifying of the resurrection of the earth at the touch of spring. We are assured that the stories have all stood the test of use in the school-room. As story-teller to groups of children, one of the writers discovered for herself that the world's great literature presents forms of dramatic thought which can be brought within the child's comprehension, and to which the whole being of the child readily responds.

LE BLANC'S ELECTRO-CHEMISTRY. Translated by Willis R. Whitney and John W. Brown. New York: The Macmillan Company. Cloth. 335 pp. Price, \$2.60 net.

Le Blanc is a professor in the University of Leipsic, and an acknowledged authority in Germany in electrical

and chemical subjects. He is a pupil of the well-known Oswald. In this work we have a careful and thorough translation of the original, with such additions by the translators as seemed both advisable and necessary. They have also added twenty-five new drawings to those found in the German text, and have thus increased its efficiency. The subject-matter is naturally intricate, but not too much so for fairly advanced students of science. The various chapters deal with "The Forms of Energy," "The Development of Electro-Chemistry," "The Migration of Ions," "The Conductance of Electrolytes," "Electromotive Force," and other kindred themes. In a supplement the subject of "Storage Cells" or "Accumulators" is treated. The volume is a valuable addition to the treatises which deal with one of the most expansive sciences of the present day, and will be widely welcomed as the work of a master mind.

PITMAN'S CUMULATIVE SPELLER. By Charles E. Smith. New York: Isaac Pitman & Sons. Cloth. 112 pp. Price, 40 cents.

A speller specially prepared for business schools and commercial departments. There are 100 lessons of sixteen words to a lesson, in which are formed the words likely to be used at some time in commercial correspondence. The word is given, then the pronunciation, and next a brief and sensible definition. In addition there is a home-work dictionary of decided value, a list of geographical names, and another list of abbreviations. It is a finely-arranged bit of work throughout, and in portable form, which is decidedly to its credit.

GOETHE'S FAUST. Edited by Julius Goebel of Harvard. New York: Henry Holt & Co. Cloth. 384 pp. Price, \$1.00.

The author in presenting this volume at this time would seem to have in mind the approaching centenary of the appearance of "Faust" in its complete form, which was in 1808. And both in his able introduction and no less able annotations he aims to aid the student of German to master this acknowledged German classic. Here one may find as nowhere else so fully the secrets of Goethe's inner life. And this sympathetic editor aids one immensely in understanding the virile German text. The book is moreover a charming bit of printing.

THE CAVE BOY OF THE AGE OF STONE. By Margaret A. McIntyre. New York, Boston, Chicago: D. Appleton & Co. Cloth. Illustrated. 131 pp. Price, 40 cents.

It is a long-time conviction of ours that school readers for little people should deal so far as practicable with the characteristics and activities of children of the various countries of the world. School reading from the first should mean information as well as interest, and it should relate to human nature more than to physical nature, and the blending of the two, as in "The Cave Boy of the Age of Stone," is the best of all. We hail this book as one of the important departures of the day. Two similar books have been recently issued by the Appletons, "Lodrix, the Little Lake Dweller," and "Children of the Cliff," each thirty cents.

THE FIRST TRUE GENTLEMAN. By Edward Everett Hale. Boston: John W. Luce & Co. Cloth. 43 pp. price, 50 cents.

In this brief but delightful treatise the author simply amplifies the words of the old poet Dekker concerning Jesus, as he speaks of him as "the first true gentleman that ever breathed." We are told what a "gentleman" is, and are bidden to witness in the man of Nazareth what the graces are that make one eligible for association with those who honorably bear that title.

BOOKS RECEIVED.

"Bluthgen's Das Peterle von Nürnberg." Edited by Dr. W. Bernhardt. Price, 35 cents. Boston: D. C. Heath & Co.

"Standard Selections." Arranged and edited by R. I. Fulton, T. C. Trueblood, E. P. Trueblood. Price, \$1.25.—"Das Verlorene Paradies." Edited by Paul H. Grumann. Price, 45 cents. Boston: Ginn & Co.

"Efficient Democracy." By Dr. W. H. Allen. Price, \$1.50. Chicago: Dodd, Mead & Co.

"Corneille's Le Cid and Polyeucte." Edited by W. A. Nitze, and Notes by S. L. Galpin. Price, \$1.00. New York: Henry Holt and Co.

"Classroom Practice in Design." By Dr. James Parton Haney. Price, 50 cents. Peoria, Illinois: Manual Arts Press.

"Frederick Douglass." By Booker T. Washington. Price, \$1.25. Philadelphia: George W. Jacobs & Co.

"A University Text-Book of Botany." By D. H. Campbell. Price, \$4.00. New York: The Macmillan Company.

"The Child and the Book." By Gerald Stanley Lee. Price, \$1.50. New York: G. P. Putnam's Sons.

RECENT TEXT-BOOKS

ELEMENTARY ENGLISH COMPOSITION

By TULEY FRANCIS HUNTINGTON. 12mo. Cloth. xxii+357 pp. 50 cents net.

Designed for use in the highest grammar grades and the lower high school grades. *Habits* rather than *rules* of writing is the key note of the book. Effort is constantly made to bring out the student's individuality and to secure personality in his written work.

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A special feature of this new book is the devices introduced to compel the pupil to help himself.

PRINCIPLES OF ORAL ENGLISH

By Professor ERASTUS PALMER, of the College of the City of New York, and L. WALTER SAMMIS. Cloth. 12mo. xii+222 pp. 60 cents net.

The subject of this work may be summed up as the philosophy of inflection. It shows the student how to get the thought and to understand the emotion, and then how to express both thought and emotion vocally.

AN OUTLINE HISTORY OF THE ENGLISH LANGUAGE

By OLIVER FARRAR EMERSON, Ph. D., Professor of Rhetoric and English Philology in Western Reserve University. 12mo. Cloth. 208 pp. 80 cents net.

This book chronicles the general facts of our language development, the special influences of different periods, and the more important changes in the forms of words.

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By GEORGE R. CARPENTER, Professor of Rhetoric and English Composition in Columbia University, New York City. 12mo. Cloth. xviii+432 pp. \$1.00 net.

This volume contains all the material necessary for secondary school work in this subject, in accordance with the best tested and soundest principles of theory and practice.

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By GEORGE R. CARPENTER, Professor of Rhetoric and English Composition in Columbia University, New York City. Cloth. 12mo. xv+213 pages. 75 cents net.

A complete revision of "Principles of English Grammar." The present volume is less difficult, and is adapted to the needs of first year high school pupils.

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By CRAVEN LAYCOCK, Assistant Professor of Oratory in Dartmouth College, and KEITH A. SPOFFORD, Instructor in English in Hartford (Vt.) High School. 12mo. Cloth. xviii+161 pp. 50 cents net.

This manual presents in a clear and simple way the elements of debate to that class of students who are not sufficiently advanced to use the more difficult text-books on the subject.

AN ELEMENTARY LOGIC

By JOHN E. RUSSELL, M. A., Mark Hopkins Professor of Intellectual and Moral Philosophy in Williams College. 12mo. Cloth. 250 pp. 75 cents net.

This volume meets the demand for a modern exposition of the essentials of logic adapted to the mental development of young pupils. It is a simple and compact presentation of the principles of correct thinking.

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By ALEXANDER J. INGLIS, Instructor in Latin, Horace Mann High School, and VIRGIL PRETTYMAN, Principal Horace Mann High School, Teachers College. 12mo. Cloth. 301 pp. 60 cents net.

The sixty-five lessons comprising this book provide an adequate preparation for the reading of Caesar.

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ATLANTA

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EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

May 24: New England Association of School Superintendents, Latin School, Boston. Henry D. Hervey, Malden, secretary.

June 18, 19, 20: Kentucky Educational Association, Winchester.

June 24-26: South Carolina State Teachers' Association, Chick Springs.

June 25-27: Ohio Teachers' Association, Put-in-Bay, Edward M. Van Cleve, secretary, Steubenville, Ohio.

July 1-3: Oregon State Teachers' Association, Western Division, Salem. Miss Aphia L. Dimick, president.

July 1-2-3-4: American Institute of Instruction, Montreal, William C. Crawford, Cambridge street, Allston, Mass., secretary.

July 2, 3, 4: Pennsylvania State Educational Association, Greensburg, Superintendent R. B. Teitrick, president, Brookville.

July 9-12: National Educational Association, Los Angeles, California.

October 17-19: Vermont State Teachers' Association, Burlington, Vt.

October 17-19: Northwestern Iowa Teachers' Association, Cedar Rapids, Iowa.

December 26, 27, 28: Montana State Teachers' Association, Missoula.

December 31-January 1, 2, 3, '08: Colorado State Teachers' Association.

NEW ENGLAND STATES.

VERMONT.

MONTPELIER. All the public school teachers of this city have been re-elected. An increase of salary from \$25 to \$200 has been voted. Superintendent Brownscombe receives a re-election.

Governor Proctor has appointed a commission to consider the advisability of combining the normal schools of Randolph, Castleton, and Johnston, or the development of the three.

BURLINGTON. Superintendent H. O. Wheeler has been re-elected superintendent of the city schools.

The committee appointed by the Schoolmasters' Club of Vermont to make out a state course of study for high schools met at Rutland April 26 to complete their work. The following members were present: State Superintendent of Education Mason S. Stone, Principal John L. Alger, Saxon's River; Principal C. H. Merrill, Randolph Normal school; Principal Isaac Thomas, Edmunds High school; Principal W. A. Beebe, Peoples Academy; Principal W. P. Abbott, Proctor.

Unions formed for expert supervision under No. 15, Acts of 1906, are to date as follows:—

Essex Junction corporation, Essex town district, Colchester town district, Williston, South Burlington, and Shelburne, Carlton D. Howe, superintendent.

Morrilstown, Stowe, Elmore, Shoreham, Bridport, Whiting, Orwell.

Danville Corporation, Danville town, Walden, Barnet, Waterford, Harvey Burbank, superintendent. Bakersfield, Fletcher, and Fairfield. Readsboro, Stamford, Whitingham,

Wilmington, Derby, Morgan, Charles-ton.

Bristol, Lincoln, Starksboro, Monkton, New Haven, A. W. Eddy, superintendent.

SUMMER SCHOOLS.

Summer School of the Michigan State Normal College

The faculty of the Michigan State Normal College will offer work in all its departments during the six weeks' summer school of 1907. The library and laboratories will be open, and all other facilities of the institution will be placed at the disposal of the students. Tuition fee of \$3.00 covers all courses and lectures.

Tuition will be free to summer school students in all classes of the Conservatory of Music pertaining to public school work.

Summer School begins Monday, June 24, and closes August 2. Monday, June 24, will be classification day. Classes will meet regularly Tuesday and thereafter.

Courses offered will be regular, special, and general, as follows:

1. Regular courses, as indicated in the catalogue.

2. Special courses will be offered in general method by members of the faculty and others engaged for this purpose.

Special courses of six weeks will be offered for village and rural school teachers, and for those wishing to prepare for examinations before county boards or the State Board of Education.

Courses of six weeks will be given in methods in the various departments.

Classes in domestic science and art will be carried during the entire term.

The training school will be operated as a school of observation under the care of the regular critics.

3. General Courses. The general lecture courses which have proved so popular during the last few years will be given again this year. These are all free. They will consist of lectures on educational themes of interest to teachers who seek inspiration, improvement, and advancement in their profession, and will be given for the general benefit of the whole body of students. Eminent teachers and lecturers have been engaged for this course.

Send for catalogue.

L. H. JONES, President

UNIVERSITY OF WISCONSIN
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A regular session of the University with emphasis on graduate work.

Special courses for teachers, including a course in the Elements of Agriculture, given by Dean Henry of the College of Agriculture.

Summer Session staff of 46 professors, 22 instructors, and assistants.

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EDUCATIONAL REPRINTS

No. 1. Report of Massachusetts Committee on Industrial Education, 50 cents.

Descriptive circular on application

JAMES E. RUSSELL, LL.D., Dean

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Summer School

Third Session, July 8 to August 16, 1907

Courses in Biology, Chemistry, Commercial Geography, Drawing, Education (History, Theory, and Methods), English (Literature and Rhetoric), French, Geology, German, Greek, History (American and European), Latin, Mathematics, Physical Education, Physics, Psychology, School Administration.

These courses are designed for teachers and students. Some are advanced courses, others are introductory.

About one hundred suites of rooms in the dormitories are available for students.

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Harvard University

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July 2—August 9

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J. L. LOVE, Cambridge, Mass.

UNIVERSITY OF CHICAGO

The Summer Quarter, 1907

First Term, June 15—July 25; Second Term, July 25—August 31 enables students to begin regular work without waiting for the Autumn Quarter and affords special vacation opportunities for teachers.

Divinity School, Law School, School of Education, Rush Medical College (affiliated); Graduate Schools of Arts and Literature, Open (Graduate) School of Science; Senior and Junior Colleges of Arts, Literature, Philosophy, and Science.

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July 22, 1907, to Menomonie, Wisconsin August 23, 1907

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University of California AT BERKELEY SUMMER SESSION

June 24 to August 3, 1907

Instruction in the classics, in literary and scientific branches, in law, music, etc., by a faculty including men of letters and science from the East, from Europe, and from the regular university faculty.

National Educational Association

Meetings in Los Angeles, July 8-12

Students may combine attendance with registration in the Summer Session, taking advantage of special rates.

Address the Recorder of the Faculties for announcement, etc.

Newport Corporation, Newport Center Corporation, Newport town, Coventry, and Irasburg.

Lyndonville Corporation, Lyndon Corporation, Lyndon town, Sheffield, Sutton, Newark, Burke, and West Burke Corporation.

Springfield, Weathersfield, Windsor, Reading, Baltimore, E. M. Roscoe, superintendent.

Ludlow, Cavendish, Mount Holly, Weston, E. Howard Dorsey, superintendent.

MASSACHUSETTS.

BOSTON. The Rev. Theodore Chickering Williams, pastor of All Soul's Unitarian church, New York city, was elected head master of the famous Roxbury Latin school. Dr. Williams graduated from the school in 1872, and took his degree in 1881 at the Harvard Divinity school. In 1883 he became pastor of the All Soul's Unitarian church, New York. He has traveled extensively and is the author of several translations from the Latin classics, as well as of a volume of original poems and addresses entitled "Character Building."

Dr. William Coe Collar has resigned as head of the Roxbury Latin, a position he has held for forty years. He is a graduate of Amherst, has taught the Roxbury Latin school for fifty years, was a member of the Boston school committee for three years. He is one of the most scholarly teachers Boston has known, having brought out several important text-books in Greek and Latin. He is one of the most intensely professional of Boston educators, having been the leader in every movement for the improvement of teachers' conditions. He is also one of the ablest public speakers among the Boston teachers. He retires of his own volition and to the regret of all concerned, choosing to stop while in health to enjoy the fruits of his labor.

Boston has for many years had nine grades instead of eight in the elementary schools. Last September the school committee voted to reduce the number of grades to eight. The board of superintendents has, during the year, prepared a revision of

course of study, and the schools are now in process of being changed from the nine to the eight grade basis.

Next September the Boston Normal school will, for the first time in its existence, be housed in a suitable building. The Normal-Latin school group of buildings is just being completed at an expenditure of nearly a million dollars. This group will house the Normal school, the Girls' Latin school, and the High School of Commerce.

From 1818 to 1906 the Boston schools have been organized into primary and grammar schools, the primary schools including the first three grades and the grammar schools the six other grades. Promotion from the primary to the grammar schools was made by the board of superintendents; and teachers could not be transferred from one of these schools to the other without special permission in each case being granted by the school committee. Under the new administration, which went into effect January 1, 1906, these distinctions have been discontinued and the elementary schools have been organized into one group running from the first through to the eighth grade. This reorganization will very materially improve the efficiency of the schools.

The state board of education has voted that college graduates may be admitted to the normal schools without examinations, and may receive a diploma after a year of study. The college graduate course will require of the students at least twenty recitation periods per week, the advanced work in pedagogy and the practice work of the senior year. All candidates from the high schools on the certificate list of the New England college entrance examination board may be admitted to the normal schools if the standing shows an average of B or 80, as certified by the principal of the school. Beginning in 1908 candidates from the high schools not in the college certificate list may be admitted under similar conditions if the high schools are approved by the state board of education.

WORCESTER. The last regular

meeting of the season of the Worcester County School Superintendents' Club was held on Saturday, May 11, in Worcester. The subject was, "Some Ways of Withstanding Tendencies to Degrade the Vocation of Teaching." The discussion was opened by twenty-minute talks by Superintendents Homer P. Lewis of Worcester and Joseph G. Edgerly of Fitchburg, followed by some others.

CHELMSFORD. At a meeting of the joint committee held in Chelms-



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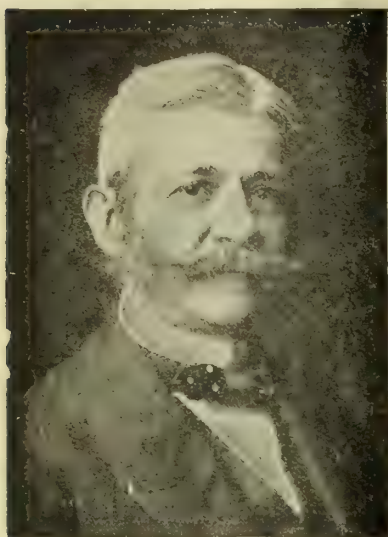
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ford April 27, F. L. Kendall was unanimously re-elected superintendent of schools for the towns of Chelmsford, Carlisle, and Dunstable.

MARBLEHEAD. At a meeting of the school board of Marblehead May 11, Almorin O. Caswell, acting superintendent of the Perkins Institution of the Blind, South Boston, was elected superintendent of schools. Mr. Caswell will succeed John B. Sifford, whose term expires August 1. Previous to coming to the Perkins Institution he taught school for nine years in Maine, Vermont, and Massachusetts. He graduated from Dartmouth College in 1893, and is thirty-six years old.

NEWTON. The annual report of this city by Superintendent F. E. Spaulding is not only by far the most valuable ever issued by the city, but is one of the most elaborate and attractive ever issued by any city of less than a third of a million people. There are 121 pages and twenty-one full-page illustrations.

RHODE ISLAND.

PROVIDENCE. In this city fresh air clubs are organized among the pupils, who have not only instruction from physicians as to health but frequent opportunities for outdoor exercise and nature study.

The Barnard Club met at the Trocadero Saturday, May 11, and listened to an able address by J. Adams Puffer, formerly principal of Lyman School for Boys, on the subject, "Delinquency."

CONNECTICUT.

HARTFORD. The Hartford County Association had probably the largest educational meeting on May 3 that has ever been held in Connecticut, certainly the largest county meeting, excepting that of Middlesex (Massachusetts), that has ever been held in New England, packing Unity hall to the limit. The program was wholly unusual, with Dr. S. C. Schmucker of Pennsylvania, Dr. E. R. Johnstone of New Jersey, Stanley H. Holmes of Connecticut, and Dr. A. E. Winship of Massachusetts. President A. D. Call set a high standard for his administration and it exceeded his expectations in every respect. He is succeeded by Louis H. Stanley of Hartford. Hon. Charles D. Hine al-

ways stands behind these associations financially and personally. He was chairman of the executive committee.

The Connecticut Association of Public School Superintendents held its second meeting at Trinity College, Hartford, May 11. The morning topic was, "The Teacher Problem": (a) "Qualifications," Frank H. Beede, New Haven; (b) "Salaries," Edgar C. Stiles, West Haven; (c) "Pensions," Stanley Johnson, Boston. Discussions—(a) William A. Wheatley, Fairfield; (b) Stanley H. Holmes, New Britain; (c) H. I. Mathewson, Milford. Trinity College tendered a lunch to the association. The afternoon addresses were: "Legislative Problems," Senator Flavel S. Luther, Hartford; "What a Business Man Ought to Expect from Our Public Schools," Governor Rollin S. Woodruff, New Haven.

At the annual meeting of the Hartford County Teachers' Association the election of officers resulted as follows: President, Louis H. Stanley of Hartford; vice-president, Kathryn E. Decker of New Britain; secretary, Howard W. Pease of Bristol; executive committee, the officers and Charles D. Hine of Hartford. Thomas S. DeCoudres of East Hartford, and John J. Kratzer of Windsor. President Call announced that the association would have \$100 left in the treasury after the expenses of the meeting were met.

THE WEEK IN REVIEW.

(Continued from page 549.)

year, more or less. The lord lieutenant is to have a veto power over its proceedings. Its elective members are to be chosen on the local boards franchise, which admits women to a part in their election.

GROUNDS OF OPPOSITION.

Under closure, the House gave the bill its first reading by a vote of 416 to 121. It would be a mistake, however, to infer from this vote that the House looks upon the measure with enthusiasm. At later stages, it will be vehemently opposed in the Commons, and there is not the ghost of a chance for it in the Lords. Mr. Balfour promptly attacked it on the ground that it was grossly unjust to

leave the Irish contingent at Westminster, which it is not proposed to reduce in size, free to meddle as it will with the affairs of England and Scotland; while so large a share of the Irish administration was vested in the proposed Irish council. Mr. Redmond, speaking for the Irish members, pronounced the bill inadequate, and criticised some of its details. But he did not burn his bridges behind him, but left the way open for an acceptance of its provisions as an installment of what Ireland wants, if that policy should be agreed upon by the conference of Irish leaders which has been called to map out a policy.

FRANCE AND JAPAN.

It is given out, on official authority, though without detail, that negotiations are progressing successfully for a mutual understanding between France and Japan on political and commercial interests in the Far East. This understanding, it is explained, does not go further than the maintenance of the status quo, though it is expected that the integrity and independence of China will be guaranteed. France has important interests in Asia which might easily be imperiled by any misunderstanding with Japan, and the French press expresses satisfaction with the agreement, while the German press looks at it askance as a possible menace to Germany. As England and Russia, and Russia and Japan have signed or are about signing agreements which adjust old questions and remove old differences, it is quite true that in Asia as in Europe Germany occupies a somewhat isolated position.

The School of Fine Arts at Yale University has several unique collections, among which the Trumbull collection of historical paintings is of special interest to teachers. A special plan for making this and the other art collections of use to teachers has been adopted for the coming summer school. The instructors who give the regular courses in drawing and painting are to exhibit and discuss these paintings with any of the members of the summer school who may wish to avail themselves of the opportunity.

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AMERICAN INSTITUTE OF INSTRUCTION.

The American Institute of Instruction, the oldest teachers' organization in existence, will hold its seventy-seventh annual convention at Montreal July 1, 2, 3, 4, 1907.

The success of the Montreal meeting in 1897, the varied attractions of the ancient city, the richness of the whole territory in historic incident, the delightful scenery en route, have led to many requests that the institute again go to the Canadian metropolis.

Efforts will be made to equal or excel the strong programs offered by the American Institute in recent years. The plan of general and department sessions, pursued at the Portland and New Haven meetings, will be followed in the coming convention at Montreal, and a general session each evening. This arrangement leaves afternoons free for recreation.

The following titles will suggest the scope of the department programs: "Supervision and Administration," "Training of Teachers," "Home and School," "Library and School," "Industrial Education," "Internationalism and Patriotism," "Tenure of Office and Pensions," "Rural Education," "Physical Training," "Education of Defective Classes," etc. These departments will be led and addressed by some of the ablest educational and social workers in the country.

One of the most successful features of the New Haven convention was that of joint meetings of other organizations with the American Institute.

The Home and School Department

for the past two years has been conducted under the auspices of the New England State Federation of Women's Clubs. A similar program will be given this year and will doubtless attract a large number of representative club women to Montreal. Clubs are invited to appoint delegates and to confer with the secretary of the institute on matters of detail.

The Provincial Association of Teachers of Quebec will hold a joint session with the institute and provide the entire program for such general session. Arrangements have been made for holding a session of the New England Association of School Superintendents, whose officers are to provide the programs of both a general and department session.

Other associations have been in-

vited and are expected to join with the institute in its seventy-seventh annual convention.

From all points in the territories of the Eastern Canadian and New England Passenger Association a round trip to Montreal and return for one fare has been authorized. Tickets will be sold on the certificate plan June 28 to July 3, inclusive. Certificates to be validated in Montreal, July 1-4, inclusive, on payment of \$1 membership fee to the treasurer of the American Institute of Instruction.

Tickets are good for return to and including July 15. For an extension of time until August 15, the validated portions of tickets must be deposited with George H. Webster, 54 Beaver Hall Hill, Montreal, and payment of \$1 fee at the time of deposit be made.

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The annual meeting of the American Institute of Instruction will be held at Montreal July 1 to 4. From present indications it will be the largest and most successful meeting ever held, due principally to the fact that it is the only big meeting for teachers to be held in the East this year, and on account of the low railroad rate which has been named and the exceptional advantages offered for combining a most interesting and pleasurable vacation a large attendance is expected. The Grand Trunk railway in connection with the Central Vermont and Boston & Maine railroads, offers a rate of \$10.90 for the round trip. Tickets are good going June 28 to July 3 inclusive and are good to return until July 15. Extension on return limit may be secured by payment of \$1 until August 15. Correspondingly low rates apply via the above route from all New England points. Three fast trains are operated daily from Boston, Worcester, and Springfield to Montreal via White River Junction and the scenic route of the Green mountains. Elegant first-class vestibule day coaches, Pullman parlor and sleeping cars and cafe dining car service, "a la carte," make this route the most comfortable between New England and the Canadian metropolis. Side trips may be taken at a slight additional expense, from Montreal to the historic city of Quebec, the lower St. Lawrence river, the far-famed Saguenay region, as well as Ottawa, Kingston, and the Thousand Islands.

The attention of school teachers is also called to the special rates named for the meeting of the National Educational Association at Los Angeles,

Cal., in July. The rate from Boston and common New England points will approximately be \$80.50, and full details of routes, fares, and optional trips will be furnished upon application to T. H. Hanley, N. E. P. A., 36 Washington street, Boston, Mass.

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KEITH'S.

Few shows of the current season at Keith's have contained a greater number of novelties than the one arranged for the coming week. First and foremost comes the Metzetti troupe of acrobats, eleven in number, who do some of the most wonderful tumbling feats ever attempted. They created a positive sensation in New York and duplicated it in Philadelphia. Another act much out of the ordinary is the pantomimic comedy presented by Barnold's dogs and monkeys, the drollest thing of the kind that the stage has ever seen and sure to make the biggest kind of a hit. Miss Norton and Paul Nicholson are to play their new sketch, "Ella's All Right," by far their best effort if the verdicts of other cities are to be accepted. The Four Huntings are to make their re-appearance after a three-years' absence from vaudeville. Their comedieta is one of the fastest moving fun vehicles imaginable. Miss Marion Sawtelle, a Boston girl who was formerly a popular member of two of the Hub's stock companies, will appear in a new line of work. She is a member of the team of Knight Brothers and Sawtelle, whose specialty is eccentric dancing, in which she has become very expert. The musical Avolos, the foremost xylophonists; LeRoy and Woodford, who always have an entertaining lot of chatter; Paul Stephens, the famous one-legged acrobat; Sue Smith, comedienne; the Lea brothers, in novel dances; Amos, the clown juggler, and the kinetograph will round out the program.

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JOURNAL OF EDUCATION.

Vol. LXV.—No. 21.

MAY 23, 1907.

A. E. WINSHIP, Editor

N. E. A. AT LOS ANGELES.

NOTES.

July 8-12.
Pepper trees!
The Yosemite!
Orange groves!
At Los Angeles.
The Yellowstone!
Fifth anniversary.
The Grand Canyon!
Roses! Well, wait till you see them.
Get a day in Colorado Springs if possible!
Pasadena is the climate queen of the world.
Dr. N. C. Schaeffer, president for 1906 and 1907.
Denver will welcome all who stop over for a day.

The best hotel city on the continent is Los Angeles.

There are 275 miles of paved streets in Los Angeles.

See either the Yosemite or the Yellowstone, if possible.

The big trees of California have no rivals in the world.

California was practically an unknown land until 1848.

San Francisco Bay is one of the world's noted harbors.

You'll get a glorious welcome everywhere in California.

The Grand Canyon of the Colorado is nature's masterpiece.

Salt Lake City is the metropolis of the Intermountain Empire.

Camp out if possible while in California. It is a glorious experience.

The garden of the modern luscious, seedless orange is all about Los Angeles.

Rates from Chicago are all right: \$64.50 round trip including membership.

You will go out and see the greatest pigeon farm on earth while in Los Angeles.

1769 saw the first white men. 1848 and 1849 saw the country open to civilization.

If you miss Stockton you will miss one of the notable business centres of the state.

Stanford University! Well, there is an article devoted to this institution in this issue.

Happiest of all will those be who can add the Alaska trip to the summer on the coast.

Puget Sound is one of the marvels that you should see and upon which you should sail.

The Calaveras grove has one tree which is 435 feet high and 110 feet in circumference.

Dr. Schaeffer's responsibilities and cares have never been equaled by any other president.

The N. E. A. is the largest and mightiest professional organization in the world with an annual meeting.

Foshay, James A., will abate no whit of his ardor because of his personal prosperity outside of the ranks.

Incidentally pass an examination while you are over. You may like to stay and teach, or go back there later.

You will go to the ostrich farm whether you plan for

it or not. It is one of the features of the Los Angeles country.

James A. Barr of Stockton has been as nearly indispensable as any man in the state to the success of this meeting.

Mount Tamalpais, a short ride from San Francisco, is without an equal for combined view of mountains, sea, and bay.

The mission houses are among the chief attractions of Southern California. Some of them were built as early as 1769.

Go out to the Island of Santa Catalina by all means. It will be the outing of your life. It is twenty miles out in the Pacific.

Riverside! The orange queen of the world. You have not seen the oranges of southern California if you do not go there.

Los Angeles and the surrounding country are surpassingly beautiful. If you do not know southern California it will be one continuous surprise. The San Gabriel mission is not to be missed while in Los Angeles. The mission and the country round about are too interesting to be omitted.

The geysers of the Yellowstone are the only revelation of this phase of nature to be seen in the world of public travel anywhere on the globe.

The Bay of Monterey with the charming Hotel Del Monte resort has no equal east of the Rocky mountains, and no superior on the Pacific coast.

The best rate from Boston is \$97.50 round trip, but this takes you home via Seattle and either the Yellowstone Park route or the Canadian Pacific route.

Have no fear of the weather. The best weather conditions that the N. E. A. has known for twenty years were those at the other meeting at Los Angeles.

Go to the Pacific Northwest also. It is almost unpardonable to cross the continent and not see Portland, Tacoma, Seattle, and other cities in that section.

Southern California is the land of palms. Such palms! Such boulevards as one does enjoy with these grand tropical plants waving by the side of the way.

Professor Chamberlain of Pasadena is the state director. It was he, primarily, who made this meeting possible. He will be largely responsible for its success.

If you stay anywhere for any length of time, see to it that you live very inexpensively. You can if you will and you will then live better than you ever lived before.

Superintendent E. C. Moore of Los Angeles is giving the city schools as nearly ideal conditions as possible, and he is just the man to professionalize such a gathering as this.

San Jose is to have a most interesting teachers' summer school. You will be strictly in it if you spend a few weeks with President Dailey of the San Jose normal school.

Los Angeles is expending \$23,000,000 on her new water works. The best in the world. That's no joke.



DR. N. C. SCHAEFFER,
President National Educational Association.

The storage reservoirs will have a capacity of 27,000,000,000 gallons.

The state superintendent is a southern California man, the idol of the school men of the South, and he will do everything in his power for the glory of the week at Los Angeles.

San Bernardino and Redlands, a short ride by train from Los Angeles, are the acme of residential beauty under semi-tropical conditions. Oh, the memories of a day in these cities!

Irwin Shepard, the peerless secretary of the N. E. A., has never had such troubles to surmount as in providing for this meeting. It was never quite so fortunate that he was at the head.

There are 184 miles of street railways within city limits of Los Angeles, and 363 miles more reaching out from the city into the suburbs. Do you realize what those figures mean?

United States Commissioner Elmer Ellsworth Brown is a Californian. The state is ardently proud of him, and his welcome will be an unprecedented event in the history of the association.

Mount Lowe is not to be missed on any pretext. It is a trip that can be taken from Los Angeles after luncheon. The expense is not great. There is no inconvenience or hardship attending it.

Stop off at Fresno if you go north from Los Angeles via the San Joaquin Valley. All the seedless raisins of the world are almost literally seeded here. The raisin seeds sell for \$10,000 a year.

Los Angeles is the metropolis of southern California. Its population is fully—well, I'll not state the number, possibly a quarter of a million, or six times as many as were there twenty-five years ago.

Dr. J. E. Millspaugh of the Los Angeles normal school has been among the leaders in the N. E. A. for many years and he will add materially to the forces that will make the teachers' stay delightful.

Of course you will go to the seaside from Los Angeles. It is but eighteen miles away. Fishing, bathing, and all sorts of seaside attractions are all along shore from Santa Monica to Long Beach.

Riverside ships 6,000 carloads of oranges and lemons a season. This means 300 train loads of twenty cars each from one railroad station, or at the rate of a train-load a day for the working days of the year.

Of course you will go to San Francisco, stricken San Francisco. It is worth the trip to the coast to see how the city has grappled with the most serious conditions that have been presented to any modern city.

Santa Barbara is to have an attractive summer school. This is the loveliest seaside and mountain resort combined in America. Superintendent Adrian has a good course marked out and he will make a stay there most delightful.

The University of California at Berkeley has the noblest trees of any college grounds in America. The summer school there this year will be unsurpassed anywhere in the country. It has a great program and it is an exquisite place in which to live for a month.

San Diego and Coronado Beach are at the extreme end of California. The trip down there from Los Angeles is one uninterrupted series of glorious views, and the place itself is so individual as to be a great attraction even in a state of marvelously delightful resorts.

WONDERS OF THE PACIFIC COAST.

In bringing the National Educational Association to Los Angeles in July the teachers and their friends may feel that no better place could have been chosen. But much as Los Angeles has to offer and many as are the side trips which can be taken from there it must not be forgotten that there are many points by the way which are well worth seeing. When one considers the diverse routes that may be taken to the City of the Angels and the liberal privileges in the matter of stop-overs it can easily be seen how much of the country will be open for study and investigation. There is no expense connected with the stop-overs, and for additional trips from various well-known points additional concessions have been made by all the railroads.

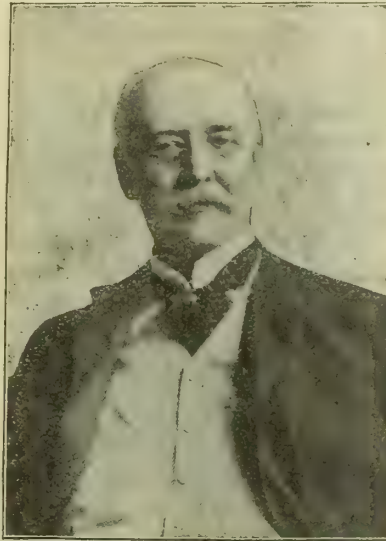
Whether you take the Mormon route through the Salt Lake district, the Palisades, and the Devil's Playground; whether you take the far north road followed by the Lewis and Clark exploring party; whether you come straight through on the line of the first railroad, or wander southward through the country of manana and Indians, no matter which way you come you will be traveling over the road of the pioneers, over a road made famous by histories of hardships and conquests, and by fairy tales of gold and beautiful flowers.

You will see the things you have read and heard about, the things you have taught the children about, and the half has not been told. There is Pike's peak, with its 14,147 feet and its cog-wheel railway, there are

the coal mines at Colorado Springs, which will not appeal to the members from Pennsylvania, there are Yellowstone Park and the Grand Canyon of Arizona, there is the Garden of the Gods, with its Cathedral Spires and Gateway Rocks. There is the famous Cave of the Winds on the Temple Drive to Williams Canyon. There is gorgeously hued Rainbow Canyon and the quiet gray and brown Palisades.

There is the Petrified Forest with the gigantic tree trunks lying prone 200 feet in length, hard and lifeless, but rainbow hued. Whichever route is chosen, world famed sights will be on every side. Sights old and new, from the adobe settlement of Isleta, where shepherds and weavers, potters and farmers live to-day as Coronado found them living in 1540, to the startling new towns of Tonopah and Beatty, where life has just begun, but is as business-like and bustling as busy Wall street.

It has been said that the West is a new country and so it is, but it is also a very old one. Long before the Pilgrims landed on the rock-bound Eastern shores, Coronado and his conquistadors had explored the Rockies and visited the Grand Can-



DR. WILLIAM H. MAXWELL,
Superintendent of Schools, New York City.
First Vice-President N. E. A.

yon, had conquered Tusayan, now called Hopiland, and left some of his followers to live among the Hopis. Then there is the Indian town of Laguna founded "as recently as 1699," where sweet-voiced women and girls go about with water jars on their heads looking like pictures of Palestine.

Memories of the "late unpleasantness" cling about Apache Canyon, where Kearney's army met the Mexicans in 1847 and the Blue and the Gray fought in '62. Stories of Drake and Juan de Fuca, of Bering, Cook, and Vancouver, of Wilkes and Gray are brought to mind through all the Puget Sound country. The ice pinnacles on Mt. Hood, the Punta de Martires; and the aboriginal Whulge are just as these great men saw

them hundreds of years ago. Back on the little Missouri Custer marched and fought, and amid the vivid coloring of the Bad Lands, Roosevelt lived and worked on his ranch. Fact and fiction, ancient and modern, cluster about all this storied Northwestern, from where the Rogue river rushes down from the stately Siskiyou to the peaceful valley of the Southland.

From the haunts of Lewis and Clark to the cloisters of Ramona, the whole length of the Pacific coast is filled with memories of the olden days. Sutter, Fremont, and Sloat and the adventures of the valiant pioneers of '49 run through the hills and valleys of the bay country. In Yellowstone Park among the Quenit Indians are found relics of the old days, when the trading in this country was done by the Hudson Bay Company, and we find these tribes still using willow ware, for which their forefathers traded hides and furs. Here are elk and antelope, herds of buffaloes, geysers and cliffs of obsidian glass, and petrified mountains, brimstone hills and colored terraces, here the old and the new mingle, the barbarian and the civilized stand side by side.



IRWIN SHEPARD,
Winona, Minn.
Permanent Secretary, N. E. A.

Then there are always the missions. Nineteen of these are still in existence, but now it takes but one day to go from San Diego de Alcalá to San Francisco Solano, the extreme northern and southern points of the cordon. El Camino Real, the royal road down which the old padres trudged, is now a motor-car highway, over which the cars whiz like streaks of light. Every mission is within easy reach of the railroad.

All the way up through them all, past imposing San Gabriel, with the old grape vine, under whose shade Ramona sat, past stately San Fernando with its sentinel palms, through San Buenaventura's walled garden in the heart of the town, up to Santa Barbara, so wonderfully preserved, with its inner sanctu-

ary where no woman has ever been, with the exception of Mrs. McKinley, stopping at those dedicated to Saint Agnes, to Anthony of Padua, to our Lady of Solitude, and all the others until we come to San Francisco, the new city, the modern city, rising amid the ruins of the frontier town of olden days, where the Mission Dolores, the Church of Sorrows, still stands while modern buildings lie fallen all round. Articles and stories have been written about "San Francisco the Fallen" and "San Francisco Rising from the Ruins," until almost every one knows pretty well what to expect there. It is a sight to see and remember, something to tell to one's grandchildren, the great catastrophe of the times.

From San Francisco to Alaska seems a long journey, but in reality it is only twenty-one days there and back, and the trip by steamer hugging the coast in and about the many little islands is one long delight. Here is a country of which has been said, "The Yosemite valley is beautiful, the Yellowstone park is wonderful, the canyon of the Colorado is colossal, and Alaska is all of these." There are easy trails to the beautiful lakes and



STARTING FOR THE YELLOWSTONE.

water-falls and to Taku; Davidson and the great Muir Glacier are part of the regular itinerary. There is a journey down the Yukon through Lake Bennett, Miles Canyon, Five Finger Rapids, and all the interesting places so well known from reading Jack London and other tales from the Great White Silence.

Nearer San Francisco, and fully as interesting, is beautiful Marin county with grand old Tamalpais, overlooking the island-dotted bay, and classic Berkeley, the Athens of the West. During the summer months there will be a session of college, when leading educators of this country and from across the water will give lectures and instruction to all who wish to attend.

Then there is Stanford nestling among the hills, and the fruitful Santa Clara valley, and the army and navy yards around the bay, and the Presidio and the fortifications and so many, many others that are so easy to get at and so interesting to see and that take so little time and money, that it is a crime to miss anything.

The American people are just awakening to the wonders of their own country, and here in the Great West where are evidences of history, old and instructive, and of history in the making, of old towns and peoples, of worn-out civilizations and hurrying new advances, here is the place to see the world as it was and the world as it is. There is much to learn in the adobe villages and of the slow-minded Indians and in the mining camps and new towns that are springing up through the new country of gold and promise.

The West is always new, and the West is always old, and the West is always interesting, and the West is always livable, even in July. The rates are reasonable, the accommodations comfortable, and the country delightful, and aren't you glad you're coming?

THE N. E. A. PILGRIMAGE.

BY E. H. RYDALL, LOS ANGELES.

ADVICE TO TEACHERS.

Delegates to the National Educational Association will soon be bound for the Land of Sunshine, the Land of Flowers. Already are committees at work; already are fifty thousand dollars subscribed by local Los Angeles merchants to entertain you, and everybody is looking forward to your coming.

First of all, throw yourselves into the arms of those waiting committees, for these are the guides and mentors who will safely advise you in a strange land. Trust the committees and heed the advice they give you.

The first committee you will meet will be on the borders of the desert. They will possess hundreds

of baskets of ripe, luscious fruit to hand out freely, after the dusty trip over the sullen, sand-covered wastes. Other committees will be at the depots receiving the arriving trains; others, again, at the Chamber of Commerce building in Los Angeles and the association headquarters. Such treatment reminds one of a poor man traveling in the country in Turkey, where he is met by the padre of one village, fed, clothed, and furnished tobacco, and when he wants to go, accompanied to the outskirts of the town and given more tobacco and some money to help him along to the next village.

After the convention you must go to the beaches, where the gentle breeze is ever blowing, but the sun is there also, raising freckles. Most of you will go to the island of Catalina for a day. You will have a short time on shore while the



OLD FAITHFUL INN.

steamer waits, have lunch, and then take a boat to Marine Gardens, where nature below the water in all its active, beautiful life is distinctly visible. Come back the same day on the steamer, and perchance in transit see spouting whales, gamboling dolphins, and flying fish.

The ostrich farms must have attention, no matter how hot it is. The largest of these is located at Pasadena, ten miles from Los Angeles, and is owned by a wealthy Englishman, who is liberal and patriotic. He is going to give each teacher a souvenir of the farm, maybe a feather, an ostrich egg, or some useful article to remind her of this strange new California industry. You may also inspect the ostrich feather factory, where over a hundred women are employed from dawn to dark in the manufacture of ostrich feathers. But the most fascinating sight will be the hundred-thousand-dollar stock of ostrich feathers, through which you have to pass in approaching the institution; twelve women are engaged in selling this finery to wealthy tourists, some of whom buy several hundred dollars worth at a time. Ostriches will be made to fight, to run away, to be ridden, and to be plucked, all for the benefit of the teachers, and a right good time will be had.

The Sierra Madre Mountains must be ascended. This is done by an inclined railway that connects with cars coming from Los Angeles and Pasadena in a remote place known as Rubio Canyon. At the top of the hill another electric observation car

awaits, and entirely recovered from that gone feeling that assails those who go up the steep hill, all climb in to wander over ravines and mountain peaks until they reach a recess in the everlasting hills and find refreshment at a unique hotel. This was not originally intended to be the end of the line, but necessity became the mother of invention and it was made so. The ladies can go further up on mules, but better haggle with the Mexicans who own the animals first, or the charge will be doubled.

Then the old missions must be visited, one sample of which at San Gabriel, near Pasadena, is enough; the old monk will take the small silver from the teachers and then open the doors and show them the seventeenth century.

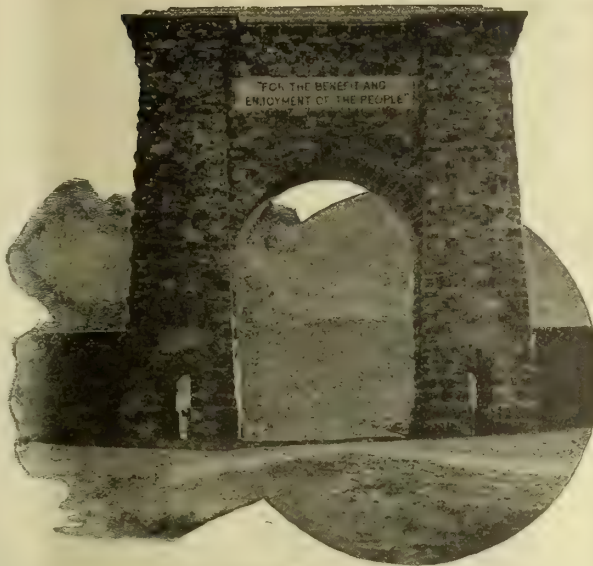
After looking over the Los Angeles parks and being hauled around on the economical observation car to get a good idea of the town, perhaps, if it is not too hot, enjoying a weary tallyho drive to some distant ranch, it is time to be getting down to the beach and into one of those immense steamers that run regularly between San Pedro, Redondo, Santa Monica, and San Francisco. Then you will be cooled off again and prepared to enjoy a nicer climate in summer time in the north, as well as to see a great city rising slowly from its ashes. It would be a good idea to take a boat trip to Stockton to observe California wet, for Los Angeles and vicinity as far as San Diego represent California dry. Where the sun is, there is the desert,—so the best advice to be given the thoughtful who wish to get full value for their money and compensation for the weary trip over the deserts is to go north after the missions, the railway, the ostriches, and the shores.

LOOKING ABOUT.

BY A. E. WINSHIP.

FRESNO—FOWLER.

The San Joaquin valley has grown upon me for a third of a century. Fowler is a typical little town unheard of in the great world beyond, and yet as charming a place for a home as one would ask. For instance, it maintains a good lecture course, and the people drive in from their farms far and near. And these farms are worthy the name, for a man has but to buy worthless land that has never been tilled—and there is such land near almost any town—arrange for irrigation, plant a vineyard or orchard, care for it, and reap a good income ever after, knowing that the rise in value is enriching him all the while.



THE GOVERNMENT'S NEW LAVA ARCH.
Entrance to the Yellowstone.

Fresno has become the metropolis of the valley by making every town and farm pay tribute to its prosperity. Here they all come to trade, come for their larger social life, frivolous and otherwise, come to market their products, and come for help. Fresno is the clearing house of the valley south of Stockton.

The seeding raisin plant in Fresno is a good illustration of the business enterprise of this new world. Ten years ago, and less, there were no seeded raisins in the market.

There was not supposed to be any market for them. To-day this one plant in Fresno sells twenty-five million pound packages a year. Think of that for a minute and see if you have any conception of what it means to create a demand that requires 25,000,000 packages of seeded raisins to supply it.

The plant has a capacity of a third of a million packages a day, and at the height of the season frequently tests that capacity. They ship twenty carloads a day.

You can buy in the market any one of six hundred different brands of seeded raisins, all of which are put up in this plant at Fresno. They have on hand six hundred different labels for the packages and for the boxes, which contain thirty-six packages.

By the by the making of these boxes in which the packages are shipped is quite a business of itself, costing not less than \$75,000 a year. The boxes are made in the plant. The cost of the lumber—sugar pine—from which they are made has gone up nearly 125 per cent. since they began the business, carrying the cost of the packing boxes up about \$45,000 a year.

In each package is a wrapping of wax paper, and this costs \$8,000 a year.

They sell the seeds for \$10,000 a year! What can be done with raisin seeds! From the sweetness that clings to them a fine brand of brandy is made. Next comes the finest grade of oil that is made, and then from the refuse they make cream of tartar, much advertised for its purity.

Would you believe it, after a half day in that vast establishment, I prefer to eat these raisins above all others. These alone are sure to be clean and sterilized. Once only can the human hand touch them, and then only incidentally, and the hand is that of a woman whose cleanliness is guarded with great care.

I would it were possible to express in words my appreciation of the privilege that has been mine in the last third of a century to study, at first hand, most of the industries of this noble country of ours.

Seeding raisins may seem a little thing, but it impressed me greatly as I went leisurely through it with the business manager himself, who is proud of it to the limit, as well he may be.

Educationally, Fresno is in the front rank. Men eminently successful in business are likely to support the schools generously, and, indeed, they do, not only in the regulation way, but in extras. For illustration, they have complete provision, in a special new building, for industrial work and home life for their own physical, mental, and moral defects. I know of no other city of the size that has done so much in this direction and has done it so well.

The metropolitan nature of Fresno, in a small way, is admirably illustrated in the thrifty commercial school, which also has a teacher training department. The size and character of this institution in such a city is cause for surprise to an Eastern man.

This year Fresno entertained right royally the California State Teachers' Association.

AMERICAN UNIVERSITIES.—(VI.)

BY W. W. ROBERTS.

LELAND STANFORD, JR.

In the mid-March of 1884, when the boatmen of the Arno were boisterously welcoming the spring, and the flowers-girls were vending the new and fragrant blossoms of the season in the public squares, a dearly-loved American lad lay dying in one of the hostleries of Florence. He was the only child of Senator and Mrs. Stanford of California, and was within two months of his sixteenth year. When the end came his devoted parents were inconsolable. But out of the pathos of that bereavement there came one of the most richly endowed and best equipped universities that these modern days have seen.

Senator Leland Stanford was a man of culture as well as of means. An almost casual acquaintance with the great Agassiz had made a deep impression upon him, by revealing the open doors for wisdom to the human mind. He dreamed and planned the best possible education for his son, who—by the way—bore the paternal name. But when this purpose was frustrated by his boy's death, his large heart turned to the welfare of the children of others. President Jordan tells us that after a long vigil one dreary night Senator Stanford awoke with these words on his lips: "The children of California shall be my children." And most worthily did he address himself to carry out this self-imposed task.

Calling to his side judicious counselors, he disclosed his plans, and with their aid perfected them; and in the beautiful October of 1891 the doors of Leland Stanford, Jr., University were thrown open to the youth of California and of the world.

The new institution was delightfully located. The Santa Clara valley is charmingly picturesque, skirted about as it is by mountain ranges, and with an eastern vista across the Bay of San Francisco to the blue peaks of the Monte Diablo group, with Mt. Hamilton and its famous observatory conspicuous in the distant landscape.

The Palo Alto estate of 9,000 acres was chosen as the site for buildings. It is but thirty-three miles from San Francisco, near enough to the throbbing city to feel the impulse of its active life, and yet sufficiently remote to secure an atmosphere of retirement and quiet. To this immense estate were added about 75,000 other acres by the deed of gift.

The endowment made the university rich from the start. Unlike many other such institutions it had not to spend its initial days and strength in the distracting search for funds. Official and authentic statements of the amount of the endowment have not—so far as is known—been made; but it is commonly spoken of along the Pacific coast as being in the neighborhood of \$20,000,000.

Yet by the terms of the trust every precaution was made against its being an institution for the



GIBBON FALLS, YELLOWSTONE PARK.

sons and daughters of the opulent merely or chiefly. The ideals of the founder in this respect were voiced in that simple and commendable sentence which he asked might be on the university register, and which up to the present has so appeared: "A generous education is the birthright of every man and woman in America." Such an ideal barred the institution—at least in its inception and while its founder had any hand in its administration—from any favoritism either in the line of possessions or sex. It is a matter for congratulation that a student's expenses need not exceed \$275 to \$350 a year. Tuition is entirely free. And it is to be noted that women are admitted on equal terms with men. Co-education is the law of life there. Women are not suffered merely in some fancifully-named annex.

And as there were to be no favored students, so there were to be no favored studies. It was not to be like the English Cambridge, famous for its mathematics, nor like Oxford with its strong leaning towards the classics. The curriculum was to be as wide as the special life needs of the individual student might suggest. Generous use of electives is allowed; possibly in no other university is there greater latitude for personal choice. And yet this is wisely safeguarded against frivolous selections by the rule that the student may prosecute his major study only so far as the professor

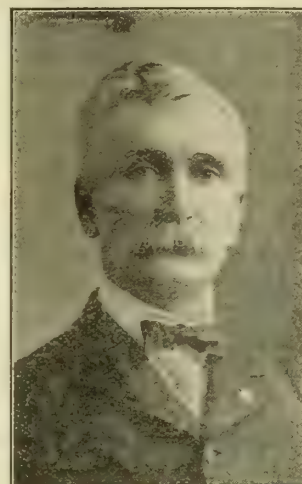
in charge of that subject may deem it expedient. So while on one hand the conventional curriculum is discarded, on the other hand specialism is not allowed to become frantic and wild.

Special research is desired by the articles of incorporation, but such research must be in all lines. The university is to make experts as far as possible, but it is not to confine itself to any special line of experts. The university has already gained considerable fame for its researches in biology,—

Other features are also prominent. The request of the founder was that no money should be spent directly or indirectly in the effort to secure students. The bonus system is outlawed. Partisan politics are also disallowed. The founder was a strong partisan and waged many a stout and successful political battle. But he was astute enough to see the havoc which partisanship might work in an institution of learning, and hence it was barred. And so with sectarian instruction.



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A GROUP OF SPEAKERS, N. E. A.

ELMER E. BROWN,
U. S. Com. of Education.
LEWIS H. JONES,
Ypsilanti, Mich.

ELLA FLAGG YOUNG,
Chicago.
PAUL H. HANUS,
Harvard University.

CHARLES H. KEYES,
Hartford, Conn.
STRATTON D. BROOKS,
Boston.

such being perhaps the favorite subject of its president; but this has not been secured at the expense of any other branch of serviceable knowledge. The Hopkins laboratory of natural history at Pacific Grove on the bay of Monterey has become widely known for its biological studies and discoveries, but it is not allowed to be the pet of the institution.

The atmosphere was not to be irreligious, but it was not to stimulate any sectarian bias. Attendance on prayers is absolutely free. Yet the amplest provision for voluntary worship is made in the commodious and comely memorial chapel, which has 1,700 sittings. This chapel was built by Mrs. Stanford in memory of the senator.

But while these are the university ideals as thus

briefly outlined, they are subject to any and all changes which the wisdom of the future may deem prudent or needful. There is no touch of the dead hand that would strangle progress. The trustees are only expected to pay such respect to these early ideals as their worth may suggest, and no more. They are free to move in any direction where greater efficiency may be gained. This makes the promise of any future as available as any achievement of the past.

In architectural equipment Leland Stanford, Jr., is unique. It was thought best to adopt the mission architecture of California, with its low, buff-stone buildings, and its abundant arches and far-stretching colonnades. These designs have been generally though not slavishly followed.

The inner quadrangle around a spacious area is made up of a series of one-story structures joined by stately colonnades. The outer quadrangle, yet more spacious, is a series of two-story buildings similarly united. There are but few detached structures, of which the large and well-stocked museum is a specimen. One of the most attractive structures, and one perhaps most frequently snap-shotted by visitors, is the great Grecian theatre with its magnificent and graceful columns. In the terrible convulsion by earthquake recently several buildings were rocked down, but the style of the architecture preserved it largely from being all laid in ruins. The loftier buildings—such as the Memorial Arch—suffered most severely.

There are some thirty buildings in all. Two libraries contain 84,000 volumes. The Chemistry building and assaying laboratory is a feature. The Assembly Hall seats 1,700. The Museum contains some of the finest collections in the country, such as the Aztec and Mexican manuscripts, the Di Cesuola collection of Greek and Roman pottery and glass from Cyprus, etc.; and a wealth of materials from the lands bordering the Pacific, and the islands of the South seas.

And it is here at Palo Alto, with the fine material equipment, and placed beyond immediate anxiety by the richness of the endowment, that President David Starr Jordan and his professional staff of over 150 members are working out the university ideals of the founder as well as their own, and are making a positive contribution to the educational life in America. One sees here and there a suggestion of Cornell, of which Dr. Jordan is a graduate; but Leland Stanford, Jr., is not a copy, either of Cornell or any other institution. It is itself, and this not so much because it plans to be different from others, as because it believes its methods and ideals are best suited to this modern age.

And it is gradually attracting a large circle of students. The student enrollment for 1904-5 was about 1,600, of whom 1,200 were from California. In 1901, at the close of its first decade, the alumni numbered 1,402. There are three available periods for graduation,—January, May, and Septem-

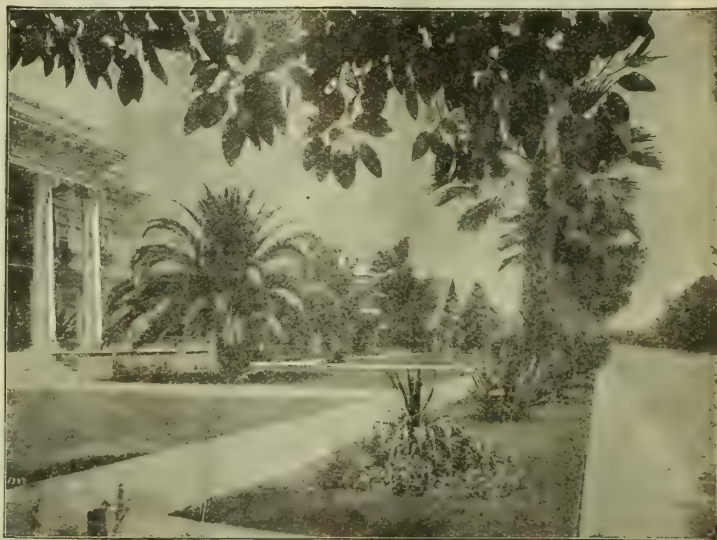
ber. No honorary degrees are given. Every degree represents residence and effort. The university in this respect escapes the criticism which is sometimes unleashed in educational circles against seats of learning that are almost profligate in the giving of degrees.

Compared with the older institutions Leland Stanford, Jr., is but an infant of days, but it is a lusty infant, and has about it the promise of longevity.

SANTA CATALINA.

BY E. H. R.

Santa Catalina, some twenty miles distant from the coast of Southern California, is a veritable storehouse of botanical, geological, and archaeological treasure. One side of the island faces the western



• CALIFORNIA STREET SCENE.

winds and the eternal roll of the pulsating Pacific; against its series of ragged projections and lofty eminences the waters dash and the white sea foam is thrown fifty feet in the air; on the eastern side it is as placid as a lake, a paradise for anglers, for here in these still waters beneath the shadow of hills three thousand feet in height, swim the fish of every tribe, silent, solitary, and sailless as it was when three hundred years ago Master Mariner Juan Rodriguez Cabrillo steered his caravels into the little Bay of Avalon, Santa Catalina, and baptized the island San Salvador.

Even when the lilliputian steamer that conveys passengers from the mainland is approaching the island, the flying fish of the Pacific may be observed darting hither and thither; dolphins may be seen gamboling in the water delighting in their element, while the great whales, invariably journeying either north or south, may be noticed spouting in the perspective. Here is found the leaping tuna, weighing about 250 pounds, jumping to a height of fifteen feet, and seizing the flying fish as it wings its way; the monster black sea bass that weighs nearly five hundred pounds sometimes, and, wonderful to relate, is caught often by a rod and reel, and gives the angler a merry chase and unusual activity before being brought to gaff; the

succulent white fish; the yellow-tail, very numerous in these waters, and often weighing as much as sixty pounds; the white sea bass, eighty pounds; the albacore, eaten only by Indians and Chinamen, sometimes weighing 100 pounds; the choice bonito; the ugly sheepshead; barracuda, a very popular fish in Southern California; sea trout; striped bass, a new import from the northern waters; Spanish mackerel; halibut; black rock fish; blue-mouth cod; rock bass; and blue perch. Great sharks, the scavengers of the deep, also frequent these waters, but they are not the man-eating sharks so dreaded in other parts of the world; some are gray, mottled, and striped, and have extending from their backs horny protuberances, doubtless used for fighting. At various times in the year these various fish are sport for the tourist, anglers, and fishermen, and rare sport they give, adding to the fame of the island as an attractive

blooming *Zeptosyne* ornaments the heights and fringes the cliffs of Santa Catalina, while the *Mariposa* lily, the most beautiful of its species, contrasts with the great patches of snake cactus and the lovely blossoms of the *Crossosoma Californicum*. Here is the wild lilac, the iron-wood tree, while ferns, clematis, and myriad plants abound in endless profusion and extreme beauty, creating a veritable paradise for the thoughtful and competent botanist.

Students of the homo genus will find with a little industrious digging records of a forgotten race. Coffins can be unearthed containing the bones of savages deposited with their trinkets, beads, articles of cooking, fish hooks made of shell and birds' bones, curious flutes; among those near the surface are pieces of wire and curious pipes, pieces of Venetian glass, showing the appearance of the Spanish traders and voyageurs; axheads, mattocks.



BRIDGE, GRAND CANYON.

haunt for the enthusiastic angler.

Ornithologically speaking Santa Catalina is blessed with eagles that fly from summit to summit undisturbed; ravens, a sacred bird to the savages who once dwelt here, are seen, while quails in thousands whirl at the approach of the island tally-ho; near the shore sea-gulls may be observed hovering over the deep; occasionally an albatross wanders from the open sea, while pelicans and loons may be seen perched upon the jagged prominences that extend, especially on the west side of the island, into the open sea.

Twenty-six species of plants grow on the island not found on the mainland; one of these is the dogwood; another the five-leaved oak and the Californian holly. The cottonwood and the willow grow all over the island in the glens and small valleys; as the rains disappear in the winter the

and other articles received from the Spanish hundreds of years ago. Vast storehouse of archaeological research exist in the island, sufficient to enrich countless collections, and to form rich reading for the students of pre-historic man. It is estimated that fifteen thousand savages once dwelt upon Santa Catalina; here they established temples, and here they made ollas of a peculiar blue marble found on the island, and now quarried by the proprietors for the decoration of buildings on the mainland; these ollas are found on the coast, and show that these people traded largely with their brethren long before the Franciscan friars in 1772 made their appearance in Southern California. About the year 1816 the good fathers went over to the island and induced the inhabitants to leave; for fifty years the place was used as a sheep pasture by the Spaniards, and then it was donated by the

Mexican government to one, Don Pio Peco, once governor of California, who traded it, so the record says, for a good saddle horse. A resident of Los Angeles came into possession and he sold a number of lots to various individuals; these established the right of public domain by the erection of a public wharf and schoolhouse, and the laying of streets and other improvements; the present proprietors, sagaciously seeing a charming watering place in the island, destroyed these rights of public entrance, or rather connived with the lot owners to consent to their monopoly. Whereupon they spent a great deal of money in advertising the charms of the island to the sun-scorched multitudes of California and Arizona, who visited the place annually in multiplied thousands. Each of the three brother proprietors have made independent fortunes by their enterprise, and are now reckoned as millionaires in this district. The student of history, the botanist, the geologist, indeed all thoughtful people, will find much to interest and instruct.

SEND FOR THE BOOKLET.

Stockton, Cal., April 26, 1907.

A. E. Winship,
Editor Journal of Education,
Boston, Mass.

My dear Winship: Teachers throughout the country are asking for a definite statement of rates and ticket conditions to the Los Angeles convention of the N. E. A., cost of living in Los Angeles, cost of combining an outing at points of interest in California with attendance at the convention, etc. To meet this general demand for information the enclosed booklet has been prepared. As you will notice, it gives accurate information as to cost of room and board, of side trips and of incidental expenses, not only for convention week in Los Angeles, but for the principal resorts throughout the state.

Besides the week in Los Angeles the booklet gives the estimated cost of a week at each of the following:—

1. The beaches near Los Angeles.
2. Catalina, the island resort of Southern California.
3. San Diego.
4. Santa Barbara.
5. The coast resorts between Los Angeles and San Francisco.
6. The new San Francisco.
7. Resorts among the Redwoods.
8. The Big Trees.
9. The Shasta resorts.
10. Lake Tahoe.
11. The Yosemite valley.
12. The Kings and Kern River canyons.
13. Grand canyon of Arizona.

With such information the teachers from any section of America can make a definite estimate of the cost of attending the convention and of spending a week, a month, or more at any of the coast or mountain resorts in California. In purchasing their round-trip tickets to Los Angeles, teachers should select routes that will permit of stopovers at resorts and points of interest they may wish to visit, thereby reducing the cost of side trips. The booklet seeks to make this point clear. In short the booklet tries to show how the teacher may see California at the least possible expense.

Thanking you for such co-operation as you may be able to give, and assuring you that we in California propose to do our best to make the coming session the banner convention in the history of the association, I am

Fraternally,

James A. Barr,

Chairman membership committee.

Stockton, Cal.

DEFECTS IN THE SCHOOLS AND THE RESPONSIBILITY FOR THEM.—(III.)

BY SUPERINTENDENT PAYSON SMITH,

Auburn, Me.

The overcrowding in the schools is due to three things, first to our notion that every child must take all parts of all the work offered regardless of personal and individual need. To this I have already referred. Second, it is due to a certain Chinese characteristic of our people which insists that whatever the past generations had, educationally speaking, must go into the training of the present one. There's many a farmer who improves his farming methods every year who would apparently have us believe he would like his boy to be educated by exactly the same methods used on him twenty-five years ago.

We cling to those things which heredity and tradition have made dear. And because tradition says study arithmetic nine years from notation and numeration through partial payments and cube root and mensuration, then arithmetic so administered it must be. Conservative public opinion, itself the severest critic of overcrowding, is in part responsible for the condition it deplures. And the third cause of overcrowding lies in the domination of the lower schools by the classical colleges. The "college trust," if I may apply a term so commercial to an institution so literary, attempts to determine the limits of education not only for itself but for all the schools leading to it. So much mathematics and of just this kind; so much English and of just these authors; so much history and in portions of just so many hours. Meeting these requirements and these only, admission to the college precincts may be gained. In the great majority of towns and cities the only practical way of meeting the requirements is adopted and the course of study is framed for the whole number of students to meet the needs of the few who will go to college.

In the State of Maine there are two hundred and fifty high schools and the courses of study in these schools follow chiefly the requirements laid down by the classical colleges. In that state the leading industries are manufacturing and farming and unless you consider commercial courses in some way related to the former and physics and chemistry to the latter then in all those two hundred and fifty schools there is no subject referring directly to the interests I have mentioned.

If the elementary and secondary schools are to serve the people better, then must the colleges make a more careful study of the demands which are being made in other directions on the lower schools and adapt their own requirements to meet them.

There is a class of defects in education usually set down by the unthinking as defects in the public schools the responsibility for which must, in my opinion, be placed at other doors. There is a current notion that the whole work of education must be attended to by the schools. It has been overlooked that two other great and important institutions have their duty to perform for the young as well as has the school.

The tendency to force upon the school the duties, privileges, and prerogatives of the home, for example, is dangerous to the schools, to the home, and to the child.

Among all the institutions of the world none is to be compared in its possibilities to the home.

The church holding on high the standard of the Cross and pointing out the higher life has indeed been a powerful factor in human progress; governments climbing century after century to higher ideals have secured for mankind larger freedom and broader rights; educational institutions seeking the pathway of truth have blazed the way to enlightenment and to wisdom; fraternal organizations have linked human hearts in brotherly affection and they have cemented the social bonds of the world. But permit me to say that not one of these alone nor all of them together has ever taken the place or ever can take the place of the home. In it the sacred obligations of religion find their truest expression. By means of its associations government teaches its first lesson of obedience, and the rights of others receive their first recognition. There self sacrifice and affection find their finest opportunity. In it education begins,

to the perpetuity of it education must tend, and without it education would not be worth while.

THE WORLD'S NERVE CENTRES.—(XXXV.)

BY RALPH WARBURTON.

MONTENEGRO.

The wires, which are kept hot these strenuous days reporting disturbances in one section or another, now send the world tidings of a serious uprising in Montenegro. True, this news comes through a news-agency in Vienna, and the Austrian capital is not always a correct reporter of Montenegrin affairs, because of a confirmed racial prejudice against the Serbs. And yet there is a probable basis for the stories of revolution in the tiny rock-bound principality, and that some of the clans are marching on Cetinje, the capital, to try issues with Prince Nicholas, the Gospodar.

Whatever the outcome may be, it will not be the first time that Montenegro has aroused the world's attention by her struggle with internal or foreign foes. Thirty years ago, Montenegro inspired what was probably the finest of Tennyson's sonnets; and received the scarcely less-glowing eulogy of Mr. Gladstone. And what land more truly earned its laurels? For, as Lady Thompson asks: "Where else will you find a citadel that for five hundred years defied a whole empire—the Turkish—one hundred and seventy times its size? Where else will you find a people whose ancestors could claim no less than sixty-three victories in twelve years against armies outnumbering them ten, or twenty, or a hundred times?" The Montenegrins are born warriors, and every foot of their land aids them in their desperate defence of their homes.

Montenegro is an easily overlooked, but most fascinating corner of Europe. To the west it looks out upon the Adriatic, to the north is Herzegovina, to the east Servia, and to the south Albania. It is so rocky that the people can scarcely find a spot of land for a vegetable garden. There is an old and odd saying among them that the Devil once undertook to carry away the stones from Europe in a great bag, but just as he was crossing Montenegro the bag burst, the stones rolled all about, and the bearer was so angry that he refused to pick them up again.

[Continued on page 577.]



MOUNT RAINIER.

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A. E. WINSHIP..... Editor

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LOOKING ABOUT.

Features of the Journal of Education for several years which have a distinct personality,—“Looking About” and notes on conventions and issues,—have attracted sufficient interest to warrant a confidential chat about the different points of view in description of persons, places, and interests.

One may write to jolly those referred to; to delight those who are envious or jealous of the person or place under consideration; to give a photographic description; to heighten one's reputation as a literary artist, or to tell that which one's readers would most like to know if they were to meet the person or see the place. The latter is my only point of view.

If, incidentally, agreeable things are said of persons and places, it is because there is no disposition to introduce my friends to persons or places of which we have not agreeable thoughts. If we do not gratify those who revel in reading uncomfortable, stinging, ill odorous sayings of those whom they are jealous it is because of an abhorrence of those who can only feel good when other people feel bad. It is needless to say that my manner of life would have to change radically to find time for artistic descriptive or typical mastery, so that taste, time, and purpose combine to play the part of the impressionist in speaking of men and measures.

Whatever of inspiration has come to me is from Emerson and Eneking. Emerson said in the days of my youth that we know more of Shakespeare than of any other notable writer because there is so much that we do not know. He says we know that of him, which if we were about to meet him and deal with him it would most import us to know. The things we do not know of him would not concern us if we were to meet him and talk with him face to face.

Eneking has taught me in many ways the point of view of the impressionist who dares not to be a descriptionist or a typist.

A report of a meeting that tells who offered prayer, what hymns were sung, who made and seconded routine motions is revolting to me, as is the list of those who also spoke. That which to my thinking my readers generally would have enjoyed if they had been there are the only things that concern me.

The president of an institution of which I wrote ardently said to me: “It would have been safer had you also spoken of the work of —, —, and —.” But I was not seeking “safety,” nor was there any purpose or desire to boom or please those whose work was exuberantly described, but, to my thinking, if my readers generally visited that institution they would be delighted to have received the impression that was given thereof.

With the point of view here taken, I am in full sympathy, but with the working of it out I have never been satisfied and devoutly hope that I shall never be. Work will cease to be interesting when its imperfections are not more keenly felt by me than by others. Descriptive work can easily be polished to perfection, impressionist effort never.

SCHOOL INFLUENCE ON READING.

The public libraries are beginning to show the effect of the better schools. The children read much better books than do adults. They read fewer story books and better ones. This would have been unbelieved twenty years ago, when children read chiefly story books. From the Cleveland public library the adults now take out 66 per cent. more fiction than the young people, and the tendency of the young is one that is sure to improve. The schools are already influencing the younger adults, and the line of age influence will rise steadily.

In the “good (?) old days” they taught the three R's with great thoroughness, but they did not have children read for themselves or by themselves. They had them read “Marco Bozaris” with great thoroughness, but they gave no initiation to their reading, gave them no scope of interest, left them to read weak novels.

To-day the school not only teaches children to read, but how to read and what to read, and gets them to reading much of the good until the habit is fixed for life and their choices can be trusted. This is universal in all progressive educational communities.

TRIBUTE TO DR. HOUCK.

On May 7 Dr. Henry Houck retired from the office of deputy superintendent of Pennsylvania for forty years to become secretary of internal affairs at a salary of \$5,000 and a five-years' term. To this office he was elected by a much larger majority than any one else on the ticket. In accepting his resignation, Dr. N. C. Schaeffer said:—

“Whilst I rejoice in the promotion which the people of Pennsylvania have given you, I cannot refrain from saying that I accept your resignation with feelings of sincere regret. Your fidelity to

duty, your devotion to the public schools, your influence upon legislation, your success in dealing with men in public and private life, your eloquence upon the institute platform, your accuracy as an accountant, your skill as an examiner, your good cheer as a companion, and your wisdom as a counselor on all questions relating to our schools made your services invaluable and well nigh indispensable to those who have been associated with you in the department of public instruction.

"No one can fully estimate the significance of a public career extending over forty years, and the services which a genuine educator like yourself renders to his day and generation. Suffice it to say that the system of teachers' institutes which you helped to establish upon a permanent basis has been adopted in other states, that your fame as a lecturer has spread from the Atlantic to the Rocky Mountains, that your inexhaustible funds of anecdotes and good humor has made the teachers happier in their work, and lessened in number and frequency the tears which flow down the cheeks of the children, and that your kindness, courtesy, and loyalty have placed me and many others under lasting obligations and filled our hearts with undying gratitude.

"Assuring you that my best wishes follow you to your new field of work as secretary of internal affairs, I am happy to be,

"Very sincerely yours,

"Nathan C. Schaeffer."

BENEFITS OF COMPETITION.

The following sentences from the pen of Mr. Edgar O. Silver, senior member of the firm of Silver, Burdett & Co., are eminently true:—

"Whatever may be said of the economic advantages or disadvantages of business competition, it is undoubtedly true that free competition among the American publishers of school and college textbooks has been of untold benefit to the cause of education in our country.

"This competition has given to the schools of America the best and most attractive text-books in proportion to their price, published in the world.

"The best brains of the country, supported by the liberal use of capital, have been constantly enlisted in the effort to meet every need of pupil and teacher,—both in school and home,—with the most practical, attractive, and scientific aids to study."

They need no word of further emphasis. It does seem sometimes to publishers and others as though the competition got a bit superheated, but the fact remains that publishers and authors have set a lively pace for all other educators, that they have done more than any other single agency toward the promotion of the largest progress of educational thought and activity.

SCHOOL MASTER'S TRIUMPH.

William H. Langdon, district attorney of San Francisco, has scored a greater triumph than has ever been achieved by Jerome or any other similar officer in the court records of any county in the United States. And less than eighteen months since Mr. Langdon was the superintendent of

schools of that city. Those of us who have known him, indeed all school men who have known of him, have a thrill of pride in his unwavering honesty and proved ability.

EQUAL PAY.

The New York Senate has passed over Mayor McClellan's veto the New York teachers' bill, destined to equalize the salaries of men and women teachers in New York city. The vote was 37 to 9.

It is not often that we have been so completely at a loss to know what to say upon so important an educational question as this. Abstractly there is no conceivable reason why the salary should not be for a position, whoever fills it, or else it should be gauged to the ability with which it is filled. There are positions that should be filled, other things being equal, by university graduates, others that can be best filled by normal school graduates, so there are positions that, other things being equal, can be best filled by women, others by men; but if a man should teach a kindergarten there is no reason why he should be paid more for that position than has been paid a woman, and if perchance a woman could be the president of Harvard University in every way as any man who could succeed President Eliot, by and by, it would be ridiculous to pay her less salary because she is a woman. It is inconceivable, however, that any woman could be an efficient president of Harvard, any more than that any man could be an acceptable kindergarten, but between the two impracticable situations there are no end of positions that can be filled, occasionally, by either a man or a woman, and theoretically there is no reason why there should be a tag for a man salary or a woman salary for the same position.

Nevertheless, there may be a condition and not a theory confronting us, and the New York men thought there was in their case, but they could not make the Legislature think so.

THE NEW CHICAGO SITUATION.

Mayor Dunne was not re-elected in April.

Mr. Busse succeeded Mayor Dunne in April.

May 17 Mayor Busse and Superintendent Cooley had a conference.

May 17 several policemen in official automobiles called upon twelve members of the board of education, most of whom would go out of office on June 30, and presented each a typewritten resignation and asked for their signatures.

James F. Choatal, C. A. Well, George Duddleston, and W. A. Kuflewski signed these resignations promptly.

Louis F. Post, John J. Sonsleby, Wiley M. Mills, Raymond Robins, Dr. Cornelia DeBey, and Philip Augsten conferred with each other and with lawyers as to the advisability of allowing the mayor to depose them, as he informed them that he would do on or before the next meeting of the board, June 3.

C. O. Sithness and John J. Hayes were not at home and their attitude was not known at this writing.

Not all of these twelve have been opponents of Superintendent Cooley. Some of the most pronounced opponents of Mr. Cooley were not requested to resign.

Evidently Mayor Busse tried to act "for the good of the service" merely.

Miss Jane Addams, P. Shelly O'Ryan, Mrs. E. Blaine, Modie J. Spiegel, Rev. R. A. White, John C. Harding, Dr. John Guerin, Mrs. Keough, President Ritter were not asked to resign.

CLEVELAND'S ART EXHIBIT.

In early May Cleveland had by far the best school art exhibit on record in the United States. There were more city school drawing systems represented, they were from a wider area, they represented a greater variety of thought and purpose. The city did more to make the teachers welcome, more for their comfort and entertainment. A new standard was set for school art demonstration. The days spent in Cleveland by a thousand teachers of art in the public schools will never be forgotten by the teachers who enjoyed the city's hospitality, or by the city that enjoyed being the host.

FORT WAYNE VS. TERRE HAUTE.

Fort Wayne and Terre Haute are the keenest rivals in the United States in the anti-race suicide warfare. Terre Haute with about 50,000 people reports 200 more increase in school children than Indianapolis with 250,000 population. Fort Wayne says this is overdoing the Roosevelt loyalty, even going so far as to claim that several lone boys and girls were counted as twins or triplets. All of this devotion to the Theodorian theory comes about through the state law that makes up the state board of education in such a way that one member is either the superintendent of Fort Wayne or of Terre Haute, and ever since this law went into effect the superintendents of these cities have played back and forth, but Mr. Study of Fort Wayne has held the office so regularly of late that his constituency forgot how much was at stake in the school registration, and Terre Haute made a leap never before known in the Middle West, and Superintendent Morgan is to draw the per diem and mileage that Study has enjoyed; that is, unless State Superintendent Cotton should ask how many twin-triplet mistakes there were in the record at Terre Haute. This he will hardly dare to do, because Indiana has a candidate to succeed Roosevelt, and he has been counting on the Terre Haute demonstration as an important card in his campaign.

THE SAGE FOUNDATION.

The foundation will not attempt to relieve individual or family need. Its function is to eradicate, so far as possible, the causes of poverty and ignorance rather than to relieve the sufferings of those who are poor and ignorant. Not that it is not a noble work to relieve suffering, however caused, but if the foundation should attempt to relieve such suffering there would be nothing left with which

to perform the higher functions of trying to prevent its existence. There is another equally cogent reason for this conclusion. The relief of individual need is not one of the larger and more difficult problems. It is a duty which everyone of us who is more prosperous owes to less prosperous neighbor. Every neighborhood should relieve its own case of individual need for its own sake, and every neighborhood is measurably meeting this obligation. The sources of neighborly charity would be dried up if such needs were supplied from without.

NOTABLE SHAKESPEARE CLASS.

Fitchburg, Mass., has a Shakespeare class so out of the usual as to deserve notice. For seven months there have met weekly 215 studious citizens led in an earnest study, all the expenses being borne by two public-spirited citizens. They closed the year with one of the most interesting banquet evenings I have known. The leader has been James Chalmers, pastor of the most prominent church of the city, the same Chalmers whom we have known as principal of a Wisconsin normal school, and in other influential educational positions. Now, as an eminently successful pastor, he is serving the community educationally as few men could do.

The Boston Herald gets one of the ablest editorial writers of Boston in taking George Perry Morris from the Congregationalist. In vigor of style, in discretion, in judgment, and in progressive spirit Mr. Morris is the peer of any editorial writer in the city.

Under the new pension law of Chicago every teacher may retire after twenty-five years of service and draw \$400 a year for life, or if disabled after fifteen years they may draw \$240.

There is no question as to what has happened to Superintendent Cooley in Chicago, but it is not so clear what has happened to his enemies.

College presidents come high. Benjamin Ide Wheeler is offered \$15,000 salary to come to the Massachusetts Institute of Technology.

Elgin, Ill., has had the most exciting school election of the year. The entire country has had few at any time that were as exciting.

Mrs. Emmons Blaine and Jane Addams were not asked to resign from the Chicago board of education.

The Sage foundation has an income of \$450,000 and will be administered by Robert W. DeForest.

Mayor Busse has Cooleyized the Chicago board of education with a vengeance.

Detroit is to spend \$110,000 for playgrounds. What city will be the next?

Amherst gets a half a million when it will do the most good.

Four years more for Edwin G. Cooley.

THE WEEK IN REVIEW.

A BROKEN "BOSS."

There was a dramatic and unexpected scene in the Superior Court at San Francisco on Wednesday when Abraham Ruef, the "boss" who has been the prime agent in corrupting the city government, and whose unscrupulous handling of bribes has exceeded anything known in New York in the palmy days of Tweed, confessed his guilt, and burst into tears of maudlin repentance. He admitted that he had "lowered his political ideals," which seems a mild phrase with which to describe his shameless crimes; and promised that hereafter he would do his best "to help overthrow the system which has made possible the terrible corruption of city officials." Considering that the system was one of his own devising and carrying out, and that he has personally profited by it to the extent of hundreds of thousands of dollars, this is interesting; but, as there are sixty-five indictments pending against him, he should first be given a stiff sentence in the penitentiary to ensure the strengthening of his purpose.

A CURB ON THE DRUG TRUST.

The strength of existing federal laws against trusts is again attested by an injunction granted by the United States Circuit Court at Indianapolis against the so-called "drug trust." This trust is composed of the leading manufacturers and wholesale and retail dealers in drugs throughout the country, who have tried to put an end to "cut" prices by boycotting the dealers who sell under the fixed price. To this end, they have resorted to black-listing and every device employed to crush the business of inconvenient competitors. The suit just ended was brought by the United States government just a year ago; and, to avoid the heavy penalties which were in sight, the defendants, 92 in number, agreed to the entering of a decree which perpetually enjoins them from every practice in restraint of trade.

DOLLAR WHEAT AGAIN.

There has been a wild speculation in wheat, and for the first time in three years the price in the pit at Chicago has gone above the dollar mark, wheat for December delivery going as high as \$1.03. Unfavorable crop reports at home and abroad furnished the grounds for the movement. In some sections there is drought; in some rain and snow and unseasonable cold have rotted and ruined the seeds; while in other sections the green bug is working great injury. But, as usual, the speculative advance has gone far beyond what the circumstances justify, and there was a reaction when an unloading movement set in. The European markets have been a good deal affected, the more so because the crop reports from European sources of supply point to yields considerably under the average.

TAFT AND HUGHES.

What seemed like a hopeful attempt to reconcile the warring Republican factions in Ohio through a conference of committees and party leaders has fallen through because of the opposition of Senator Foraker. Probably there will be no authoritative

THE WORLD'S NERVE CENTRES.

[Continued from page 573.]

Yet every rood of land that can be used as garden or as meadow is carefully tilled. The exports of cattle, mutton, potatoes, maize, and tobacco for 1905 amounted to \$600,000. But the Montenegrin does not take kindly to agriculture, as he is not yet far enough from the days when he found it much more congenial to supply himself from the fruitful plains of his Turkish neighbors by an occasional raid.

The people have some simple customs which at least attract the attention of the visitor. They dress rather flashily, being very fond of colors, pale apple-green being conspicuous in the outer garments of both sexes. Gold embroidery is common. They are a hospitable folk, the stranger having absolute security by day or by night. Prince Nicholas once said: "Never in all the history of my country has there been a case when a stranger, who has come among us in kindness, has been insulted or injured."

To the Montenegrin the blackest of vices are theft, immorality, and cowardice. Theft is punished with many stripes, and in certain cases with death. The penalty for immorality is death; in the woman's case by stoning. The coward is girt about with a woman's apron, and driven across the borders by women who smite him with their spindles.

The clan system prevails extensively, consisting of a collection of families claiming descent from a common ancestor. The clan hold their lands in common, bind themselves to afford mutual help and protection, and to take vengeance on another clan that may have injured one of their number. In this respect they are not unlike the Indian tribes of this continent.

The country is divided into military districts, and 36,000 men can be put into the field at a few hours' notice. The country has her own arsenal and cartridge factory, though it gets many weapons from other lands. The army officers are trained in the military school in Sofia, Bulgaria. But fighting is no longer the chief occupation since the treaty of Berlin established the independence of the little principality, and specially secured it from the attacks of Turkey. In 1906 a constitution was adopted, and the people are learning to adjust themselves to its provisions.

The capital is Cetinje. It is high up among mountains, and knows bitterly cold winters. Its population is only 4,000. It has but one street, spotlessly clean, and lined with one-story buildings. The Royal Palace, the Legations, and a hotel are the only pretentious structures. It has a daily post, and telegraphic communication with other leading places. Other towns of importance are Nikshitch, Podgoritza, Dioclea—the reputed birthplace of the Roman Emperor Diocletian, and Cattaro, which from its eyrie in the mountains looks out upon the blue Adriatic.

What the future of Montenegro is to be, no one can predict. It has a glorious past on which to reflect, but no nation can live on its past. Its opportunities for trade expansion or agriculture are very

limited. It has no mines, though such may yet be found by the prospector. Austria would be willing to absorb it, but dare not attempt anything of that kind at present. Italy trades with it extensively, and has perhaps the largest influence, especially since a beautiful Montenegrin princess became the present Queen of Italy.

But Montenegro is too small and too poor a state to stand alone.

BOXING AS A RELISH.

Ernest J. Lickley has a singularly interesting name for a man who is solving the truancy problem through school boxing. The fighting element is liable to be prominent in the truancy ring of a public school.

Lickley is principal of the three special schools for non-scholarly boys—the parental school in the old jail and two truancy schools.

Boxing is one of the unique methods by which Los Angeles cures truancy. Experiments have brought results that are likely to make Los Angeles famous the country over. This city has practically solved the truancy problem—solved it without recourse to decrees of court, without putting boys behind the bars, and without the whip or the strap. This does not mean that the kids of the city have grown abnormal, or that a religious revival has set in among them. It means that when they are sent to these special schools they are cured without much ado. Here is the practical proof: There have been no absences except for serious illness from these schools for three months. Habitual absentees, boys who have had no education whatever simply because no power could induce them to attend; boys who have stayed away when the school building was just next door, are now traveling cheerfully for miles to reach these special schools, and the only difficulty experienced is that they do not wish to leave when the time comes to return them to their own district.

The man who is responsible for this remarkable experiment is Ernest J. Lickley, president of the local Schoolmasters' Club, who has worked with the cordial support of the superintendent and assistant superintendent of schools.

Last summer when the children in the Detention Home school were fainting with the heat in their work that knows no vacation, Mr. Lickley, who was principal there, presented his views to the city superintendent and the board of education. "Why not let these boys, against whom there is only a truancy clause, go out to some of the other school buildings that are now lying idle, where they can have fresh air and a playground?"

His advice was followed, and this was the beginning of the truancy schools, though they are not called by that name. The summer experiment was so successful that the two schools have been carried on during the present term, and this has been the outcome—a stopping place has been found this side of the juvenile court for the truant.

How has this wonder been wrought? By common sense, says Lickley. By making school as much like real life as possible, by the teacher's convincing each boy that he is his friend. He does not think that a boy is eternally damned because he plays hooky once in a while. Mr. Bettinger, assistant superintendent of schools, who has the special and ungraded rooms under his charge, is said to have a remarkable insight into the soul of a boy, and he says he has cured more truancy by jokes than he has by a whip. Boys are real lively animals, and this fact is taken advantage of in this work.

Longer recesses are given at the special schools, and football and baseball and boxing are the order of the hour, with the teacher for the ringleader. L. J. Bald-

win of Vernon avenue is a college man, who was catcher on his college baseball team. He looks scarcely older than the boys, but he handles them wonderfully, and knows a boy like a book. He has no use for the usual brand of teacher dignity. "The best thing a teacher can do with his dignity," he says, "is to do without it."

Lickley is the friend of every lad who comes under his ken. He never whips a boy. He found by experience that he could do more with a boy before he whipped than after, so he stopped whipping them.

Every little while a half holiday is given at these schools, and teacher and pupils stroll out in the woods and find much jolly good fellowship. But they do more than play. These boys work as they never dreamed of doing under less happy circumstances.

One lad had been such an habitual truant



CONSTANT GEYSER, YELLOWSTONE PARK.

that he never got as far as the third grade, and never did any work in numbers. At this special he was not held back. He was given number work, and it has proven to be his passion and delight. He is making rapid strides, and is always in his place.

The teachers have been the explanation of the success of these schools and in each case they have been selected on account of their especial fitness for the place. At the Solano-street special is I. P. Thurston, another college-bred man of athletic tendencies, and a gift for handling youngsters. He has sixteen truants under his care, but they have ceased to be truants. Across the street from this school the use of a large piece of ground has been secured, and a school garden 200 feet square laid out and plotted among the boys for cultivation.

WHERE SHALL THE STUDENT PREPARE FOR COLLEGE?

BY CHARLES W. HEATHCOTE,
York County Academy, York, Pa.

This question is often asked by scholars who are contemplating a college course. However, in speaking of college preparatory work, we have in mind the student who has sufficient money to pay for his education throughout his course. The student who is handicapped financially and who is anxious to go to college must be prepared for college as advantageously as possible as his pecuniary condition will permit.

Thus, in answering this question, where shall the student prepare for college? we say (1) the young man should prepare at some academy or preparatory school of a similar character in his home town or city. Why? In an institution of this kind he receives careful individ-

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ual attention and usually from professors who have graduated from some college. It is also less expensive since he is at home. At the same time he acquires habits of careful study through careful concentration which it is often impossible for him to acquire at a preparatory school away from home.

We do not mean to say that preparatory schools at distant places are not doing good work, but for a young man who is unable to rely sufficiently upon himself his preparatory training becomes a detriment to his character instead of a means of development. Character is developed from habit and growth.

Thus, (2) the private academy is better adapted for college preparatory work than the high school. In the average high school not one-tenth of the students are desirous of going to college. Most of them at the end of their course expect to enter into some business or office work. Thus the young man who is ambitious to go to college can only expect to receive mediocre individual attention from his high school teachers.

Consequently, if the young man's financial circumstances will permit, let him prepare for college at some private preparatory institution in his home city and he will go to college with a stronger preparation and he will make a record for himself both in college and active life.

IDEAL VACATION SPOT.

Ingleview on Lake Winnepesaukee, near Centre Harbor, N. H., is an ideal place for teachers or any one else to get the most out of life. In July rates are reduced to \$6.50 a week, and I have never known any place at which there was so much that is so desirable for such a price. It is in the woods on the shore of the lake. Address Superintendent C. W. Haley, Milford, Mass.

A. E. Winship.

SCHOOL MANAGEMENT AND SCHOOL SUPERVISION.

- "Our Schools," Chancellor (Heath).
- "School Management," Collar & Crook (Macm.).
- "School Management," Dutton (Scribner).
- "School Interests and Duties," King (Am. Bk.).
- "Teaching and Class Management," Landon (Macm.).
- "School Supervision," Payne (Am. Bk.).
- "School Supervision," Pickard (Appl.).
- "Economy in Education," Roark (Am. Bk.).
- "Foundations of Education," Seeley (H. & N.).
- "New School Management," Seeley (H. & N.).
- "Class Management," Taylor (Barnes).
- "Principles of School Organization," Thurber (Wood).
- "School Management," Tompkins (Ginn).
- "School Management," White (Am. Bk.).
- "School Economy," Wickersham (Lippincott).

P. W. R., California: I look forward to the weekly coming of the Journal of Education and I congratulate you upon your ability always to be giving us something new and thoroughly good.

H. D. B., Connecticut: I prize the Journal, and as long as I am connected in any way with school work I must have it.

A. F. F., Massachusetts: Every number of your Journal gives me suggestions that are adaptable to my work.

L. W. R., New York: I value your paper highly. I have taken it for over thirty years.

BOOK TABLE.

THE CHILD AND THE BOOK. Reprinted from "The Lost Art of Reading." A Manual for Parents and for Teachers. By Gerald Stanley Lee. Mount Tom edition. New York: G. P. Putnam's Sons. Cloth. Extra binding. 161 pp. Price, \$1.50 net.

You ought to read this book. Be you teacher or parent, superintendent or principal, kindergartner or university professor, you will find something worth your while in these pages. It is a notable book because of the thought and the expression, the theory and the application. Every page bristles with sentences such as these: "The more creative a child becomes the more inconvenient he is, as a general rule, hence every time a boy is caught being creative, something has to be done to him about it." "So long as parents and teachers are either too dull or too busy to experiment with mischief, to be willing to pay for a child's originality what originality costs, only the most hopeless children can be expected to amount to anything." "The whole existence of a boy may be said to be a daily—almost hourly—struggle to escape being told things." The originality of this book as well as its heroism is a charm rarely equaled in a book about children. It will jar the self-satisfied soul, but it will give a noble impulse to every aspiring parent and teacher. "The Child and the Book" will be of inestimable benefit to the reading of the home and school, of the student and recreationist if it is widely read. Will the time ever come when teachers' reading circles will put a book like this on their lists, books that are an inspiration from start to finish, which do not tell what to do or how to do but rather create a spirit and purpose that leads teachers and parents first to think what to do and how to do. I like this book above any other of its kind that I have seen in many a day.

BERRY'S WRITING BOOKS. Book One, "The Jingle Book." Original rhymes by Carolyn Wells. Pictures in four colors by Fanny Y. Cory and others. Book Two, "The Mother Goose Book." Interleaf blotters. Full-page illustrations by Lucy Fitch Perkins. Book Three, "The Bird and Beast Book," including twenty-eight pages of detachable practice paper with two drill line exercises on each page. Book Four, "The Flower Book," including twenty-eight pages of detachable practice paper with two drill line exercises on each page. Book Five, "The Proverb Book," including fifty-six pages of detachable practice paper with two drill line exercises on each page. Book Six, "The Gem Book," including twenty-eight pages of detachable practice paper with two drill line exercises on each page. 378 Wabash avenue, Chicago: B. D. Berry & Co. First four books, 8 cents each; other two books, 10 cents each.

These books are so radically unlike any and all others that one must see them to appreciate their attractiveness. Adequate description is impossible. The amount of study and of literary, artistic, and scientific skill put into these books is unparalleled. In almost every feature these books are in a class by themselves.

FREDERICK DOUGLASS. By Booker T. Washington. Philadelphia: George W. Jacobs & Co. Cloth. 365 pp. Price, \$1.25.

Booker T. Washington is one of the four or five most interesting Americans of the day, and the most distinguished living Afro-American. Frederick Douglass was the noted man of that race prior to the advent of Booker T. Washington. These two men, first one and then the other, have inspired their race to the noblest effort for the solution of their distinctive problems for the last sixty years. It is therefore highly important as well as interesting that the latter should give the world a life of the former. No other such combination is possible. In addition to this there is no more attractive writer for earnest Americans than Booker T. Washington. "Up from Slavery" was read by more people than any similar autobiographical book that has been written, and this biography in its intensely personal discussions by the author has all the flavor of the other book.

GANSBERG'S STREIFZUGE, SCHMIDT'S SCHONHEIT UND GYMNASIE, AND OTHER WORKS. Leipzig and Berlin: Teubner.

There has come to our table several publications from the Teubner publishing house in Leipzig, which we gratefully acknowledge. Among them is a copy of Homer's *Odyssey*, Goethe's *Torquato Tasso*, and Sophocles' *Antigone*—each in German. There is also a work on gymnastics by Dr. Schmidt of Bonn, and other writ-

ers, and one by Gansberg entitled "Streifzuge durch die Welt der GrosstadtKinder." In addition there is an abridgment of the history of French literature by Corneille. This last is in French. We appreciate the courtesy of von Teubner, and invite the attention of students in German to his many and valuable publications.

HISTORICAL OUTLINES AND STUDIES. By Florence E. Leadbetter, Roxbury High school. Boston: Ginn & Co. Svo. Boards. 78 pp. List price, 35 cents.

This valuable series of outlines is "to accompany Myer's Medieval and Modern History." It is ably done, and must be an invaluable aid to the student of that historic volume, though it may be used independently of it also, and quite effectively. It looks more especially to students of the second year in the high school, but not exclusively to them. It is an excellent stimulus and guide to research. An omission which the author will regret is in her "Chronology of the Modern Age," where she inserts "The Pilgrims at Plymouth" in 1620, but omits "The Landing at Jamestown" in 1607. Yet this last had some bearing on the "Modern Age."

LITTLE STORIES OF GERMANY. By Maude Dutton. New York: American Book Company. Cloth. Illustrated. 192 pp. Price, 40 cents.

Admirably adapted for either school or home reading are these choice stories culled from German history. Those of Gutenberg and his invention of printing, of Albrecht Durer and his paintings, and many similar ones are both interesting and helpful. But the stories about soldiers and camps and battles and massacres might well be omitted. Why is it esteemed a necessity for an author to-day to be laurelling the soldier in the presence of children, as if he was the hero who should wear the bays? Let us emphasize in our story-telling the less bellicose side of life.

VENETIAN IRON WORK. By T. Vernetta Morse. Chicago: A. Flanagan Company. Paper. 44 pp. Price, 25 cents.

Here is a very interesting little work in which we find instructions for fashioning certain pretty and useful articles from Venetian iron and to some extent after Venetian models. There are numerous illustrations of the requisite tools, and of patterns of the scroll work used for table feet, brackets, and many other things in which it may be used to advantage. For manual training schools the book will prove itself highly suggestive.

THE PRISONERS OF THE TEMPLE. Arranged by H. A. Guerber. Boston: D. C. Heath & Co. Cloth. 65 pp. Price, 25 cents.

Herein we have in English the pathetic story of the children of the unfortunate Louis XVI. and Marie Antoinette of France. It is to be translated into French by the student in that tongue, and notes and a vocabulary are given to facilitate such translating work. It will be an exceedingly interesting effort to the pupil, and valuable.

CORNEILLE'S LE CID, HORACE, AND POLYEUCTE.

Edited by Professor William A. Nitze and Stanley L. Galpin of Amherst College. New York: Henry Holt & Co. Cloth. 393 pp. Price, \$1.00.

The French text of three of Corneille's masterpieces is here given, and ably annotated by these joint authors. The introduction aids the student to gain a very real and comprehensive acquaintance with Corneille and his times, to measure to some extent his genius, and to know something of the French language as it was spoken and written by a master of French. The text comes from the drama of the seventeenth century.

BOOKS RECEIVED.

"Cuentos Alegres por Luis Taboada." Edited by M. A. Potter. Price, 50 cents. Boston: D. C. Heath & Co.
 "Elementary French." By F. D. Aldrich and I. L. Foster. Price, \$1.00.—"Examining and Grading Grains." By T. L. Lyon and E. G. Montgomery. Price, 60 cents.—"The New Elementary Arithmetic." By George Wentworth. Price, 35 cents. Boston: Ginn & Co.
 "Exmoor Star." By A. E. Bonser. New York: A. S. Barnes & Co.
 "On the Civic Relations." By Henry Holt. Price, \$1.75. Boston: Houghton, Mifflin & Co.
 "Manual de Fonografía Española." New York: Isaac Pitman & Sons.
 "Outlines of Roman History." By H. F. Pelham. New York: G. P. Putnam's Sons.
 "Selections from the Works of Robert Browning." By Charles W. French. Chicago: Ainsworth & Co.

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ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

- May 24: New England Association of School Superintendents, Latin School, Boston. Henry D. Hervey, Malden, secretary.
- June 5-7: Michigan Music Teachers, Kalamazoo.
- June 18, 19, 20: Kentucky Educational Association, Winchester.
- June 20-22: National Playground Association, Chicago.
- June 24-26: South Carolina State Teachers' Association, Chick Springs.
- June 25-27: Ohio Teachers' Association, Put-in-Bay, Edward M. Van Cleve, secretary, Steubenville, Ohio.
- July 1-3: Oregon State Teachers' Association, Western Division, Salem. Miss Aphie L. Dimick, president.
- July 1-2-3-4: American Institute of Instruction, Montreal, William C. Crawford, Cambridge street, Allston, Mass., secretary.
- July 2, 3, 4: Pennsylvania State Educational Association, Greensburg, Superintendent R. B. Teitrick, president, Brookville.
- July 9-12: National Educational Association, Los Angeles, California.
- October 17-19: Vermont State Teachers' Association, Burlington, Vt.
- October 17-19: Northwestern Iowa Teachers' Association, Cedar Rapids, Iowa.
- December 26, 27, 28: Montana State Teachers' Association, Missoula.
- December 31-January 1, 2, 3, '08: Colorado State Teachers' Association.

NEW ENGLAND STATES.

MAINE.

LEWISTON. Adelaide V. Finch is one of the best city training teachers in the country in that she not only knows what should be done and how it should be done theoretically, but there are always results which demonstrate that she is right in her theories. In line with this claim of mine, she has the best of school garden work, which is not only excellent gardening but acts like a tonic upon every feature of school life.

MASSACHUSETTS.

BROOKLINE. Edward S. Colton, head master of the commercial department of the Lowell high school, has been elected to a similar position in the high school in Brookline. He has been offered a salary of \$1,900 a year, which will ultimately be increased to \$2,500 a year. During the past seven years Mr. Colton has been head master in the commercial department at the high school in Lowell.

CAMBRIDGE. Superintendent of Schools Bates recently nominated John W. Wood, Jr., to be head master of the Rindge Manual Training school, at a salary of \$2,700 per year, to succeed Charles H. Morse, who resigned in January to accept the position of secretary of the state industrial commission.

FITCHBURG. This city has a

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COLONIAL AND CONSTITUTIONAL

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No. 36. "THE FOUNDING OF JAMESTOWN"

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school, the Hosmer, named for the woman principal who is still teaching in the new building. If this is not unprecedented we are mistaken.

AMHERST. The talk about teaching agriculture in the schools has been revived in many quarters by the announcement that the Massachusetts Agricultural College will this year hold a special school of instruction for teachers in order to show them how such subjects as gardening, botany, and insect life may be used to good advantage in common school work. This summer school opens in Amherst, July 8, 1907, and will continue four weeks. A very strong corps of teachers has been engaged and preparations have been made on

a large scale for thorough work. In view of the fact that teachers are generally paid sinfully low salaries, the charges for this school have been made very low. It will be an excellent opportunity for ambitious teachers, and it is gratifying to learn that a considerable number have already registered.

HAVERHILL. The last report of the superintendent of schools presents a list of books on education in the public library which shows it to contain more than 800 volumes of special value to teachers.

MARLBORO. State Agent John T. Prince had Superintendent B. C. Gregory of Chelsea as one of the attractions at the institute in this

SUMMER SCHOOLS.

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WRITE FOR PROSPECTUS

Under the auspices of the State Board of Education and State Board of Agriculture of New Jersey. Governor Stokes will deliver address at opening.

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July 2—August 9

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August 23, 1907

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city on May 1. The other speakers were from the normal schools.

SPENCER. Superintendent C. S. Lyman of Hudson and Superintendent B. C. Gregory of Chelsea spoke in the institute in this town on May 3.

MILLIS. Superintendent Albert L. Barbour of Natick, Superintendent H. E. Taylor of Hopedale, and J. C. Packard of the Brookline high school were speakers at the institute held in this town by John T. Prince, agent of the state board of education.

CONNECTICUT.

SOUTH NORWALK. The thirty-first annual convention of the Fairfield County Teachers' Association will be held at South Norwalk, Conn., Friday, May 10, 1907. Opening exercises with music by quartette of Yale students; address, "Trouble," W. C. Bates, superintendent of schools, Cambridge; primary and intermediate section; address, "The Value of Play," Miss Bertha M. McConkey, supervisor of primary schools, Springfield; grammar and high school section; address, "The Creation of the Habit of Reading," Henry G. Buehler, Hotchkiss school, Lakeville; ungraded section; address, "What Results Can Reasonably Be Expected?" J. C. Knowlton, New Haven; music by quartet of Yale students; business; address, "A Review of the Record," Hon. W. W. Stetson, state superintendent, Augusta, Me. The officers of the association are as follows: President, John R. Perkins, Danbury; vice-president, G. H. Tracy, Danbury; secretary, Mabel D. Dickinson, Stamford; treasurer, S. P. Williams, Bridgeport.

HARTFORD. The annual meeting of the Hartford County Teachers' Association was held in Hartford Friday, May 3.

Miss Clara E. Mahl, daughter of Charles Mahl, has resigned her position as a teacher in the public schools of Englewood, N. J., and has accepted a position in Springfield, Mass.

At the annual meeting of the Connecticut State Teachers' League, held April 20, officers were elected for the year as follows: President, Miss M. Rachel Webster of New Haven; vice-president, Miss Elizabeth J. Cairns of Hartford; second vice-president, Miss Edwina B. Martin of Hartford; secretary, Miss Minnie H. Smith of New Haven; treasurer, Miss Miriam S. Skidmore of Willimantic; Hartford county director, Miss Hannah Gartland. The report of a committee appointed at a previous meeting to investigate the matter of a state college for teachers was presented, and discussed with considerable interest. It has for some time been the desire of many members of the league to have in Connecticut an institution on the lines of the New York Teachers' College, where teachers could take up courses of actual study in vacation seasons, and the appointment of the committee was for the purpose of furthering this end.

NORWICH. Arthur B. Morrill, principal of the State Normal school, New Haven, gave a very interesting talk on advanced reading at the Broadway schoolhouse last Wednesday afternoon. There was a large attendance of teachers from Norwich and vicinity.

Schoolroom Floors Without Dust

Such a menace to the health of scholars is the dust which arises from schoolroom floors that the abatement of the dust evil in schoolrooms is just as essential as proper ventilation. The activity of scholars keeps the dust in constant motion. To overcome this contamination of the atmosphere the floor should be treated with

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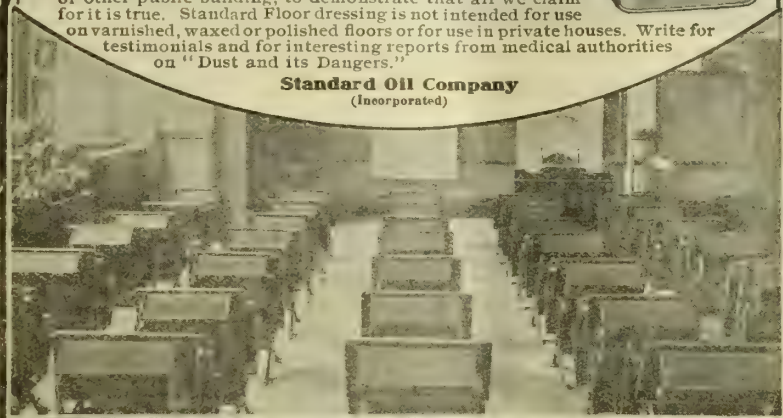
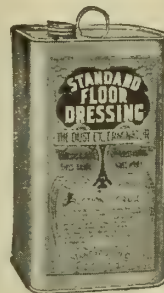
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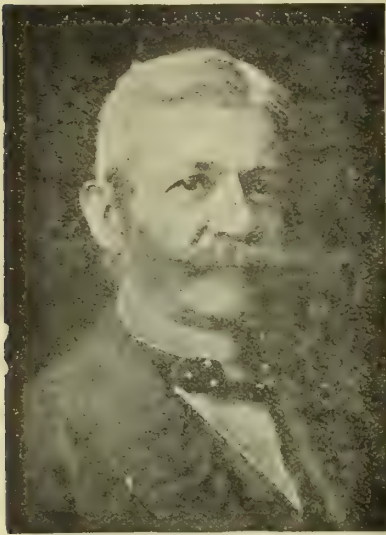
By the Treasurer of the Association of Mathematical Teachers in New England:—
Final Report of the Committee on the Fundamental Propositions of Elementary Geometry (1906).
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THE WEEK IN REVIEW.

(Continued from page 577.)

expression of the attitude of the party toward Secretary Taft's candidacy prior to the state convention. But the indications are that when the time comes for Ohio Republicans to express themselves, there will not be a great deal left of the Foraker opposition. Meanwhile, in New York, Governor Hughes is making his way with unexpected rapidity. Republican caucuses have sustained him with reference to the chief measure to which he is committed,—the public utilities bill—and he seems likely to get pretty much everything he wants. The processes by which this agreement has been brought about are somewhat obscure, but they do not involve any trimming or yielding on the governor's part.

THE SPANISH PRINCEING.

There is no mistaking the sincerity of the popular rejoicings in Spain over the birth of a son to Victoria and Alfonso. Even the anarchists who, almost exactly a year before, tried to wreck the marriage and to kill the young king and queen, have given no sign. The little fellow is overburdened with names, which include the Spanish equivalents of four or five reigning sovereigns and the Pope besides; but these tributes do not afflict him now and need not trouble him later. The fact that half the blood which courses through his tiny veins is English is a subject of general congratulation, for Spanish public sentiment is enlightened enough to appreciate the value of the English alliance, matrimonial and political. The ensuring of a direct line of male succession is a boon in a country like Spain, which is so often shaken by political upheavals.

THE IMPERIAL CONFERENCE.

The Imperial conference of colonial premiers at London wound up its proceedings with something very like a row. Sir Robert Bond of Newfoundland has been struggling all through the proceedings to get the Newfoundland fishery question before the conference. Succeeding at last, upon the closing day, he made a full exposition of the case of the colony; and when, after this, he was told by the Earl of Elgin, the colonial secretary, that England could do nothing for him, he

lost his temper, and charged the government with gross humiliation and neglect such as it would not dare to offer to a colony which was powerful enough to be able to give effect to its resentment. Then he picked up his papers and left the room. The incident made an unpleasant close to a conference which is generally regarded as in every way disappointing.

WILL THERE BE ANOTHER MUTINY?

The English papers are at no pains to disguise the anxiety which they feel over the agitation in India, but are gravely discussing the possibility of another great mutiny. There has already been open rioting at widely separated points in Bengal and the Punjab. At Rawalpindi there was a Hindu outbreak, which was anti-Christian as well as anti-European and closely resembled the Boxer demonstrations in China. An attack was made upon the mission buildings of the American United Presbyterian church, which include a church, college, orphanage, and hospital. The mob burned the Y. M. C. A. hall, looted the houses of missionaries, and assaulted native Christians in the streets. At Dewanganj, a band of 2,000 Dacoits looted the bazaar and burned several neighboring villages. There have been disorderly demonstrations at Lahore; and at Delhi a Hindu mob knocked the crown off the statue of Queen Victoria. Despatches from Lucknow and Madras city report threatening conditions. The government has taken the extreme course of prohibiting public meetings of any sort, and has arrested some of the ringleaders in the movement; but underneath the demonstrations is a resolute insistence upon a share in the government, and this is a demand which must be reckoned with.

CLEMENCEAU SUSTAINED.

The enemies of the Clemenceau ministry in France have been again disappointed. There are two main groups of them: The capitalist class, who are displeased with the income tax scheme; and the Socialists, who are enraged because of the vigorous conduct of the government in putting down labor riots and its attitude against the organization of government employees. Both groups looked to a series of interpellations regarding labor questions, which con-

fronted the government at the reopening of the chamber, as a means of working the undoing of the ministry. But Clemenceau and his associates met the issue boldly. They practically dared the Socialists to do their worst, and declared that they would prefer a small but safe majority without Socialist support. They were rewarded by a vote of 343 to 210 expressive of confidence in their policy.

J. Lewis Wightman of the Faulkner school, Malden, Mass., is trying a new form of institute excursion on the co-operative plan. Teachers from his vicinity will be interested to see his advertisement in this and succeeding issues.

Dr. E. E. Brown, United States commissioner of education, is to deliver five lectures on the historical development of Connecticut education at the Yale summer school. Superintendents Van Sickle, Carroll, Hine, and Beede are also among the instructors and will give courses in school administration and methods.

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AFTERWARDS A CHANGE OF MIND.

Gabe Goshall (on the southeast corner of the dry goods box)—"It must be tur'ble t' be ketched out in a brainstorm."

Hi Hemlock (on the southwest corner of the dry goods box)—"W'y, all a feller 'd hev t' do 'ud be t' hoist one o' them paranoias, an' he'd never know 't wuz raining."—Exchange.

If the man who sleeps in an attic is a philosopher, he congratulates himself that he gets fresher air than the man who sleeps on the ground floor.—Somerville Journal.

National Educational Association

Los Angeles, July 8th to 12th

SEE THAT YOUR TICKETS READ EITHER GOING OR RETURNING VIA THE

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REDUCED RATES OFFERED BY THE GRAND TRUNK RAILWAY TO TEACHERS ATTENDING THE MEETING OF THE AMERICAN INSTITUTE OF INSTRUCTION AT MONTREAL, AND THE NATIONAL EDUCATIONAL ASSOCIATION AT LOS ANGELES, CALIFORNIA.

The annual meeting of the American Institute of Instruction will be held at Montreal July 1 to 4. From present indications it will be the largest and most successful meeting ever held, due principally to the fact that it is the only big meeting for teachers to be held in the East this year, and on account of the low railroad rate which has been named and the exceptional advantages offered for combining a most interesting and pleasurable vacation a large attendance is expected. The Grand Trunk railway in connection with the Central Vermont and Boston & Maine railroads, offers a rate of \$10.90 for the round trip. Tickets are good going June 28 to July 3 inclusive and are good to return until July 15. Extension on return limit may be secured by payment of \$1 until August 15. Correspondingly low rates apply via the above route from all New England points. Three fast trains are operated daily from Boston, Worcester, and Springfield to Montreal via White River Junction and the scenic route of the Green mountains. Elegant first-class vestibule day coaches, Pullman parlor and sleeping cars and cafe dining car service, "a la carte," make this route the most comfortable between New England and the Cana-

dian metropolis. Side trips may be taken at a slight additional expense, from Montreal to the historic city of Quebec, the lower St. Lawrence river, the far-famed Saguenay region, as well as Ottawa, Kingston, and the Thousand Islands.

The attention of school teachers is also called to the special rates named for the meeting of the National Educational Association at Los Angeles, Cal., in July. The rate from Boston and common New England points will approximately be \$80.50, and full details of routes, fares, and optional trips will be furnished upon application to T. H. Hanley, N. E. P. A., 360 Washington street, Boston, Mass.

Girls' High School of Practical Arts.

The school committee of the city of Boston has approved the recommendation of the board of superintendents to establish a Girls' High School of Practical Arts. This school will be opened in September, 1907. Its course of study will be four years in length, and the conditions of admission and graduation will be equivalent to those required in the regular high schools of the city. The purpose of the school is to give a greater opportunity for development of that type of pupils whose talents lie more in lines of doing and expressing than in lines of acquisition. The work will be in two general divisions, academic and industrial.

The academic work will include English, history, art, modern languages, mathematics, and science—

differing from the present work in these subjects in the regular high schools in that both in the methods of presentation and in the applications of the subjects emphasis will be given to expression rather than to acquisition; for example, the work in English will include more composition and less of the historical and literary elements than are usually given.

On the industrial side the school will aim to provide for two classes of girls: First, those who do not aim to become self-supporting, but who desire the best possible training for homemaking. For these pupils considerable emphasis will be given to all phases of domestic science and arts. Second, for those who must become—at least for a time—self-supporting. To these pupils the school will aim to give such a foundation in taste, and such skill to give concrete expression to this taste, that they may more readily enter upon the higher phases of dressmaking, millinery, and other activities centering around fabrics. It is hoped that exceptional pupils may eventually become designers in these fields. Certain courses will give such an acquaintance with fabrics, their manufacture and varying standards thereof, as to make efficient saleswomen of students pursuing them.

Other phases of industrial work are under consideration, and new departments will be added and developed with the growth of the school.

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STATE NORMAL SCHOOL, FRAMINGHAM, MASS. For women only. Special attention is called to the new course of Household Arts. For catalogues address HENRY WHITEMORE, Principal.

A thoughtful answer: "What's the first step toward the digestion of the food?" asked the teacher. Up went the hand of a black-haired little fellow, who exclaimed, with eagerness: "Bite it off! Bite it off!"—American Kitchen Magazine.

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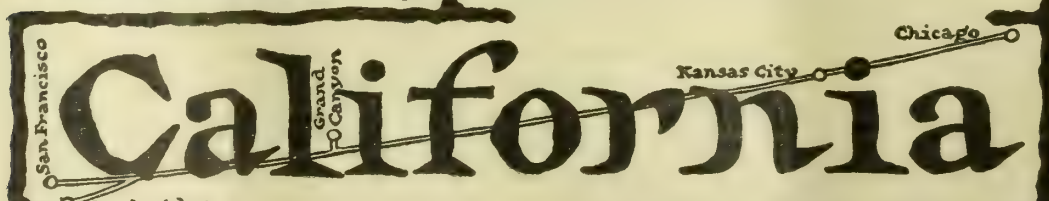
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PRESIDENT CHARLES W. ELIOT, *Harvard*: Arithmetic does not train one of the four faculties to develop which should be the fundamental object of education. It has nothing to do with observing correctly or with recording accurately the result of observation, or with collecting facts and drawing just conclusions therefrom, or with expressing clearly and forcibly logical thought. Its reasoning has little application to the great sphere of the moral sciences, because it is necessary and not probable reasoning. In spite of the common impression that arithmetic is a practical subject, it is of very limited application to common life, except in the simplest elements. . . . On the whole, therefore, it is the least remunerative subject in elementary education as now conducted.

A COMMERCIAL VIEW OF SCHOOLS.

BY J. M. GREENWOOD, KANSAS CITY.

This aspect of educational values, omitting the moral element, faces in two directions: The compensation of teachers for services rendered and an adequate equivalent in work performed. The basic fact of the whole matter is the schools are not only to educate all the children of all the people in order that they may do things for themselves, but that they shall do things efficiently.

Schools are organized and maintained not for the benefit of any privileged class, but for the education of the children that our national life and our liberties may be preserved. We, in one respect, are placed on the same footing as the police, whose duty it is to maintain order, or the judiciary to settle disputes between men. We represent the will of the state, as agents to do a special kind of public service, but we must never mistake that this was created and is maintained for our special benefit. As teachers we are simply designated by the board of education to carry forward this great work of the state, and as citizens it is our bounden duty, not because we are teachers, but because we are citizens of this state and nation, actuated by the very highest obligation imposed on men and women, to render the highest grade of expert service required of teachers. My observation is that nearly the entire corps of Kansas City teachers can be depended on each day to do the kind of work that I have mentioned.

There is a too prevalent notion that one may be more lax in performing his duty in a public capacity than when working for an individual or a corporation. This is a mischievous doctrine and one of the worst corrupters of public morals that ever crept into high or low positions. I deprecate the existence of such an opinion among some persons in public positions who appear to act on the policy that because the public foots the bills it is not necessary to take as good care of public property as one should of his private property. To put it in a blunt way: That the public is a goose, and it is legitimate to jerk out a wisp of feathers, whoever can.

A part of our duty is to imbue our pupils with correct ideas in regard to public as well as private rights and duties. It is not by preaching about these things, but our own attitude concerning them from day to day that will impress children with the importance of their obligations and duties, public and private, concerning public property and the expenditure of public money. Our supreme effort should be to make good citizens of all the children of this city. In this country we have thrown our ports wide open to the whole world, except China, one of the least harmful nations on the face of the earth, and we invite all others to come and abide with us. They come in great droves, men, women, and children, ignorant most frequently of all our legal, social, domestic, and religious institutions,—ignorant of all that we hold most sacred. To take

these alien children and induct them into our great chemical institution, the school, and to transform them so that they will think in our language, speak our speech, love our institutions, and have conferred upon them the boon of freedom and the opportunity to make the most of themselves,—the work of regeneration, the right to be somebody, is the opportunity America offers to the downtrodden and sorely oppressed.

In this broad way of viewing education, it has a significant commercial value as well as one in the most exalted form of disinterested patriotism. When great industries can be turned upside down or inside out by a mere headline in a great metropolitan daily, or by an exaggerated, hysterical article in a monthly, we need men and women of clear heads and sober judgment who will stop long enough to hear both sides of a question before breaking out into hasty, ill-advised conclusions,—a preventive of that kind of popular judgment that it may require years to undo. During a period of war excitement, when passions are aroused, was not the most propitious time, as we are now only too painfully aware, to enact crude laws for constructing a great railroad system across the continent. Nearly all questions have two sides, and sometimes several corners thrown in, and the prudent man does well to look at all sides of a question before reaching a conclusion.

While the preceding remark is general as a principle, yet it applies with an accelerated force to school action. Many of the city systems of schools

of our country are clogged and hampered in their legitimate work by hasty and injudicious action, resulting in crowded courses of study and an undertaking to do a little bit of everything. Children, like grown people, can do some few things fairly well, but when they have too many irons in the fire, some are sure to burn. It is far better for a boy or a girl to be sure that he or she knows a few things well, and why and how they are known, than to have a surface smattering of forty bits of knowledge. I do not hesitate to affirm that in our high schools, since we have offered so many courses for graduation, the classes are not so strong as they were years ago. We have spread out the courses of study so much by offering a wider area that we have lost in depth and intensity. Specialization has been carried to such an extent in all our higher institutions of learning that there is some danger of one's graduating now simply by taking athletics and penmanship.

Consequently, much of the so-called educational progress of recent years has been thoughtless, hasty, ill-advised,—each school system trying to out-do all others. Reaction is now setting in with a strong current, and the real danger to be apprehended is that it will swing backward too far. We must hold to all the good in the old courses and retain what time has shown to be valuable in the new. What the average teacher wants to know is what is the truth, knowing it, will create no panic in his thoughts; he does not care for it in small doses, and he wants to know what are his relations to it.

LOOKING ABOUT.

BY A. E. WINSHIP.

PORTLAND, SALEM, ASHLAND.

There used to be a theory that a world's fair demoralized a city, and there is no question but that Chicago, San Francisco, Nashville, Atlanta, and Buffalo were the worse for the visitation. Not so with St. Louis in 1903 or Portland in 1905. The latter city is still enjoying the awakening, and her business and residential boom are at full flood tide. For the first time Portland has recorded herself as a hustling town. Heretofore she has boasted of her conservatism. She has been the "solid town" of the Pacific Northwest, content to have the one elegant hotel, the one "Oregonian," with everything commercial and residential to match. Now she prides herself on the number of good hotels, the development of enterprises, the number of new houses, the increase in population, in number of teachers and pupils, in postal bigness, in exports and imports, even in the extent of losses by flood. In two years the change has been marvelous. It took a good deal of an experience to make Portland content with the "how much" proposition. "The Portland" continues to be as delightful a hotel as there is west of New York—though as overgrown as the Auditorium aggregation, and The Oregonian continues to be daily paper par excellence, and Superintendent Rigler's reputation as an educational leader lost nothing by the

new movements in all other lines. His hold of the educators of the state and of the people of the city was never greater than at the time the State Association met there in late November. He was at the time alarmingly ill, but by resolution and floral gifts he was made to feel how deeply he was beloved and how thoroughly he was admired.

That was by far the largest meeting in the history of the association and for the first time the finances were on the boom. Principal B. F. Mulkey of the Ashland normal school proved to be a hummer in the getting-together act. The chief social feature was the Schoolmasters' Club banquet at which something like one hundred of the leading school men of the state, aye, from the coast as a whole, for every state was represented and the cities from Los Angeles and San Francisco to Tacoma and Seattle. It was a great feast with abundance of fun and frolic in the after-feast exercises.

Salem was the greatest surprise to me. It is the second largest city in the state with no other city likely ever to press it for second place. But its glory is not in the census enumeration, but in its institutions. It has as beautiful a high school building as is to be found anywhere, a gem architecturally and in all appointments. Oregon has a law that is in every way exceptional. All state in-

stitutions not strictly scholastic are by constitutional provision located at the state capital. True the law is stretched so far as to be interpreted to apply to territory adjoining Salem. Here there are grouped an immense hospital, school for the blind, school for the deaf, school for other defectives, industrial home, penitentiary, and other kindred institutions. This, too, is the home of State Superintendent J. H. Ackerman, of whose eminent success we have spoken more than once. Last autumn, for instance, no one could be found to run against him, not that there was any lack of aspirants, but because they have the primary election law and every one knew what the people would do.

Ashland, on the southern border of the state, has as charming a location as one could ask. It is an ideal spot in the pocket among the mountains, or, as they say in the mountain country, a mountain park. Here is one of the Oregon normal schools, and, notwithstanding the fact that it is on the border of California and badly shut off from much of Oregon's territory, it has developed into a prosperous, useful, and popular institution. The same energy that enabled the principal, as president of the State Association, this year, to make a booming meeting has led to the great success of his school at Ashland.

DEFECTS IN THE SCHOOLS AND THE RESPONSIBILITY FOR THEM.—(IV.)

BY SUPERINTENDENT PAYSON SMITH,
Maine.

Some of the greatest moral lessons life has to teach must be taught in the home. Loyalty, honor, courtesy, self-reliance, self-control, respect for law, and obedience to authority, these are some of the things that cannot be taught by the school alone, and when I hear the criticism that our schools are defective because they do not teach these things then I am inclined to answer that others than the schools must answer in part for the defect. I have small sympathy with the claim that our schools are defective on the moral side. If it be true that education as a whole does less for children than it ought, then I believe the school must not be made to shoulder more than its share of the responsibility. Pink teas and Browning Clubs are responsible for more child neglect than are the teachers and the public schools.

Again we hear that modern education does too little for the child's religious training. If this is so, shall the public school bear the entire blame, or is it possible that the church has a duty to perform? I am ready to agree that the public school may properly give more attention than it now does to Bible literature and Bible history; that both are of too great value as literature and history to be left out of the courses in these subjects. But this does not by any means indicate religious training. Teaching these things bears about the same relation to the strengthening of a strong religious faith that teaching technical morals bears to making a boy good. The training of the child into the faith of his fathers can be done by the home and the church alone, and such training will follow when

these two appreciate their obligation and their opportunity.

Whatever our faith we must admire that loyalty and devotion which the Catholic church pays to childhood; she watches her children, and she claims them for her own. Let all the churches write into their creeds a belief in childhood and its rights to a spiritual training, and there will be no failure of modern education on the religious side.

From religion to politics may be a far cry, but I cannot forbear a brief reference to those unfortunate defects in our schools which are caused by professional politics. The person who seeks to promote his power by the multiplication of wires he can pull, by the amount of patronage he can dispense, by the sums of money he can expend, by the opportunity to play to the great galleries for applause, has unhappily not hesitated to make use of the opportunity offered by the public school system for doing these things. The political boss who has invaded and perverted every other branch of public service has not been deterred from invading even that branch of public service which has in charge the training of the youth. The forms in which this insidious foe to good schools does his work hardly need description. He breaks down the efficiency of the schools in the contracts which build the schoolhouses, in the purchases which supply and equip them, in the unseating of competent teachers, in the promotion of undeserving ones, and in the silencing for party reasons of the persons whose voices should be influential for better things.

The evil lifts itself as well against the high official who gives years of eminent service as against the obscure teacher who goes down before pull and favoritism.

PROMOTIONS.

BY HENRY SABIN.

In the first place it is necessary to determine what we mean by the term "promoted" as used in the lingo of the schools, having especial reference to teachers. A teacher usually spoken of as successful, in reply to the question, "How do you manage to get the position you want in your schools?" replied: "I first find out who is the most influential member of the board, and then I get some one 'to pull his leg' at the right time." But I do not call that promotion. There is not much of it in our best schools, but there is a little, and in this case a little is too much. To me it seems entirely out of place to speak of a teacher as promoted because she is transferred from one grade to another.

The school should be a democratic institution, in which all positions are equally honorable. The only possible reason why the high school teachers should be paid more than those in the grades is because they have as a rule spent more time and money in preparing for their work. To teach algebra or rhetoric well is no more an evidence of skill or ability than to teach arithmetic or English grammar.

The work of supervising half a dozen primary rooms so as to get the very best results presents

problems of a more serious nature than the principalship of a high school with the same number of teachers. And yet the supposition is very general among us teachers, that to be transferred from the primary room to the high school, or even to the grammar grade, is a promotion to be proud of; while to be sent from the upper to the lower grades is something to be endured with shame and confusion of face. Note that I make no reference to salaries paid, but simply to that false notion of honor which attaches itself to position.

And here is a fitting place to say that, in my opinion, in which I may be wrong, it is a pernicious idea that the man who teaches Greek to a dozen boys and girls is of more service to the community than the woman who has as her daily care the welfare of forty little children, just starting in the race of life.

She who has taught a child to read has done more for that child than any other teacher can do at any subsequent stage of his education. No thoughtful person will question this, although we are slow to admit that to stand at the foot of the ladder and keep it from slipping is of more importance than to climb to the topmost round and shout "Glory! hallelujah!"

Promotion, then, has nothing to do with position. Has it anything to do with salary? It ought not to have, but it has. It will not have if we ever act upon the conclusion that the salary is graded according to the worth of the teacher, and not the worth of the position. At present, however, it is perfectly legitimate for a teacher to desire a room to which an arbitrary salary is fixed at a higher rate than the room which she now holds.

It is often a false promotion, because the question whether she can be as serviceable to the school in the new position as she was in the old is seldom considered. These promotions, so called, are most frequent at the opening of the fall term. Sometimes they are the fruit of the teacher's whim; sometimes of the whim of the superintendent or principal; sometimes without any apparent reason, "they just happen so."

Any one who has been through the superintendent's mill, if he is honest, will tell you that it is a very difficult task to so adjust positions at the beginning of the year as to place new teachers, and not to injure the feelings of any of "the left-overs," and these false ideas concerning what constitutes promotion have much to do with it.

I once had a teacher protest to me with tears in her eyes against transferring her to a room in the third story of the building, "because," she said, "it does not seem respectable to be sent up there."

Quality of work ought to be the only criterion of success, and success ought to be the only criterion of true promotion.

This rule is of universal application. If you feel that your position is shaky, improve your chances of retaining it by improving your work. If you are desirous of a position in a larger city, do your work so well where you are that your fame will spread into the surrounding neighborhood and attract attention because of its excellence. This remedy is sure rightly applied, and no other is worth attempting.

VIEWPOINTS.—(II.)

BY GEORGE H. MARTIN, BOSTON.

ENVIRONMENT AS A VIEWPOINT.

The conviction has forced itself upon thoughtful people everywhere that the conditions of modern city life interfere seriously with the healthy natural development of children,—so seriously as to make their education a matter of peculiar concern. The effect of overcrowding, of unsanitary conditions, of parental ignorance, to lower the vitality of the children, even where they do not engender actual physical and mental disease, has been referred to. It is the purpose of the medical inspection in the schools to discover these effects, and to devise means to overcome them.

But city conditions affect child life in a more subtle yet more profound and lasting way. This is especially true of boys. There is a familiar phrase used to explain the unconventional ways of boys, and to excuse their violations of social propriety or their infraction of law. To say that "Boys will be boys," cannot end discussion,—it only provokes to further inquiry. We may go further, and say, "Boys must be boys," if they are to grow in a healthy and natural way to be men. That which makes a boy a boy is an instinct to measure himself against external forces. It is the human instinct of self-protection, of self-preservation, and race perpetuation. It is a primitive instinct. This is what being a boy means, and it is by being a boy that he becomes a man,—strong, active, fearless. He learns to handle himself and to measure his own powers. This is a part of his own education, and an essential part, more fundamental than the learning acquired in school.

With this normal process of development city conditions interfere. City ordinances are made on purpose to restrain him, and as he learns to evade them the net about him is woven more and more closely. He is perpetually running up against law, until he comes to consider the officers of the law as his natural enemies,—as indeed they are, though not through any fault of their own. The effects of this restraint are manifold. Physically he is less sturdy than he ought to be, mentally he is less balanced, and morally he acquires distorted ideas of right and wrong,—seeing that to steal and to throw snowballs in the street subject him to the same treatment.

There is a growing conviction that the scheme of public education must in some way be broadened to include provision for the healthy physical development both of boys and girls. This would require playgrounds and gymnasiums, large and small, and adequate supervision and instruction. Some provision is now made at public expense, and private efforts are multiplying; but there can be no doubt that this necessity of growing boys and girls is a matter of public concern and of legitimate public support,—not as a charity, not as a fad or fancy, but as an imperative obligation.

On the other side the condition of modern city life are unfavorable. They offer few opportunities for that participation in simple and varied forms of industrial activity on which children

thrive, and which is also an essential part of a complete education.

When the first report of the board of education was written, these natural means of education for mind and body were in full activity. Because they were so familiar, so fully a part of the every-day life, their educational value was overlooked. Because education through schools was scanty, its relative value was overestimated, and all the efforts for social improvement were directed to increasing and improving the schooling. When the time comes to write the seventieth report, the conditions have become reversed. We have schooling in abundance, and nothing else. Hence the necessity for a new viewpoint.

An analysis of the earlier forms of home education may serve to show what they contributed, and may direct our thinking in planning for the present and for the future.

The children became familiar with the regular processes of household life,—the care of the house, the preparation of food, the care of the children, the care of clothing. The girls, and in many cases, the boys, learned to sweep, dust, wash, iron, make and tend fires, cook, sew, mend, and to wash and dress the younger children. In more primitive times they learned to spin, weave, and dye, to make butter and cheese, to cure meats and fish. Outside the house they learned the care of horses, cattle, pigs, and poultry; the propagation and care of plants; tillage, planting, and harvesting. They learned to do much construction and repair work on buildings and tools. They learned to do all these things by actual helping in the doing, according to their age and strength, beginning by merely running and carrying, and gradually taking on more responsibility.

In all this they learned the orderly processes of a great variety of industries. They learned the qualities and uses of materials and the use of tools. They saw the necessity of continuous industry, and, because money was scarce, they learned to practice those small economies which are the basis of frugality and thrift. They gained certain mental power with it all. They learned to see straight and quickly. They learned to see differences, and to compare. They learned to fit means to ends, and became ingenious and inventive. Judgment and common sense were developed. More important than all, they were forced to take a serious view of life, and to feel their obligation of service. There was a social element in it all that gave it its chief value. The children worked as members of the family in a co-operative way. They learned that where many worked together every little helped, and that only by mutual help could results be attained.

With such an equipment, it is easy to see how they might get on in life with scanty schooling, for they had all the essentials. Add reading, writing, and ciphering, and the education was complete. Only the squire, the minister, and the doctor needed more.

The problem now pressing for solution is, how to secure these essentials under modern city conditions. It cannot be done all at once; probably it cannot all be done.

All of this work was formerly done at home. To do it effectively now will require the interested and active co-operation of the home with the school. This is the first step to be taken. Through parents' meetings and parents' associations and home visitation the parents may be brought to co-operate so far as to agree to teach their children the ordinary household duties, and to require their performance. The school should also teach these in a practical way. Cooking and sewing should be taught in all city schools, and taught with the ordinary household needs in view. With this should go instruction in other household duties.

If the care of the schoolhouse were entrusted to the pupils, they would learn valuable lessons, and the buildings would be better cared for. There is no part of the care of a modern school building which is beyond the boys and girls of grammar school age, except perhaps the care of the boilers, for which an engineer is required; but the older boys could learn much from the engineer. They might learn to do small repairs, to mend a broken window or broken furniture and apparatus, or to pack a leaking faucet.

There is one school building in the state where a room has been fitted up in the basement for a class of backward pupils. As an experiment the care of the room was given to them, and they were offered a small sum of money as pay for service. They eagerly accepted the offer, chose committees week by week to do the work, and used the class money to buy ornaments for the room. It is the best-kept room in the building, and the children have been stimulated to better work in their studies.

Through the co-operation of the home much has been learned by school children in the care and use of back yards. This has come about partly through the school garden work. The school garden is another wholly feasible means for the training of city children, and it has in it much educative value, if rightly conducted.

By a modification and extension of the manual training work, some of the old-time advantages may be gained. It needs to be connected in the thought of the pupils more closely with the needs of everyday life. The things made need to have an obvious use and a money value, and some of them should be the combined work of several pupils or of a whole class. They should be for home or school or class use.

All of this work, to be well done, would call for considerable modifications of existing practices.

First of all would be needed a simplification of existing courses of study. With such simplification would come spare time for the new work. It would probably be possible, in a forenoon session of four hours, say from 8.30 to 12.30, to do all of the academic work needed, and in the afternoon to do shop and garden work and drawing of a substantial and useful kind. Some of the morning work would be reinforced by the afternoon work. This would be especially true of the language work and the arithmetic.

These modifications may seem revolutionary, but they are not as revolutionary as the change by

which the existing system has been built up. The effect would be to retain what of the present work is most useful, and to recover some of the former elements which have been lost. The process of recovery is likely to resemble the process by which the present system has become general,—in being gradual, tentative, and local, and spreading through the united efforts of enlightened men and women.

A fuller treatment of the subject of environment is given in the paper contained in the Appendix to this report, entitled "What a City Owes to Its Boys."—Report.

COST OF SCHOOL BOOKS.

BY EDGAR O. SILVER.

On its commercial side, the school book business of this country, important as it is, is not great in its volume, in proportion to many staple lines of business. It imposes no arbitrary tax and seeks no monopolistic privilege beyond the right to establish and to develop its trade, and to enjoy the fair benefits and reasonable profits to which it is entitled—moderate in proportion to the profits realized in many staple lines of business. The profits fairly to be realized from the business are reasonably stable, and sufficient, if not squandered in wasteful competition, to pay fair returns upon the labor and capital required to develop and to carry it on.

The entire cost of text-books furnished to the pupils in the public elementary schools of this country is, roughly speaking, probably scarcely more than ten cents per capita of the population of the country, and there are comparatively few communities where the per capita expenditure would materially exceed this very low cost per capita to the population.—Address.

GAINS IN SPORTS AND GAMES.

BY CHARLES F. ADAMS,
Spencer, Mass.

The other side of work is play, and healthy, natural sports and games form an important element in the physical, mental, and social training of children and should not be ignored or neglected.

In simple, inexpensive ways Spencer has provided facilities for out-door exercises and sports. Advancing cautiously and observing results they have added one appliance after another until to-day Spencer is distinguished for the progress made in this direction.

The great centres of wealth, like New York, Chicago, Washington, and Boston, have begun to supply furnished playgrounds for their children. The best educational and philanthropic thought is pleading for an extension of the plan in the future. Yet at our doors a beginning has already been made that is full of promise.

Each of the school yards has one or more swings and teeters, many have horizontal bars and vaulting poles, and there are skating ponds, seats, sand gardens, giant strides, tether ball, and basket ball for our larger schools.

Considering the small cost and the permanency of these appliances, it is doubtful if any corresponding amount of money spent in the town has so

greatly increased the sum of human happiness as what has been invested in this way.

Out-door sports serve a higher purpose than mere enjoyment. Boys and girls are more natural and wholesome,—better developed physically and socially for having opportunity to work off surplus energy in happy, harmless ways. It is a wholesome thing to co-operate and to learn to give and take with one's peers on the playground without clannishness, in good spirit and good fellowship.

Teachers tell us that there are fewer gangs and fewer fights and the truant officers testify to less truancy since the school yards have become more attractive than the streets. There seems to be no time for malevolent scheming and practices, and perhaps we have hit upon another way of overcoming evil with good. The expense for truant officers for the last four years has been respectively: \$50, \$21, \$15.25, \$5.90.

DIRECTIONS FOR HOME GARDENING.

BY ADELAIDE V. FINCH.

Making up Your Flower Beds.—Select sunniest part of the yard.

Avoid a place where the dripping from the roof will fall on the bed.

Best effects are produced by planting all of one variety in one place.

Preparation of the Soil.—Dig up the bed, as early as possible, a foot deep.

Mix with the soil some rich earth, well-rotted manure, or leaf mould from the woods.

Rake the beds and keep the soil fine and free from lumps.

Planting of Seeds.—See directions on the seed packet.

Watering of the Garden.—Water the beds lightly every day, if necessary, until the plants are one inch high.

Water thoroughly every few days, when the plants are two or three inches high, instead of lightly every day.

Water in the morning and evening.

Thinning of Plants in the Garden.—Avoid having plants too crowded.

Thin the plants when they are two or three inches high, on a cloudy day, when the soil is moist.

Transplant seedlings pulled up to another bed, or give them to some friend.

Take up a little soil with each plant.

Use a trowel, an old kitchen fork, or small, flat, thin stick.

Picking of Flowers.—Do not allow flowers to go to seed.

Pick them every day and more will bloom.

Allow a few of the best flowers to go to seed for next year's garden.

Keep beautiful, fresh flowers in your house and share them with the sick.

Things to Remember.—Dig deep and make the soil fine on the surface.

Keep pulling out the weeds all summer.

Sprinkle the seeds every day.

Water the beds thoroughly every few days during the whole summer.

UNRULY, VAGABOND, AND CRIMINAL CHILDREN.

BY ARTHUR MAC DONALD, WASHINGTON, D. C.,
 Honorary president of "the Third International Congress of Criminal Anthropology" of Europe and author of "Man and Abnormal Man."*

It may not be without value to give the results of some studies of children, illustrating the close relation between unruliness, vagabondage, and crime.

The main cause of unruliness is perhaps the ignorance or neglect of parents. The child disobeys the parent and runs away from home, disobeys both parent and teacher and plays truant, tending towards vagabondage, which in turn leads to crime.

The unruly child can be destructive, indolent, malicious, violent, a liar, thief, assassin, and degenerate. Before giving illustrative cases a few facts as to unruly children in general may be noted.

In a study of the Washington school children by the writer, it was found that unruly boys have less height, sitting height, and weight than boys in general and are also inferior in head circumference.

It was also found that the unruly boys (that is, those unruly most of the time) constituted more than 5 per cent. of all the boys. Unruliness increases with age, as does laziness, reaching its maximum at fourteen. The number of unruly girls is so small as to be insignificant.

Unruliness increases with age. Crime also increases with age. A much larger proportion of boys are criminals than girls, a similar, if not greater, proportion of boys are unruly.

Nearest Age.	BOYS.			GIRLS.		
	Whole No.	Unruly Perct.	Lazy Per ct.	Whole No.	Unruly Per ct.	Lazy Per ct.
All Ages.....	7,953	5.47	1.33	8,520	0.25	0.22
Six.....	147	2.72	0.68	131	....	....
Seven.....	533	3.38	0.19	508	0.39	....
Eight.....	787	3.81	0.26	754	0.13	0.39
Nine.....	878	4.56	0.68	883	0.11	0.11
Ten.....	930	4.84	1.40	939	0.21	....
Eleven.....	862	6.84	1.51	931	0.43	0.21
Twelve.....	986	7.20	1.52	876	0.23	0.34
Thirteen.....	926	6.70	1.73	966	0.31	0.10
Fourteen.....	784	8.16	2.17	833	0.12	0.60
Fifteen.....	528	5.87	1.70	655	0.61	0.61
Sixteen and over..	592	1.86	2.20	1,044	0.10	....

The first manifestation of theft in children is in the family, where they take little things; then money. Such thefts are not always regarded seriously, it being supposed the child will outgrow the propensity. But it will not be long before such a child, when good opportunity comes and the habit at home has made it bold enough, will steal from others. Thus the child, if not severely reprimanded, believing itself to be beyond punishment, begins to steal at school where it may not run any great risk. Having reached this stage, it is but a step to steal generally.

In every large school there are a small number of unruly children, who are the plague of the school, who take a great deal of the time of the teacher, as well as testing his patience. Kind treatment and persuasion are in vain; only force has any effect, and that may be temporary. They run away from school, steal all sorts of things, they are coarse, insolent, always ready for a fight.

* "Man and Abnormal Man." Senate Document, No. 187. 58th Congress, Third Session.

In class they are the cause of continual disorder; they are not only lazy, but refuse to work. They are impulsive and irritable; will not allow anyone to controvert their ideas. They rise up without reason, talk loud and rebuke their comrades or teachers. Such children are abnormal, if not criminal, and need special care and training, otherwise they may spend some of their life in prison. They should not be allowed to contaminate the other pupils, and should be placed in special schools. They may be incapable of controlling themselves, they seem to be unstable in all their ways, mental and physical. They cannot control their attention; they no more than commence to read than they wish to write or cipher; even in their plays they pass quickly from one game to another.

The destructive impulse is common in children, especially unruly children. By education and training it is usually controlled. But in certain cases this impulse is only temporarily suppressed and may manifest itself at the least provocation.

One child escaped from school through a window, jumped over a fence into a neighboring yard, and threw stones at the girls' school and broke several windows. The child had no motive, it simply wanted to satisfy its desire for destruction.

Some children have in addition to their destructive impulse a desire to molest others, by insulting them. One child used to go daily to a fruit store near school and make a noise in front of the store without any motive. One day he took dirt from the gutter and he threw it into the store.

When such children are questioned as to their motives, they invent motives or excuses, or hesitate and say they don't know. Some seem surprised that they should be asked to explain.

No. 1. She was nine years old, blond, long head (dolicocephalic), blue eyes, orbital arches prominent, flat nose, giving her a mongolian face. She was lame, and walked with a crutch. She was an alcoholic; coarse in her language, cynical and lewd, malicious, tricky, easily made angry, striking her associates without reason and amusing herself by tripping them up with her crutch.

There are violent children who show their propensities under slight provocation, as in a quarrel with a comrade; it seems to be impossible for them to control their temper. Others, however, act with premeditation and reflection. A certain child had a quarrel with one of his schoolmates. The teacher interfered, and the trouble seemed to be ended; but during recess the child procured a bottle and struck his comrade a dangerous blow on the neck.

The most of children who are vagabonds are, according to Laurent, not forced from necessity to run away from home. They are generally below the average age mentally; school work is difficult and odious to them. They commence to play truant and gradually remain away from school longer and longer. They undoubtedly find much pleasure in roaming about in liberty, free from reprimands of teachers and parents, free also to indulge themselves in all their vices.

It is almost always in summer they run away,

sleeping on a bench, in a woodshed, lumber yard, or in some old abandoned building, and especially any place easy to enter without danger. Buildings near the canal are especially sought, where they can find fruit to eat, begging or stealing for the rest of their food.

The necessity of food makes every vagabond a beggar, and often a thief. While some children beg in a state of vagabondage, others beg occasionally, out of school hours, in order to buy some candy or other dainty. Others are forced to beg by their parents, who accompany them, or rent them out to others. But as before mentioned, few children are forced into such life. As will be seen, vagabondage is a dangerous habit, leading to a criminal career.

Vagabonds and beggars constitute a large proportion of the children arrested by the police. In large cities the street is a school for vagabondage, implanting immorality in the nature of the child.

Vagabondage depends sometimes on temperament. It may be due to accident or poverty. Two things can hold the child home: Solicitude on the part of the parents and the attraction of the fireside. But when parents are indifferent, or occupied away from home, when the fireside is sad and cold, the child may find the street more hospitable.

No. 2. He was arrested at about 11 o'clock at night at the door of a theatre. He showed no sign of degeneracy in himself nor in his antecedents, was twelve years of age. He could not write and could read only with difficulty. During the day time his parents could not exercise much supervision over him, of which fact he took advantage, staying away from school and becoming a vagabond in the streets of the city, where he always found little comrades to play with him. His great desire was to become a large boy and to work and earn his living, but he had no idea of the trade he wished to follow.

This case approaches those who desire no more to go to school, but to work in the country, considering a sojourn in the country a supreme pleasure. But those brought up in the country, who are discontent with their lot, desire to live in the city and work.

No. 3. This boy was illiterate; always a poor pupil; when not content with his parents, he would leave them two or three months. He would go to the railroad station and open the doors of carriages; for this he always received something,

sometimes as much as a dollar a day. He would sleep in empty cars or bags. He did not desire to go to school any more where he is ordered about, where the teacher is bad or untruthful, because he said it was very bad in prison; but he had been in a reformatory and knew that the teacher's statement was in all points inexact.

No. 4. This boy (ten years of age) had a number of signs of degeneration as in form of his ears, defective palate, teeth badly implanted. He was small for his age. He spent his time in the country with bad boys and declared he wanted to be an Indian and an assassin; the prospect of prison life or even the gallows did not frighten him. He was the son of an alcoholic.

No. 5. He was obviously a degenerate, nine years old. His mother had four children, three of whom were born at the seventh month. He had convulsions and a violent temper. At nine years of age he was vicious, and it was necessary to separate him from the others, whom he would strike or whose clothes he would tear; sometimes he would run into the class right in the midst of the lesson; he would imitate the movements of one swimming. During the night, when partially asleep, he would shake his head and would not awaken even if the wall was pounded upon.

No. 6. He had the typhoid fever and the convulsions when young; he invented unreasonable stories for the sole purpose of making others believe them. He simulated diseases, and even pretended he tried to commit suicide. He stole from his employer, in small sums, so that it was some time before he was discovered; he stole from his parents; one day he took a watch which he sold, spending the money stupidly. His conduct was very bad at school.

No. 7. She was a girl of fifteen; she would not stay at home; she would go out to the theatre, to the concert; her dream was to hear Carmen, she was very coquettish and proud of her person, she desired to learn music. She was placed in a store and did well. It was only her home she did not like, and especially on Sunday.

No. 8. She was a vagabond; she stole by calculation, and because that brought her money. "I prefer," said she, "to gain four dollars a day instead of one." She considered this all right. Nothing seemed to her more natural than to have lovers, and she could not comprehend why this should be forbidden. She was the despair of her family, who were honest working people, whose other children conducted themselves rightly.

"Your silent tents of green
We deck with fairest flowers;

Yours has the suffering been,
The memory shall be ours."
—Longfellow.

GARDEN WORK IN THE PUBLIC SCHOOLS.

BY AUGUSTA C. THOMPSON,
Principal Detroit School, Cleveland.

Garden work is a branch of school work that has taken deep root in some of our cities, and is slowly but steadily, gaining in favor. It is actual work with visible, profitable results, and is just what is needed to supplement that part of the school work that deals only with mental training.

"Rich in lore of fields and brooks,
The ancient teachers, never dumb,
Of nature's unhoused lyceum."

The seeds and garden tools are provided for the children, and the products are theirs, either for family use or to sell. Thus they become a part of the great industrial, social life of the world.

They have also the joy that is always gained by seeing things growing day by day, the satisfac-



LESSON ON THE CORN.

The present conditions of city life have made those occupations that were once the natural heritage of child life almost lost arts to the children of to-day. The garden work when fully appreciated for what it really is will do much to solve the problem of "the idle boy" in the city.

Beginning with the earliest possible date in April, the ground is plowed and soil made ready for the gardens,—this heaviest part of the work being the only part hired. The children, under the direction of the garden supervisor, do the rest—lay out their beds and paths, sow the seed, care for the growing plants, and reap the harvest.

Hot beds and cold frames are constructed, and long before the tender plants can endure out-door life they are growing strong and sturdy in the shelter of these friendly homes, ready for transplanting as soon as the season permits; so making it possible to bring forth early crops.

Thus the young gardeners are taught many things—seed time and harvest, value of early products, succession of crops, in fact, they gain a practical knowledge, through work and observation of gardening,—a knowledge not gained by books,—become

tion of having tangible results for their labor, and the not less great satisfaction of being able to contribute something of real value and comfort to the daily home life.

The value of this out-door work upon the physical condition can hardly be estimated. The drinking in the fresh air, the digging in the earth develop robustness and strength, so that good health in the young gardeners is almost an assured thing.

And no one can deny that this close touch with nature is in itself uplifting, for who could watch the tiny plant send up its tender shoots of green, watch its delicate leaves unfold one after the other, care for it until it, too, bears blossoms, fruit, and seed,—coming thus into the vision of the mystery of life itself, the very revelation of God as revealed in nature, and not grow better thereby?

Indirectly, also, comes a greater knowledge of animal life,—the robin that feeds upon the worms and insects, the goldfinch that eats the seeds of the weeds, the bees that suck the nectar from the flowers and bear the dusty pollen on their wings to the pistillated flowers that need it, the destructive grubs of the June beetle, and the ants that injure the soil,—all become familiar to the children.

The spirit of investigation and research seems to be a natural outcome of the garden work. The finding of some bird-nest fungus in a certain school garden led some young gardeners into a most enthusiastic discussion of fungi in general, and search for different kinds.

The subject of cross-pollination, naturally brought up when the garden products began to ripen, produced great interest among the children. And when the warm August days had come and they stood proudly amidst the tall corn raised by the labor of their own hands, and saw how a gentle shaking of the stately tassel shed the yellow pollen on the silk of the ear growing on the stalk below, and realized that it was the office of the wind to do this for the corn,—that all had been so planned by the Divine mind, that the staminate flower of the tassel, lured by the gentle breeze, should bow in submission to the Divine command and give into the pistillate flower below that which would bring forth life—when, examining for themselves a young ear, they saw a silken thread attached to each kernel, and knew what produced the full corn in the ear—they were awed by the "Divinity of all things," and could see in the plants and flowers

"A part of the self-same, universal being
Which was throbbing in their own brain and heart."

And the poetry of it all that is deep inlaid in the heart of every child upon such occasions finds expression.

Said one little girl as she held a corn tassel in her hand and gently shook it back and forth, meditatively looking at the myriad of tiny blossoms; "Why, they are just like little Christmas bells, and this is the Christmas tree."

To the boy or girl who can spend his vacation in the country or in travel the school garden has little attraction, but to the child who must spend his summer in the closely built quarters of a crowded city it is surely a god-send. And there are many such children.

Our cities have done much, very much to provide outings of a week or two at a time in the country for many of these children, and our playgrounds and parks are blessings indeed. But there are many hours of the long summer vacation that must be spent loafing about the streets, a most demoralizing habit.

Many parents send their children to summer schools to occupy them a part of the time in the long summer vacation. These gardens give a much more wholesome occupation than any summer school. To the child who has done his work faithfully throughout the year, continued study in the summer becomes a burden; to the child who has failed for lack of effort during the legitimate school year the summer school is a doubtful blessing, but to spend the early morning hours of the summer days in profitable out-door work would be an equal benefit to both. To the one it gives a pleasant change and chance of gaining other kinds of knowledge; to the other, likewise, a pleasant change, and a chance to redeem his failure in school work, for it is customary to keep a record as to attendance, faithfulness, and skill of each gardener. A record is also kept of number

and variety of seeds sown, crops reaped, and money earned, and the gardeners graded accordingly.

The amount that may be raised in a bed twenty by six or seven feet is really surprising. Early vegetables, fresh from the garden, bring good prices.

But in order to make this garden work of any real value it must become a regular part of the school curriculum, must have its place the same as any other branch. Children who undertake the work must feel the same responsibility in the accomplishment of it as in that of any other branch. This can only be accomplished when the parents fully appreciate the value of the work.

There must be some outlay by the city. Lo's suitable for the work must be set aside in the different districts; fencing built; tools and seeds purchased; and facilities for watering arranged for. Yet the expense is not great when we consider the benefits. Summed up they are as follows: The garden work inculcates habits of industry; gives children wholesome, healthful occupation for a part of each day in the long summer vacation; counteracts the habits of idleness and loafing; contributes to the family comfort; gives practical knowledge of gardening, knowledge of the habits of many different insects, birds, etc.; leads to investigation and research; makes it possible, if necessary, to earn money by labor suitable to child life; adds to the mental training of the schoolroom this education gained by actual work.

TALKS ON SCULPTURE.—(XVI.)

BY LORADO TAFT.

In almost every art institute are two figures to which I invite your attention. One is the muse Polyhymnia; the other, her sister, Thalia. The originals are in the Vatican in Rome, and both are much admired by those who know about such things. Their grace and modest dignity would appeal, however, to any one, whether he were acquainted with sculpture or not.

Polyhymnia, the muse of the divine hymn, stands leaning upon an irregular pier of stone. Close wrapped in her mantle, she seems lost in thought. Her attitude is very restful and the whole expression of face and form alike is that of perfect serenity.

Thalia, the blithesome muse of comedy, is even more attractive to many tastes. For a Greek statue she is unusually "personal," looking much like some nice high school girl of modern times. What a pretty tableau could be made in this costume and pose! Her figure is youthful and slender, the expression of her face very sweet. Although Thalia was the patroness of banquet-song and mirth, the inspirer of gayety, there is no look of the comedian on that fine countenance. The sculptor felt that a fleeting smile was not worthy the eternal permanence of the marble. He places beside her the comic mask contorted with grotesque laughter. The symbol will suffice; her own beautiful features may remain placid.

The fact that the ancient Greeks appointed so many divinities to the care and protection of the various forms of poetry gives one a notion of the

importance which the fine arts held in their esteem. Apollo himself was "head professor," or chairman of the committee; then followed these zealous assistants, each with her special department and duties. Thalia will most appeal to our modern sym-



THALIA.

pathies, for long before the Romans associated her so exclusively with comedy she was identified with the love of nature and "the simple life." She it was who favored rural sports and pleasures and who bestowed the bloom of life. Hence she bears not only the mask of Comus, but a shepherd's crook, and wears a wreath of ivy.

Gracious Thalia is attired in the exquisite costume of those ideal days. The artist has arranged every line with loving care, yet has so well concealed his art that one hardly suspects it to be a matter of art at all. What delicacy of imagination it must require to conceive a figure as fine as this; what skill to produce it! If the sculptor had made it any more realistic, insisting upon details, the locks of hair, the finger-nails, and such minor things, and overlooked the intention of the whole. As it is, the maidenly beauty of the young priestess of art is like an aroma, too delicate to define. It is literally poetry personified.—Used by permission of the Chicago Record-Herald.

WHAT THE SCHOOLS COST NEW YORK.

Dr. Draper's annual report to the legislature contains the following statistics of the last year: The amount expended for elementary schools was \$45,383,551.56, an increase of \$4,318,849.14; for teachers' salaries, \$25,210,954.50, an increase of \$2,126,736.02; for buildings, sites, repairs, etc., \$13,815,624.08, an increase of \$2,331,058.96, and for school libraries, \$202,385.63, an increase of \$29,409.61. The average cost a pupil was \$36.30, an increase of \$2.85. Of children of school age, 1,822,414 were in attendance at the schools. The compulsory education law has been administered with firmness. There were employed in the public elementary schools 33,818 teachers, with an average weekly salary of \$20.94. There were ninety-seven training classes, with 1,341 students

enrolled, and fifteen cities maintained training schools; with 1,495 students. The number of students in the normal schools was 8,337, with 900 graduates, their cost of maintenance and betterments being \$522,298.60. The total amount expended for secondary schools was \$8,471,830.03, an increase of \$625,441.89. Improvements of sites and buildings and the erection of new high schools cost \$2,107,003.03, a decrease of \$33,381.54. The value of grounds and buildings for public secondary schools is \$18,697,783. There are 672 public secondary schools and 172 private schools under the visitation and inspection of the department.

NEW FEATURES IN BOSTON WORK.

DEFECTIVE PUPILS.

Boston maintains seven special classes for mentally defective children. This year there has been appointed an official called the medical inspector of special classes, who gives attention to the examination of backward children for the purpose of determining whether they may be properly assigned to the special classes. The number of children in a special class is limited to fifteen. The course of study in these classes is very materially modified and includes a very large element of manual training.

FEWER ELECTIVES.

For many years the course of study in the high schools of Boston has been entirely elective. During this present year this freedom of electives has been considerably modified. Under the new course of study a diploma is awarded to pupils who have won seventy-six points. The amount of work represented by one period a week for one year in any study counts as one point towards winning a diploma. The points offered for a diploma must include six points in physical training; one point in hygiene; three points in choral practice; at least thirteen points in English; at least seven points in one foreign language or in phonography and typewriting; at least four points in mathematics or in bookkeeping; at least three points in history; at least three points in science; not more than fifteen points for drawing. Household science and arts, manual training, and music combined are allowed to count towards a diploma.

DRAWING AND MANUAL TRAINING.

The departments of drawing and manual training in the Boston public schools have been maintained for many years as separate departments. Beginning with last September, they were combined into one department, under the directorship of Walter Sargent. Frank M. Leavitt has become assistant director of the department of drawing and manual training.

DISCIPLINARY CLASSES.

Last September the Boston school committee passed regulations providing for the establishment of disciplinary classes in which the attempt will be made to take care of boys who would otherwise need to be sent to the school for truants known as the parental school. One such class has been established and it has met with very great success.

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POWER OF NOT ATTENDING.

The greater the need of intense attention, the greater the need of the power of not attending. Given a definite attentive power, one must choose, virtually, whether to give one-tenth of that power to each of ten subjects a brief time, or the whole of it to one of the ten, in which case the attention is ten times as great as in the other. It must certainly eliminate several of the ten in order to attend effectively to any of them.

Everybody has the power of attention, but comparatively few have the power of not attending. The humming bird never flies toward its nest, but when it purposes to go there it shoots up into the air, and almost quicker than thought drops into the nest almost imperceptibly, so, when the mind proposes to attend to anything, it must shoot away from every other interest and then drop upon that one line of thought or investigation with all its intensity.

This power can be developed remarkably well by skilful direction. The first effort should be along the line of following directions, doing something when told to do it and as directed. Accuracy and alacrity as ends help greatly. First, the child should follow oral directions, then written specifications. Almost the first day in school should have some exercise in attention through direction. No half day should pass in the primary school, as none ever does pass in the kindergarten, without doing something under direction, something a little more complicated, requiring a little more attention than any previous directions. Attention to directions and specifications requires non-attention to vagrant and intrusive thoughts and slight events.

There are intrusions greater than an untrained mind can withstand and it is the part of wisdom not to put the mind to such a strain. It is the height of folly to try to have a recitation when a circus parade or a military parade is passing the schoolhouse.

A man makes a ridiculous blunder ordinarily if he tries to finish a paragraph or even a story if a mouse, or cat, or dog comes upon the platform, making an absurd situation. The thing to do is to stop trying to get attention to what he was trying to do and get attention away from the intrusion by some happy remark. For illustration, a preacher was just beginning his sermon when his little two-and-a-half-year-old boy, who had strayed from home to church, ran crying up the aisle. Two or three people reached out and tried to stop him, only adding to the child's fright. The preacher stopped and stepped down and took the little one in his arms until he was calm. Then the little fellow went to his mother. Then a sermon was preached from the text: "Suffer little children to come unto me, and forbid them not, for of such is the kingdom of heaven," a sermon never to be forgotten.

The teacher is to train children to attend, to not attend, to develop power, to think attentively, using whatever every lesson, any lesson, any incident may contribute to that end. The class, notably a class of little children, is like a team whose reins she holds, and she must have her thought on whether or not she has a clear course, she must dodge holes in the highway and careless babies in her track, keeping the class advancing as best she may. No specific attainment in any assigned subject signifies unless through its learning the child has developed power.

TECHNICAL EDUCATION IN BELGIUM.

The immense practical benefits of technical education are shown better in the kingdom of Belgium than elsewhere in the world, according to the United States consul at Liege, as reported by the Cleveland Plain Dealer. This country has taken the lead in the public training of young men and boys for mechanical occupations, and schools are maintained for every trade or craft that is of any importance. The schools are created and maintained by the national government, and are directly under the control of the department of commerce and labor. Even in addition to these public institutions, which cover almost every line of mechanical activity, there are numerous private technical schools which receive large subsidies from the state. The children of the working classes invariably attend these schools, and the result is efficiency at an age when young men in most countries are just beginning to learn their trades. There are separate schools for mechanical and electrical engineering, iron and steel working, carpentry, wood-cutting, joining, plumbing, watch making, jewelry making, fire-arm manufacturing, bookbinding, painting, engraving, designing, weaving, dyeing, tanning, basket making, lace making, upholstery, tailoring, telegraphy, and a few other less important lines of industry. The practical

work in these schools is the same as would be supplied in the workshops, while the theoretical training is of a nature that the workshops could not provide. The eminence of Belgium in the textile manufactures, in the making of firearms and in iron and steel work is traced directly to the influence of these schools.

This work of technical education is calculated to help employer as well as employee. Skilled labor conditions in Belgium are of the best. There are few strikes. The workmen are intelligent and contented, and are never without employment. The wonderful industrial and commercial advancement of the country in recent years seems to be but the beginning of its growth in importance. In spite of its insignificant size, Belgium already stands fifth among the producing countries of the world.

WHERE THE GOVERNMENT IS ASLEEP.

The Atlanta Constitution has the following rattling good educational editorial:—

"A meagre six-tenths of 1 per cent. of the income of the United States government is devoted to one of the most important of all government functions, the advancement of education. And approximately four-fifths of that goes to the education of Indians, the nation's wards, and not her citizens.

"The people pay into the United States treasury annually \$800,000,000, or \$10 for every man, woman, and child in all the states. Of this vast sum there is returned to them for education the paltry sum of \$1,200,000, about one-seven-hundredth part of what they contribute in indirect taxes for the support of the government. The remainder, \$3,800,000, of the \$5,000,000 which the federal government annually appropriates to education, goes to the Indians, who pay no taxes.

"This \$1,200,000 is distributed among the forty-eight states and territories in sums of \$25,000 each—to annually increase to \$50,000—under what is known as the Morrell law, and must be used exclusively for the purposes of education in agriculture and the mechanic arts.

"The United States government gives less to the cause of education in the various states and territories than it gives for the support of the volunteer militia! And yet we indignantly deny that we have anything of the spirit of militarism. We would not have it abate in the slightest degree its support of the volunteer troops; but can their importance be for a moment compared to that of education?

"The dereliction of the federal government lies in the fact that it has never appropriated one penny to the cause of the common education of its children.

"Ten million for a single battle ship may be all right; a hundred million for an army and a like sum for a navy are passed up annually without protest.

"The federal government should appropriate to the cause of general education at least a small part of that vast amount which is annually taken into the government treasury from the pockets of the people, and a movement to that end must be successful."

OH, THIS AGE OF PUBLICITY!

A teacher, a woman graduate of a state university, a believer in being close to the pupils, goes into the school yard for a recess frolic with the children, for her physical and their moral advantage. A cat gets into the game and a boy throws a harmless little stone to see her jump and run. Everybody laughs, the teacher smiles with the rest. A girl, whose cat it was, accuses the teacher of laughing, and the teacher says: "No, I didn't." "You are a liar," says the girl. The matter grows serious. The board of education has a hearing. The name of that teacher, of the girl, with a highly magnified account of the playground incident is printed in practically every daily paper in the United States and Canada. Who wouldn't be a teacher?

NEW JERSEY'S PROGRESS.

The New Jersey state board of education has apportioned \$7,048,945 to be devoted to school purposes throughout the state. This is an increase of 110 per cent. over the amount of state funds devoted to the schools last year, the increase being due in part to the passage of the Perkins railroad tax act of last winter, under which the railroads' taxes have been increased by more than \$3,000,000 a year.

ALL HONOR TO COLLIER'S WEEKLY.

Collier's Weekly is always saying good things. Here is one of its best:—

"No male teacher in any community should be paid less than enough to support decently a wife and five children. In every community the teacher should have a position of dignity and emolument equal to that of the banker and the professional man. Schools should attract and keep in their service the best talent. Facts dealing with this condition, both concerning communities where the rate of pay remains scandalously low and where it has been raised, should have wide circulation."

THE SCHOOL SEAT OUTRAGE.

An editorial from the Chicago Tribune of May 22 puts the school seating outrage better than we could do it. The news upon which it bases the editorial was as follows:—

"Pleas of guilty cost thirteen corporations and Frederick A. Holbrook fines aggregating \$42,750, when Federal Judge Kenesaw M. Landis handed down his final decision in the case of the school and church furniture combination, charged with conspiring to restrain trade in violation of the Sherman anti-trust law.

"The court preceded the sentence with a scathing denunciation of the methods employed by the members of the combine, and declared that the law on this subject was inadequate.

"Referring to the methods of making 'straw' bids, Judge Landis used the words 'contemptible' and 'nasty,' and asserted that any self-respecting man would rather dig ditches at \$1.50 a day than engage in the less dignified occupation of mulct-

ing the trustees of little churches and schools.

"Frederick A. Holbrook, promoter of the combination, was given the maximum fine of \$5,000 on each of the two indictments, as was also the American Seating Company and the A. H. Andrews Company, the largest concerns associated in the combination, directed by Holbrook as president of the Prudential Club."

The editorial is as follows:—

"Judge Landis is shocked and disgusted that the 'good, clean looking men' who were prominent members of the seating trust should have made a specialty of straw or dummy bids in conducting their illegal business. When seats were needed for a school, the trust first decided which of the firms composing it should have the contract. That firm put in a bid at a figure which would give it an excessive profit. Several of the other firms put in higher bids. The object was to sweeten the dose for the school officials—to make them believe that there was active competition, and that the lowest bid, high though it seemed, was not really unreasonable.

"It seemed to Judge Landis that any man with self-respect would rather dig in a ditch at a \$1.50 a day than attempt to throw dust in the eyes of the members of a country school board by means of an elaborate system of bogus bids. The methods he criticised are indeed disreputable. They do not differ in principle from those of the ordinary confidence operator. The 'intent to deceive' is manifest. But the men who employed those methods did so unhesitatingly and cheerfully and probably were surprised and pained when Judge Landis said they would have been more respectably employed at ditch digging."

OCCASION FOR HONORABLE PRIDE.

Colorado Springs now has the distinction of paying its teachers the highest salaries of any city in Colorado or any adjoining state. The maximum salary paid to a grade teacher here after July 1 will be \$152.50 a year greater than the maximum salary paid in Denver, even under the new schedule with the raise of teachers' wages in that city. The local salary will be \$420 greater than that paid in Topeka, \$240 greater than that in Salt Lake city, \$220 more than in Omaha, and \$210 more than in Pueblo.

INDUSTRIAL EDUCATION DE LUXE.

Muskegon and Saginaw, Mich., Menomonie, Wis., Homestead, Penn., and Cambridge, Mass., have quartermillion-dollar industrial education public school plants provided by private benevolence. Everything is the height of elegance, the best that money and intelligent selection could provide. There was abundant play for individuality in the planning, but I never go to any one of these schools without a thrill of admiration that it has been in the heart of men to make such provision for the training of boys and girls in industrial skill and art. The oftener I see these plants the more the wonder grows.

WEDDING OF EDUCATIONAL INTEREST.

The Albany Journal says:—

"Seldom does our historic city see such a charming wedding, and not very often does it give away such an attractive bride, as when Miss Charlotte Leland Draper, daughter of the commissioner of education and Mrs. Andrew S. Draper, was married to Arthur A. Brown of Cincinnati at the First Presbyterian church last evening. Governor and Mrs. Hughes attended the ceremony at the church, received with Dr. and Mrs. Draper and Mr. and Mrs. Brown at the home, and entered warmly into the festivities of the evening." It was the thirty-fifth anniversary of the wedding of Dr. and Mrs. Draper.

Pennsylvania's legislature, which has recently adjourned, appropriated \$15,000,000 for public schools. This is probably the record for any state legislature in any one year. This is a noble tribute to the home influence of Dr. N. C. Schaeffer, state superintendent and president of the N. E. A. for the past two years.

Think of a judge's telling the F. A. Holbrook crowd that any self-respecting man would rather dig a ditch at \$1.50 a day than sell school and church furniture as they have been selling it.

The new pension law of Chicago taxes teachers \$5 a year for first five years, \$10 a year for second five, \$15 for the third five, and \$10 a year for the last ten, a total of \$250 in twenty-five years.

Idaho is among the states that passed extra good educational bills this year. State Superintendent Miss S. Belle Chamberlain has made a notable record in this her first year.

Cooley was not much of an issue in the great April election in Chicago, but the election was very much of an issue in his official life.

Los Angeles rates from all over the country are now made. One fare for round trip. Late, but better late than never.

The roads east of Chicago actually frightened us. They acted as though they meant it.

Education in Chicago has not quieted any, but the stir is on the other side of the house.

Chicago teachers can be pensioned hereafter after twenty-five years of service.

An eleventh hour repentance is better than never, Messrs. Railroad Men.

If Dunne had done what Busse has done, what would have happened?

There is a deal of interest in the length of Mr. Cooley's memory.

The railroads will never scare us again.

Now get ready for N. E. A.

THE WEEK IN REVIEW.

THE OKLAHOMA CONSTITUTION.

A good deal of mystery attaches to the constitution of Oklahoma. Up to the middle of May no official copy had been filed with the secretary of the territory, as required by the enabling act; and it was intimated that the copies which had been published in the newspapers were inaccurate. There is no doubt that the constitution includes a great mass of provisions ordinarily left to legislative enactment; and that some of its provisions are of an extremely radical sort. It is known, too, that it embodies a gerrymander in the division of counties, which bears hardly upon the opponents of the party at present in power. It makes, moreover, provisions for education of so meagre a character that a large proportion of the children must grow up illiterates. It seems probable that the constitutional convention will have to be reassembled to undo some of its work before the state can be regularly admitted.

A CONTINUING PENALTY.

The Chicago beef-packers have cleaned their premises, changed their methods, adopted all sorts of sanitary appliances and arrayed their employees in spotless white, yet they are experiencing a continuing penalty for their past practices. That much-enduring entity, the public, has a tenacious memory and has acquired a distaste for canned beef, which it will take time to overcome. The export figures tell their own story, and require no elucidation. Last April the exports of canned beef were less than one million pounds; in April, 1906, they were more than four million. For the ten months ending with April, the exports amounted to only thirteen million pounds, as against fifty-six million pounds for the corresponding period of 1905-6.

STATE AGAINST STATE.

What are the rights of either of two states in a river which flows through both and the waters of which are essential to the prosperity of both? That is practically the question involved in the case brought by the state of Kansas against the state of Colorado, with which the United States supreme court has just dealt. Kansas claimed that Colorado was doing it serious injury by diverting the waters of the Arkansas river for irrigation purposes. Colorado insisted that it had a right to do what it pleased with the river within its borders. The court dismissed the appeal of Kansas for an injunction against Colorado, but it did so on the ground that no substantial injury had been shown; and it affirmed its power to determine the proper division of water if further disputes should arise.

A PLOT AGAINST THE CZAR.

Premier Stolypin communicated to the Duma, May 20, the discovery of a plot against the Czar, which had wide ramifications, and included among its intended victims the Czar himself, the Grand Duke Nicholas, and M. Stolypin. The plot was the work of a criminal society formed at St. Petersburg for the express purpose of committing terrorist outrages, and it is believed to have included persons near to Czar, among them certain of the

NEW FEATURES IN BOSTON WORK.

[Continued from page 601.]

GIRLS' SCHOOL OF PRACTICAL ARTS.

The board of superintendents of the Boston public schools have recommended the establishment of a girls' high school of practical arts to be opened in September. The success of the high school of commerce established last fall for boys has increased the belief that similar provision should be made for girls, and the recommendation of this high school of practical arts is the result.

HIGH SCHOOL CHANGES.

Boston has recently adopted a new system of high school organization whereby in each school there will be six heads of departments. Hitherto all teachers of high schools were of equal rank. The maximum annual salary of the man who becomes head of the department will be \$3,204.

HALF PAY FOR STUDY.

During the last school year Boston has established a system of leaves of absence on half pay for teachers who desire to study and travel. Any teacher who has completed seven years of service in the public schools of Boston may, on the recommendation of the superintendent, be granted leave of absence on half pay for a period not exceeding one year. During this year the teacher must make such reports as the superintendent may require. A teacher taking this leave of absence shall file with the secretary of the board an agreement in writing, binding the teacher to remain in the service of the board for three years after the expiration of such leave of absence, or, in case of resignation within said three years, to refund to the board such proportion of the amount paid him for the time included in the leave of absence as the unexpired portion of said three years may bear to the entire three years. The provisions of this agreement shall not apply to resignation on account of ill health, with the consent of the board, nor to resignation at the request of the board. After twenty-one years of service in the public schools of this city, a similar leave of absence not exceeding one year on half pay may be granted for the purpose of rest. This regulation has been in operation since September 1, 1906, and many teachers have already taken advantage of its liberal provisions.

MERIT SYSTEM.

Boston has adopted a merit system of appointments of teachers. All persons desiring employment in the public schools of the city of Boston must be examined by the board of superintendents, and those who obtain certificates are rated by the board of superintendents in the order of their merit. Appointments are limited to the highest three on the proper eligible list. Forty per cent. of the rating is determined by the length, character, and quality of the teaching experience, and sixty per cent. is based upon the scholastic attainments as shown by the examination. This system has completely removed political influence in the question of appointments.

NATURE STUDIES.

BY IDELLA RETTENA BERRY.

In whatever way nature speaks to you, listen. In this complex life of ours there seem to be no hours for human solitude. It is only when the health is broken that we weary mortals step aside to some quiet nook to rest. How much wiser to have done this before the weakness came. Nature herself has cloudy and wet days necessary for the rest of animals and plants, besides refreshing the thirsty earth. We tired mortals ought to profit by these observations. There is nothing so strengthening, healing, and life-giving as the thoughts which nature pours into our minds. She will set us on our feet again and give us words of cheer.

Let us find a day for a walk and be idle. To a lover of nature the landscapes of summer are as expressive as human faces. No two faces are exactly alike, no two landscapes or flowers or trees are alike. When we can take the variety of summer beauty which spreads itself with lavish hand, as a new picture, a new art, a new mystery in which, then we may consider ourselves wise.

Let us impart some of this wisdom to the child. The charm of teaching nature is taking your classes out for walks and talks. This is the only natural and true method of nature study. A walk in the fields and woods means a new world to the child if he is properly instructed and goes about with his senses awake. He needs to know something of the character and personal histories of nature's gifts, for a passing glance means nothing. Every roadside weed become a wonderful mystery to a child when he begins to get acquainted with its life.

Teachers in their efforts to cultivate in the child a love for nature often are the means of almost exterminating nature's beautiful gifts. It is better to study the flowers in their natural environments, watching their development to maturity, then to pluck and pull to pieces. The idea of the "wholeness" with its life history is more impressive. I cannot emphasize too much the one important duty of the teacher to prevent this spirit of selfishness in collecting and casting away. Where there are plenty of common things there is no fear of extermination. It is the rare things that should be protected.

Children love to make daisy wreaths, dandelion curls and chains, hemlock baskets, willow whistles; to eat the wild strawberries, choke cherries, wild apples, rose hips, blueberries, pigeon plums, May apples, and sorrel; to jump the winding brook and sail boat chips. They associate these things with pleasure, and it teaches them to know and love the common things.

We should never fail in our walks to show the relations and adaptability of certain parts. Every tint of the petal has some meaning. The insect is the counterpart. Flowers are restaurants free to all insects. They hang out a sign of bright color to show the visitors the direct entrance. Study the insect life in connection with the plant life. Certain flowers are adapted for certain insect life. The long-tongued insects visit the tube-shaped flowers, the short-tongued visit the open spreading flowers. Study the little thrips in connection with

the daisy. This minute insect pollinizes the minute flowers of the daisy which compose the yellow centre.

A bee or butterfly upon the flower is worth more to the child than all the museums and herbaria in the world. Watching them gather nectar from the flowers is not only a fascination for children, but for adults as well. Can any caterpillars be found feeding upon the green leaves? If so take them to the schoolroom and have fresh leaves brought every day. Watch them eat. Do they chew, bite, or slice?

On these field walks the teacher should still be teaching and have control of her class. She should have her nature walk prepared as well as her regular class work. She should know in advance the locality to be visited and what things are to be talked about. All should see and talk about these things together.

The fundamental teachings of nature should be nature herself. The child should become acquainted with nature through his physical senses before reading about it in books, or listening to the teacher's talk. When a child has a mental concept of nature, the literature can be appreciated. Agassiz said: "If we study nature from books when we go out-of-doors we can't find her." The subject does not deal with books, but with living material—material that must be seen, consequently there must be nature walks.

The time spent on these walks is not wasted when the child's soul is absorbed and filled to the overflow with the mysteries of nature. He is made happy and you will make him happy twenty years hence by the memory of it, and he will always live in the midst of nature.

 THE BABE'S TALK.

BY G. STANLEY HALL.

Learning speech is almost like taking flight for the soul. It is curious how closely the babe's defects in learning to talk resemble those seen in disease and old age, when speech is progressively impaired. The long-disputed question whether children invent new words is now overwhelmingly settled in the affirmative, and we have lists of such creations at two stages of life, one in tender years, and another conscious in the later teens. Vocabularies of the nursery grow rather slowly and many of them have been collected during the first one, two or even three years of life and tabulated. At first a single word means a whole sentence, and there is endless repetition, imitation of other persons and of nature. Were the child not brought up in the midst of a ready-made tongue, without doubt it would develop a new one.

 AGRICULTURE.

Trip to a farm.
 Appearance of the farm.
 Buildings on the farm.
 Animals used on the farm.
 The work of the farmer at this season.
 His work at other seasons.
 Farming implements.
 Improvements in methods of farming.
 Compare primitive farming tools with the improved machinery of to-day.

FOR MEMORIZING.

TRUTH.

Truth is within ourselves; it takes no rise
From outward things, whate'er you may believe.
There is an inmost centre in us all
Where truth abides in fulness; and around,
Wall upon wall, the gross flesh hems it in,
This perfect clear perception—which is truth.
A baffling and preventing carnal mesh
Binds it, and makes all error; and to know
Rather consists in opening out a way
Whence the imprisoned splendor may escape,
Than in effecting entry for a light
Supposed to be without.

—Browning.

Follow the Christ the King.

Live pure, speak true, right wrong, follow the King,
Else wherefore born?

—Tennyson.

I know the look of wind-blown grass,
The quiet rustle of the corn,
The lusty song the thrasher sings
To usher in the glowing morn.

Wherefore, O skeptic, go and try
Your question in some other ear;
I know enough to keep my heart
Brimful of joy from year to year.

—John White Chadwick.

"And things can never go badly wrong,
If the heart be true and the love be strong;
For the mist, if it comes, and the weeping rain,
Will be changed by the love into sunshine again."

—Selected.

"No matter how depressed you feel,
Look cheerful!

A gloomy face is ungentle,
Look cheerful!

Nobody cares about your woes,
Each has his sorrows, goodness knows!
So why should you your grief disclose?
Look cheerful!

"Though you are blue as indigo,
Look cheerful!

You're prettier when you smile, you know,
Look cheerful!

The world abhors a gloomy face,
And tales of woe are commonplace,
So stir yourself, and take a brace—
Look cheerful!"

Oh, keep me from all pride—from pride of power
Howe'er so wielded, hand or heart or brain!
If once a child, childlike let me remain:
Softly let me live out my little hour,
Content, unseeking, as the summer flower
That knows not if it shall be known again.

—Edith Thomas, in "The Congregationalist."

Each year to ancient friendships adds a ring,
As to an oak, and precious more and more,
Without deservings or help of ours,
They grow, and, silent, wider spread each year
Their unbought ring of shelter or of shade.

—Lowell.

EDUCATIONAL REFORM IN CHINA.

[The Bureau of Education has received, through the Department of State, the following report from the American legation in China in regard to educational reform in that country.]

This legation has sent a number of reports to the department upon the subject of "Educational Reform in China."

In more than one of these attention was invited to the rapid increase in the number of Chinese students who were being sent abroad for education. Most of these students have gone to Japan, but a number have been sent to Europe and America.

The adoption of a public school system on modern lines and the abolition of the old system of examinations gave a strong impetus to the movement.

No definite arrangements have been made as yet for the conferring of degrees in connection with the new public school system, but, as an increasing number of students are returning from foreign colleges and universities, it has become necessary to make special arrangement for their examination with a view to granting them Chinese degrees and assigning them to official posts. This is the more imperative because of the great need for men acquainted with modern sciences and international law in various branches of the government service.

The first degree conferred upon such students by

the imperial government was granted in the summer of 1905, when fourteen returned students were thus honored.

This year arrangements were made for another examination, the results of which have been made known. The number of applicants for examination was fifty-three, but only forty-two were admitted, of whom twenty-three had studied in Japan, seventeen in the United States, and one each in Great Britain and Germany.

The students were examined in the branches covered by their foreign degrees. By a mistake of the examiners two of the American students were improperly classed and failed to receive the examination intended.

Those receiving marks of 80 per cent. or upwards were granted the degree of chin shih, or doctor; those marked from 70 per cent. to 80 per cent., a first grade chu jen, or M. A., and those between 60 per cent and 70 per cent. a second grade M. A.

The papers were prepared in English by students who had studied in the United States, Great Britain, and Germany, and in Chinese by those who had studied in Japan.

The result was that nine gained the doctorate, five the first grade M. A., and eighteen the second grade M. A. Ten failed, including the two American students who were improperly classed.

Of the nine doctors, eight studied in the United

States and one in Great Britain. The first place was taken by a graduate of Yale. One of the doctors is W. W. Yen, a professor in St. John's College (American Episcopal mission) Shanghai, who is, I believe, a graduate of the University of Virginia. Among the first grade M. A.'s are: S. Alfred Sze and his brother, Thomas Sze, graduates of Cornell. The former was secretary to Professor Jenks during his conference with the Chinese government upon the subject of the establishment of a new monetary system for China. Mr. Sze has since been appointed general superintendent of the Peking-Hankow railway.

NOTABLE PEACE RESOLUTIONS.

Resolved, by the National Arbitration and Peace Congress held in New York city, composed of delegates from thirty-five states, that the government of the United States be requested, through its representatives to the second Hague conference, to urge upon that body the formation of a more permanent and more comprehensive international union for the purpose of insuring the efficient co-operation of the nations in the development and application of international law and the maintenance of the peace of the world;

Resolved, that, to this end, it is the judgment of this congress that the governments should provide that the Hague conference shall hereafter be a permanent institution, with representatives from all the nations, meeting periodically for the regular and systematic consideration of the international problems constantly arising in the intercourse of the nations, and that we invite our government to instruct its delegates to the coming conference to secure, if possible, action in this direction;

Resolved, that a general treaty of arbitration for ratification by all the nations should be drafted by the coming conference, providing for the reference to the Hague court of international disputes which may hereafter arise, which cannot be adjusted by diplomacy;

Resolved, that the congress records its endorsement of the resolution adopted by the inter-parliamentary union at its conference last July, that in case of disputes arising between nations which it may not be possible to embrace within the terms of an arbitration convention, the disputing parties before resorting to force shall always invoke the services of an international commission of inquiry, or the mediation of one or more friendly powers;

Resolved, that our government be requested to urge upon the coming Hague conference the adoption of the proposition, long advocated by our country, to extend to private property at sea the same immunity from capture in war as now shelters private property on land;

Resolved, that the time has arrived for decided action towards the limitation of the burdens of armaments, which have enormously increased since 1899, and the government of the United States is respectfully requested and urged to instruct its delegates to the coming Hague conference to support with the full weight of our national influence the proposition of the British government as announced by the prime minister, to have, if possible, the subject of armaments considered by the conference.

BOOKS FOR KINDERGARTEN.

- "Symbolic Education," Blow (Appl.).
- "How to Tell Stories," Bryant (H. & M.).
- "Education by Development," Froebel (Appl.).
- "Pedagogy of the Kindergarten," Froebel (Appl.).
- "Mottoes and Commentaries," Froebel (Appl.).
- "Froebel's Educational Laws," Hughes (Appl.).
- "Mother Stories," Lindsay (Bradley).

"More Mother Stories," Lindsay (Bradley).

"Every-Day Songs and Games," Poulsson (Bradley).

"In the Child World," Poulsson (Bradley).

"Nursery Finger Plays," Poulsson (Bradley).

"Froebel's Occupations," Wiggin & Smith (H. & M.)

NURSES IN THE BOSTON SCHOOLS.

The benefit the Wells School, Boston, has derived from the services of the nurse installed by the Fathers' and Mothers' Club of Boston is shown in an interesting and convincing fashion by one of the teachers, who writes:—

"In a district including over 2,500 children the position of nurse is by no means an easy one. We feel that we are singularly favored in having one who by her tact and actual hard work has succeeded in winning the approval of the teachers, the respect of the parents, and the love and confidence of the children.

"More cases of septic fingers, adenoids, and other operations more or less serious are now attended to than could possibly be cared for without the nurse, as the children will go to the operating room with her willingly; many times the parents are too nervous to be of any use, or too busy to go as long as the child is not absolutely ill. Of the many other advantages that might be named, which our nurse has demonstrated and which any good nurse might demonstrate, I will mention but two, which seem the most important.

"Formerly, when a child was sent home because of eye or ear trouble, skin disease, or other physical ailment, it was difficult to make the parents understand the reason either by note or by the child's interpretation of the message, and frequently he remained at home until sent for, and then it would be found that nothing had been done. Now the nurse follows him home and explains fully the treatment he needs; he is attended to properly and returns to school with the least possible loss of time.

"Second, all friction between parents and teachers is avoided by the clear and kindly explanations of the nurse. The parents are educated, not only in the care of the children, but in the knowledge that the whole attitude of the school is friendly, that the child is sent home for his own good, and much of the teacher's time is saved in this way. The 'angry parent' has almost become a thing of the past, as anger was more often aroused by attempts to point out physical needs than by cases of discipline.

"By saving the children's time, then, and by increasing the parents' confidence in the schools without encroaching upon the teachers' duties, the nurse in the public school is invaluable."

UNIVERSITY OF ILLINOIS.

Dr. Winship: Your article on the University of Illinois is one of the most valuable educational papers I have read. There is more real valuable information in it than in many whole books on the subject. I thank you for this splendid writeup of this great institution of learning. Such an article is solid comfort, and Illinois University is an inspiration, as you present it. The world "do move." Such work educates. I have the pleasure to subscribe myself,

Yours most warmly,
J. Fairbanks.

Springfield, Mo.

"LET FATE DO HER WORST."

Pardon me if I call your attention to an error on page 243 of the Journal of Education. The lines beginning:—

"Let fate do her worst."

should be credited to Tom Moore, not to Milton.

W. W. Bailey.

Providence, R. I.

BOOK TABLE.

THE MAKING OF ENGLISH LITERATURE. By William H. Crawshaw, A. M., Colgate University Boston: D. C. Heath & Co. With literary map and illustrations. 463 pp. Introductory price, \$1.25.

"The Making of English Literature," intended for use in colleges and by general readers, is just such a book as one wishing to get a brief history of English literature will be delighted to read. While Crawshaw's "Making of English Literature" presents a clear, sensible, well-proportioned history of the making of English literature, the greater part of its space is given to significant authors and works, and to the great life forces and guiding impulses that had to do with literary creation. The author interprets literature as an "expression of human life—of human experience in the past, of human activity in the present, and of human aspiration for the future." He recognizes that behind the book is the man, and that behind the man is the life of the whole people. It is in this collective life and character of the race that the author discovers the larger forces—paganism, Christianity, romance, classicism, individualism, democracy, and science—which have marked the main current in the great literary stream. These forces are clearly explained, and their influences on literature fully illustrated. These, however, merely serve to explain the environment of the author, the tendencies of the age; individual genius is shown to rise above these. Much stress is laid on personality, which the author views as the most important fact of English literature. This book also presents a good history of the several forms of literary creation—prose, ballad, drama, lyric, essay, novel. It points out the time when each first appeared and explains its relation to the whole literature. The division of literature into its principal literary periods—determined by the duration of certain creative forces—is a suggestive one and helps the student to preserve a unity of thought which is difficult in a history dealing with such a multitudinous variety of life and literature. Professor Crawshaw's characterizations of authors and literary works are apt, picturesque, and delightfully impartial. Comparisons are made judiciously, without favoritism to any author, period, or form of writing. The scale of balance of the subject is well preserved. There are thirty-five illustrations, reproductions of famous buildings, fac-simile pages of old manuscripts, portraits of eminent authors, pictures of literary places. They are all highly educative, and stimulate an interest in the text. The author reserves his bibliographies, outlines, suggestions for study, and other subsidiary matter for the appendix. In this way the literary narrative is not interrupted and yet the material is easily accessible for reference when the reader desires to use it. A good literary map adds to the interest and usefulness of the book.

ACADIAN REMINISCENCES. By Judge Felix Voorhees. Boston: The Palmer Company. Cloth. Illustrated. 107 pp. Price, \$1.00.

The author of this work is a descendant of the Acadian people, of whom he writes, and with those wrongs—as he naturally deems them—he warmly sympathizes. The most interesting part of the book is that which relates to the "true Evangeline," who was one "Emmeline Labiche," betrothed to Louis Arceneaux, separated from him at the embarkation, lost her reason on arriving in Louisiana, and is buried "near the little church at the Poste des Attakapas" in that state. The story is pathetic all through, but maintains the old mistake that the Acadians were the victims of English oppression rather than the authors of many of their own sorrows.

GOLDSMITH'S THE DESERTED VILLAGE. Edited with introduction and notes by Louise Pound. University of Nebraska. Standard English Classics Series. On the list of college entrance requirements, 1909-1911. Boston, New York, Chicago: Ginn & Co. Cloth. xxv+32 pp. Frontispiece. List price, 20 cents; mailing price, 25 cents.

"The Deserted Village" is one of the British masterpieces with a universal interest, one with which every American student should be familiar. This latest edition of "The Deserted Village" is a concise, yet complete, critical edition admirably adapted for school use. The introduction gives in condensed form some idea of contemporary conditions, as well as some account of the life and works of the author. The first part treats briefly of the times, dealing with political events and history, the industrial England of Goldsmith's day, and literary conditions; the second sketches Goldsmith's life, his literary work, and his personality; the third treats of Gold-

smith's aim and his economic views in the poem, of its composition and publication, of the versification, and other points. The notes are illustrative and explanatory as well as textual, and are full without burdening the student with too many explanations or comments on the obvious. The text, which has been carefully and independently prepared, is that of the latest revised edition published in Goldsmith's lifetime, the fifth. Alterations have been limited to a few modernizations in spelling and capitalization, and some minor changes, necessary for consistency in a school edition, in the punctuation. Earlier readings of amended passages are included in the notes. A new feature which adds much to the convenience of the edition is the inclusion in an appendix of two passages always read in connection with the poem, the sketch of the poor parson from Chaucer's prologue to "The Canterbury Tales," and Dryden's "Character of a Good Parson."

MUCH ADOE ABOUT NOTHING. First folio edition.

Edited by Charlotte Porter and Helen A. Clarke. New York: Thomas Y. Crowell & Co. Cloth. Gilt top, 75 cents; limp leather, gilt top, \$1.00.

This edition marks a radical departure from other popular texts. While they have been content to print the master in an "edited" form, the present editors have returned to the original first folio of 1623 and reprinted it exactly. Any corrections or suggestions made by previous editors are reserved for footnotes; while the volume is also fully equipped with notes, criticism, glossary, and variorum readings, making it an absolute "pocket variorum." Eleven other plays have been issued in this edition, each being given in a separate volume of uniform style and treatment.

LA BRUYERE'S CARACTERES PAGES CHOISIES.

London: J. M. Dent & Co.; New York: G. P. Putnam's Sons. Leather. Gilt. Portrait. 212 pp.

An exquisite copy of Bruyere's leading writings, published in "Les Classiques Français" under the direction of H. Warner Allen. The fine portrait of the author is the work of J. A. Symington. The elaborate introduction is by Augustin Filon. The "Caracteres" dates from 1688, when the first edition appeared. It was one of the finest pieces of writing of its day, the French of the text being of the purest and best. In the elaborate form in which it now appears, it appears best fitted for a gift book, but it will also be found of the highest service to the student of French in our schools, as it is really a classic.

MODERN PENMANSHIP. By C. L. Ricketts. Chicago: Laird & Lee. Cloth. Illustrated. 96 pp. Price, \$1.00.

A charming example of what may be done by a facile pen, in plain text, business hand, ornamental work, and everything else for which the pen may be used. There is a distinct place for such a work, for not a few men—even professional men—need their chirography improved to make it fairly legible. The business college will welcome such a work, doubtless. They should, to say the least of it.

ESPERANTO IN TWENTY LESSONS. By C. S. Griffin. New York: A. S. Barnes & Co. Cloth. 12mo. 100 pp. Price, 50 cents.

Inclined as many are to ridicule Dr. Zamenhoff's attempt to provide a universal language, yet such a book as this suggests that Esperanto is here and here to stay. The marvel in this volume is the suggestion that the tongue can be mentally mastered in twenty lessons, although a long-continued practice may be required to use it with ease. If the new tongue is "spreading like wildfire," as the author asserts, then this work of his will find its place as an aid to the acquisition of it.

BOOKS RECEIVED.

"A German Grammar." By Francis Kingsley Ball. Boston: D. C. Heath & Co.

"The Essays of Elia." By Charles Lamb. Price, 30 cents.—"The Popular Ballad." By F. B. Gummere. Price, \$1.50. Boston: Houghton, Mifflin & Co.

"Le Romantisme Français." Edited by T. F. Crane. Price, \$1.00.—"Tableaux De La Revolution Française." Edited by T. F. Crane and S. J. Brun. Price, \$1.00.—"La Societe Française au Dix-Septieme Siecle." Edited by T. F. Crane. Price, \$1.00.—"Outlines of Roman History." By H. F. Pelham. Price, \$1.75. New York: G. P. Putnam's Sons.

"Individual Training in Our Colleges." By Clarence F. Birds-eye. Price, \$.75. New York: The Macmillan Company.

"Nature Round the House." By Patten Wilson. New York: Longmans, Green & Co.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

- June 5-7: Michigan Music Teachers, Kalamazoo.
- June 18, 19, 20: Kentucky Educational Association, Winchester.
- June 20-22: National Playground Association, Chicago.
- June 24-26: South Carolina State Teachers' Association, Chick Springs.
- June 25-27: Ohio Teachers' Association, Put-in-Bay, Edward M. Van Cleve, secretary, Steubenville, Ohio.
- July 1-3: Oregon State Teachers' Association, Western Division, Salem, Miss Aphia L. Dimick, president.
- July 1-2-3-4: American Institute of Instruction, Montreal, William C. Crawford, Cambridge street, Allston, Mass., secretary.
- July 2, 3, 4: Pennsylvania State Educational Association, Greensburg, Superintendent R. B. Teitrick, president, Brookville.
- July 9-12: National Educational Association, Los Angeles, California.
- October 17-19: Vermont State Teachers' Association, Burlington, Vt.
- October 17-19: Northwestern Iowa Teachers' Association, Cedar Rapids, Iowa.
- December 26, 27, 28: Montana State Teachers' Association, Missoula.
- December 31-January 1, 2, 3, '08: Colorado State Teachers' Association.

NEW ENGLAND STATES.

NEW HAMPSHIRE.

ASHLAND. A teachers' institute in connection with a meeting of the Winnepesaukee Teachers' Association was held at Ashland May 24, with the following program: "Preparation for the Classics," Superintendent R. J. Sisk; "Patriotism in the Schools," State Superintendent H. C. Morrison; "Some Points of Contact Between Theory and Practice," Superintendent Sisk; "Physiology and Hygiene," Miss Sarah Coppinger; "Geography," W. H. Huse; "Schoolhouse Sanitation," Miss Coppinger.

NASHUA. On May 31 the annual meeting of the Merrimack Valley Teachers' Association was held at Nashua. The following program was given: "The Backward Pupil," Principal F. W. Lakeman, Nashua; "School Economy," Miss Harriet C. Kimball, Concord; "Trouble," Superintendent William C. Bates, Cambridge, Mass.; "Patriotism in the Public Schools," State Superintendent H. C. Morrison; "Language," Miss Mabel C. Bragg, Lowell Normal school; "Music in the Schools," Superintendent Bates; "Teaching Literature," Miss Bragg.

LISBON. Charles L. Wallace, principal of the high school at Lisbon, has resigned to accept the principalship of the high school at Plymouth. Mr. Wallace has been at Lisbon since 1889 and is known as one of the strongest teachers in the state.

VERMONT.

SPRINGFIELD. John E. Stetson, high school principal for two years at South Royalton, has been elected principal of the high school at Springfield, Vt., to succeed E. M. Roscoe, who becomes district superintendent.

GREAT BARRINGTON. Frederick L. Burnham, the new state agent in drawing, was at an institute in this town last week. He is going the rounds with Agent J. E. Warren in his institutes in western Massachusetts.

MASSACHUSETTS.

BOSTON. In April, 1904, the school committee approved the recommendation of the board of superintendents that experimental modifications of the course of study be made in the Winthrop school, for the purpose of determining in what way the school may become more effective in training pupils for industrial pursuits, while at the same time maintaining the efficiency of preparation for admission to the high schools. Under this order, industrial courses for girls were introduced and maintained. The experiment has met with success, and the work will be extended to one or more boys' schools. It is proposed to give one-fifth of the time in one or more boys' schools to definite industrial instruction. In the Hancock district industrial training will be provided, every afternoon in the week, for a limited number of girls. Girls taking these courses will give two-fifths of their entire school time to industrial work.

LEE. The school committees of Lee, Otis, Tyngham, and Monterey met April 26 and unanimously re-elected Preston Barr as superintendent of the district for the ensuing year.

WAKEFIELD. Superintendent J. H. Carfrey has been unanimously re-elected for a third time at an increased salary by the school committee. Mr. Carfrey's untiring work has thus received merited recognition.

MONSON. This town and adjoining towns held an institute in the Academy building on April 24. There were eleven persons on the program. J. E. Warren, the new agent of the state board of education, is holding an important series of institutes through western Massachusetts.

HINSDALE. State Agent J. E. Warren held an institute in the town hall for the towns in this vicinity on April 25. George H. Martin, secretary of the state board, has been in attendance upon the series of institutes held by Mr. Warren in western Massachusetts.

HANOVER. The joint committee of Hanover, Hanson, and Norwell has re-elected Charles A. Harris superintendent of schools at an increased salary.

CARLISLE. The town of Carlisle has voted to build a four-room school-house to take the place of three antiquated one-room school buildings.

CONNECTICUT.

EAST HARTFORD. Merle E. Sellew, principal of the Meadow school,

SUMMER SCHOOLS.

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Professional and Graduate Courses leading to Degrees of B. S., A. M., and Ph. D., and Diplomas in Teaching and Supervision.

25 Departments, 3 Schools of Observation and Practice, 185 Courses of Instruction, 150 Officers and Instructors, 1035 Resident Students, 1425 Partial Students, 5 Fellowships, 35 Scholarships, \$418,000.00 Annual Expenditure.

Announcement for 1907-08 ready April 1st.

Teachers College Publications:—

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Bi-monthly, 8th year, \$1.00 per year

CONTRIBUTIONS TO EDUCATION

2nd year, \$0.75 to \$2.50 a number.

EDUCATIONAL REPRINTS

No. 1. Report of Massachusetts Committee on Industrial Education, 50 cents.

Descriptive circular on application

JAMES E. RUSSELL, LL.D., Dean

UNIVERSITY OF CHICAGO

The Summer Quarter, 1907

First Term, June 15—July 25; Second Term, July 25—August 31 enables students to begin regular work without waiting for the Autumn Quarter and affords special vacation opportunities for teachers.

Divinity School, Law School, School of Education, Rush Medical College (affiliated); Graduate Schools of Arts and Literature, Ogden (Graduate) School of Science; Senior and Junior Colleges of Arts, Literature, Philosophy, and Science.

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Total expense, including board and tuition, \$30 to \$35. Credit toward a degree given for all work of college grade.

Delightful summer climate.

For circulars, address

JAMES S. STEVENS, Dean,

University of Maine, Orono, Maine.

has resigned, to become principal of the Washington-street school in Wallingford.

STAFFORD. Principal Ralph Booth of the West Stafford grammar school has decided to adhere to his former decision and not return to the school next term. He sent his resignation to the committee several days ago and the committee asked him to reconsider the matter, but Mr. Booth says other duties compel his resignation.

SOMERS. Following is a list of the teachers in the different districts for this spring term: First, Mabelle Avery; third, Mary Macenter of Stamford; fourth, Olive Kibbe; fifth, Annie Doyle; sixth, Miss Collins, New Hartford; seventh, Lena Russell; ninth, Sadie Sexton.

MERIDEN. No student of the Meriden high school may hereafter

become a member of any high school secret society, so called, without immediately forfeiting his membership in said school.

The teachers of the public schools have taken the first step at a meeting of their association in a movement looking for the raising of the general standard of salaries.

PUTNAM. At a meeting of the school board the resignation of Miss Mae Champlin as assistant teacher in the kindergarten and grade one of Israel Putnam school was accepted. Miss Blanche Randall was elected her successor. Miss Lizzie McGregor of East Putnam was appointed teacher in the East Putnam school for the spring term. Miss Ruby Reynolds having resigned.

NORWICH. At the thirty-first annual convention of the Eastern Connecticut Teachers' Association held here Friday, May 10, about 500 teachers were present. Addresses were made by W. W. Stetson of Augusta, Me.; Walter H. Small, Providence, R. I.; and Miss Mary Slattery of Fitchburg, Mass.; Frank E. Parlin, Quincy, Mass., and Professor C. H. Judd of Yale. The following officers were elected: President, J. L. Chapman, Plainfield; vice-president, Miss C. A. Stevens, Norwich; secretary and treasurer, George W. Dickson, Williamantic; executive committee, Miss Mary E. Butler, New London; C. M. Stone, Danielson; Miss Gertrude Hall Putnam.

WILLIMANTIC. The salaries of teachers have been increased, the maximum salaries of grade teachers going from \$480 to \$500 a year.

NEW HAVEN. A unique course in geology is to be given this year in the Yale summer school. Professor Gregory, one of the directors of the Connecticut geological survey, has arranged to take a class of teachers to the various parts of the state where the typical formations are to be found.

NEW BRITAIN. Charles H. Judd, professor of psychology at Yale University, lectured recently before the teachers in Grammar school hall on "Memory and Its Training." This was the last lecture in the series, the others having been on "The Nervous System" and "The Eyes and Their Uses," with reference to the correlating, combining, and interpretation of visual impressions.

WINDSOR LOCKS. The members of the Windsor Locks board of education have been considering for some time whether or not it was advisable to continue the high school and recently appointed a committee to interview State Secretary Hine as to the advisability of further continuing the school. The latter has made investigation of the school and in a lengthy report recommends that the school be continued, adding that the school is an excellent one.

DANBURY. Edwin Howe Forbush, a specialist connected with the Massachusetts state board of agriculture, will give an illustrated lecture on birds at the State Normal school on Wednesday evening, May 15.

STAMFORD. The school-city idea is spreading. Glenbrook school is the latest to embrace it. The plan continues to work splendidly in William street, Stamford, where they are now well into their school administration.

WARREN. One of the Connecti-

cut exhibits at the Jamestown exposition will be a picture of the schoolhouse at Warren, the oldest in the state, which is more than a century old and has been in continuous use since it was built in 1793.

NORTHWESTERN STATES.

IDAHO.

BOISE. The salaries of all the teachers are raised and put all on a yearly instead of a monthly basis. The grade teachers are to be graded in three classes, drawing salaries of \$800, \$760, and \$720 a year. Promotions are made for merit, either as shown in the schools here, or through the character and experience of the teacher as shown by record elsewhere. The pay for all grades has been raised. The salary paid teachers shall be based upon the length and character of experience in school work. In order to be eligible to appointment, teachers shall have had a normal school education, or its equivalent, and at least two years' successful experience in grade schools of acceptable rank. Teachers when duly appointed shall be credited with experience in other schools of acceptable rank; provided that no teacher appointed for the first time to service in the Boise schools shall be rated above the second class. All re-elected teachers shall be advanced year by year until the maximum salary has been reached; provided, that any such teacher may, upon the recommendation of the superintendent and the principal of the building where the teacher is employed, be denied promotion or reduced in class; and provided further, that any re-elected teacher may, for exceptional merit, be given a further advance to an amount not in excess of the maximum, upon unanimous vote of the board. Teachers shall be paid one-twelfth of the annual salary on the fifth of each month, except in July and August. At the close of the school year in June, the teachers shall receive the tenth and eleventh installments of their salary, and upon the fifth of September following they shall be paid the twelfth installment. Any teacher who renders less than a full year's service shall receive such proportionate part of the eleventh and twelfth installments as the number of days actually taught by him or her bear to the total number of school days in the year. In case resignation shall be made after August 1 and prior to the payment of the twelfth installment, only one-half of the twelfth month's salary shall be due and payable. All teachers shall be given written notice of their election, together with a copy of these

rules. They shall, not later than a date specified in the written notice, sign and return to the secretary of the school district, a written acceptance of their election and their assent to these rules; a failure to sign and return the same by the date specified in the notice will be considered a declination and the position will be declared vacant.

This was a record year for school legislation. The compulsory education law was amended so that upon application by teacher, trustee, county superintendent, or other responsible person the judge of the probate court must appoint a probation officer to look after the cases in question and see that they are in school. The amendments provide for compensation for such officers also. There was also passed a bill providing for a state text-book commission to consist of State Superintendent Miss Chamberlain and two associates. There was also a law establishing three summer normal schools located in Coeur d'Alene, Boise, and Pocatello. This is most important legislation. The law provides for one instructor from outside the state. Another bill provides for the endorsements of life diplomas issued by state institutions of other states. At the recent Inland Empire Association in Lewiston this called forth discussion on the part of the four state superintendents in attendance. Oregon and Montana stood for examinations of all applicants. Washington and Idaho endorse high



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grade diplomas. There is also a law providing for final eighth-grade examinations. All eighth-grade pupils must pass this examination before receiving a diploma that will enter him into any high school of the state. Another law provides that the county superintendents shall have assistance during any examination. Another law provides that the trustees shall provide janitor service for the district schools the same as in town schools.

THE WEEK IN REVIEW.

(Continued from page 605.)

palace guards. Twenty-eight arrests have been made. The Duma passed unanimously resolutions expressing joy at the Czar's deliverance. But it is a circumstance of ominous significance that the Social Democrats, the Social Revolutionists, and the Group of Toil and other extremists absented themselves when the oath was taken, thus refusing to condemn the policy of assassination.

IRISH REJECTION OF THE IRISH BILL.

It was the expected that happened at the Nationalist convention at Dublin, which was called to consider the Irish council bill, but it happened with unexpected unanimity. Without a dissenting vote, the convention, over which John Redmond presided, declared the bill inadequate and unsatisfactory, and instructed the Irish party in parliament to oppose the bill with all its strength. This, of course, kills the bill, for if the Irish do not want it, it would be folly for the government to force it upon them. But the consequences may be far-reaching. If the Irish will have nothing to do with a half-loaf, it may be long before a government will be found which will confer home rule upon them.

STANDARD OIL EVASIONS.

When Congress last year, after something of a struggle, included pipe lines among common carriers in the so-called "rate law" it was assumed that a way had been found to check the monopolistic practices of the Standard Oil Company. But from a report which has just been made to the President by the commissioner of corporations, it appears

that the company has lost no time in devising methods of practically nullifying the new law. In some instances it has failed to file rates, as the law requires, and has absolutely refused to receive or deliver oil which it does not own. In others, it has made a jest of the law by filing rates only to unimportant points, or requiring enormous amounts of oil in a single shipment; and in others still it has made the rates preposterously high. The commissioner very naturally urges that immediate consideration be given to the enforcement of the pipe-line provisions of the rate law.

A DYING PEOPLE.

The world's sympathies have been strongly appealed to by the reports of famine in Russia and China, and large though by no means adequate contributions have been made to relieve the distress of the afflicted peoples. But the terrible ravages of the plague in India are regarded with curious apathy. Until a comparatively recent period the British government made some effort to check the malady by segregation and sanitary measures. But the caste feeling proved too strong to admit of much being done in these directions. For some time practically nothing has been done except to keep the frightful census of mortality. The latest figures, covering six weeks up to May 11, show 451,892 deaths from plague in that short period. Of these, 286,777 were in the Punjab alone.

THE AUSTRIAN ELECTIONS.

The recent elections in Austria were particularly interesting, for several reasons. They were the first to be held under full manhood suffrage. They were marked by a curious submergence of both the racial parties, the Young Czechs and the Pan-Germans, a surprising result when it is remembered how large a part racial questions have held in Austrian politics. They gave proof of a sort of tidal wave of democratic ideas, which brought the strength of the Socialists up from eleven to sixty seats in the House of Delegates, and the anti-Semites from twenty-six to fifty-nine, with chances for still further gains in the reballoting. There was great excitement but no disorder at the elections; and there surely will be

animated scenes when the newly-chosen legislators get to work.

COLLEGE NOTES.

Boston University anniversaries for 1907 comprise the following:—

May 31—College faculty reception to the senior class, Jacob Sleeper hall, 8 p. m.

June 2—Baccalaureate service for the graduating classes of all departments at Tremont Street church, 10.30 a. m.; sermon by President Huntington.

June 3—Public meeting of the Phi Beta Kappa Society at 3.30 p. m. in Convocation hall; addresses are expected from Professor George H. Blakeslee, Ph. D., of Clark College, and Miss Alice Stone Blackwell, '81; School of Theology, Alumni Association (Alpha Chapter) at the Twentieth Century Club room; social at 5.30 p. m.; dinner at 6 p. m., followed by business session; School of Medicine, valedictory and faculty reception at the school building, 7.30 p. m.

June 4—Meeting of the trustees of the university at 10.30 a. m. in the trustees' parlor; College of Liberal Arts, class day exercises, Tremont temple, 2.30 p. m.; Alumni Association (Epsilon Chapter) Jacob Sleeper Hall, 8 p. m.; School of Theology, reunion of Concord graduates (1850-67) and collation. Convocation hall, 6 p. m.; School of Law, class day exercises, Isaac Rich hall, 3 p. m.; Alumni Association (Beta Chapter) Young's hotel, 6 p. m.; School of Medicine, Alumni Association at Young's hotel at 6 p. m.; dinner at 6.30 p. m.

June 5—Commencement exercises, in Tremont temple, at 10.30 a. m.; address by Bishop Daniel Ayres Goodsell, LL. D., followed by the promotion of candidates for degrees; the University convocation will meet in Jacob Sleeper hall at 3 p. m.; business meeting, followed by addresses; reception by the senior class of the College of Liberal Arts in Jacob Sleeper hall from 8 to 11 p. m.

Little Henry was dining out, and was on his very best behavior. "Will you have light meat or dark?" asked his hostess, preparing to help him to chicken. "I'd like a drumstick, thank you; but I don't care at all whether it is white meat or dark," said he, politely.

The N. E. A. Meeting at Los Angeles

The National Educational Association is the largest and by far the most important organization of teachers to be found anywhere in the world. For fifty years it has been stimulating, co-ordinating, and unifying the educational thought and practice of our country. By holding its meetings now on the Atlantic seaboard, now by the Great Lakes, and now on the Pacific coast it has enabled the teachers of the nation to learn something of the real extent of our country, of its diversity of resources and of its fertility, wealth, and beauty.

The National Educational Association will hold its fiftieth anniversary convention July 8-12, in the city of Los Angeles, affording an opportunity to combine attendance at the association meetings with the pleasure of a Californian outing for the summer months. The comforts afforded by all trans-continental lines, their dustless roadbeds, and the many interesting features to be seen along the road should add greatly to the pleasure of the trip. If desirable, by making stop-overs, many points of interest may be viewed in conjunction with the trip, such as, the Grand Canyon of Arizona, the petrified forest, Indian Pueblos, toward the south, or the Yellowstone National park farther north.

Los Angeles has attained the title of the Convention City. Beautifully situated about midway between the high Sierra mountains and the broad Pacific, within easy access of either, and possessed of a climate unmatched anywhere in the world, it is a most charming locality to visit and to live in. Four trans-continental lines and numerous shorter steam lines centre in the city. Its street car service is unequaled anywhere in the country, there being 175 miles of city tracks and 675 miles of inter-urban lines to take you through famous orange groves, vineyards, orchards, and beautiful natural flower gardens, to the mountains or to the seashore in less than an hour's ride from the city.

For pleasure seekers many opportunities for amusement are afforded. Within the city limits are located sixteen public parks, one of them containing 3,000 acres, the largest municipal park in the world. Fourteen theatres open all the year around are scattered over the business section. Over twenty trips, at rates not exceeding \$1.00 each, may be made to various points of interest in and about Los Angeles, where fishing, swimming, sailing, mountain climbing, golfing, and all kinds of sports may be enjoyed.

All the railway lines west and north of New Orleans, St. Louis, Peoria, and Chicago, have announced a special round trip rate of one fare plus two dollars for the National Educational Association meeting. These rates are good returning by diverse routes without extra charge except if the trip is made one way through Portland, Oregon, an arbitrary of \$12.50 is added. The ticket conditions allow stop-overs on both the going and returning trip. Tickets will be on sale from June 22 to July 5 inclusive and will be good for return to starting point until September 15.

The Southern Pacific, the Santa Fe and the Salt Lake roads have an-

nounced a round-trip rate of one fare plus two dollars from all points south of Portland and west of Ogden, El Paso, Salt Lake City, and Albuquerque. Tickets at these rates will be sold to the general public from July 2 to 8 inclusive.

Stop-overs will be permitted at any point en route to Los Angeles. All tickets will bear a final return limit of September 15.

The hotel committee announces that there will be no difficulty in providing suitable accommodations for at least 50,000 people during the N. E. A. convention. The largest downtown hotels can each accommodate several hundred people at rates ranging from \$3.00 to \$5.00 per day on the American plan; the smaller hotels and apartment houses furnish excellent accommodations on the European plan at \$1.00 per day per person, in room without bath; \$1.50 per day, room with bath.

Private accommodations can be found for at least 15,000 people in private families and some smaller family hotels, at 50 cents to \$1.00 per day per person, two in a room. If meals are desired, one can get breakfast or 6 o'clock dinner or both, at 50 cents per meal. Room and board by the week in family hotels at \$15.00 to \$20.00 per week. Room and board by the week in private families at \$7.00 to \$12.00 per week. There are also a large number of both moderately priced, as well as high-class restaurants scattered conveniently over the city.

The University of California at Berkeley will hold a summer school at which it is expected a large number of the visitors will be in attendance on account of the opportunity to combine the pleasure of a California outing, attendance at the National Educational Association Convention, and summer school work.

The way visitors route their tickets is exceedingly important. In order to see the various parts of California, advantage should be taken of the railroad concessions that tickets are good returning over diverse routes. One may, by utilizing his stop-over privileges, and without additional cost of transportation, spend as much time as is desirable among many of California's well known resorts. Besides the regular reduced rates to the convention the railroads in the state have made additional concessions for side trips from Los Angeles and San Francisco at the rate of a fare and one-third to any point in California.

A Good Lecture.

Granville T. Fletcher, for several years agent of the Massachusetts state board of education, and a most efficient leader in bringing about the union of towns under one superintendent, has a popular and earnest lecture on the importance and value of such unions. He will be available for summer lectures on this and other educational topics in the northern New England states.

A famous punster, upon being asked to make a play of words upon any subject given him then and there, said that he could do it. "What is your subject?" he asked.

"Well, the king," replied his companion.

"The king is no subject," instantly replied the clever wit.

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THE MAGAZINES.

—The June number of the Political Science Quarterly (Ginn & Co, Boston, Mass.) contains three especially timely articles: By Edward Porritt, on the extravagant "Iron and Steel Bounties in Canada"; by E. R. A. Seligman, on the latest tendencies in American "State and Municipal Taxation"; and by Seiji Hishida, on the remarkable results achieved by a far-sighted administration in "Formosa, Japan's First Colony." William M. Sloane continues his studies of "Radical Democracy in France"; Alvin S. Johnson considers "Influences Affecting Thrift," particularly the different attractions of various forms of investment and the changing ideals of society; and Munroe Smith and J. T. Shotwell write of the services rendered to historical jurisprudence by F. W. Maitland and of his personal characteristics. The number contains also reviews of twenty-four recent works in history, law, and economics, and the usual valuable "Record of Political Events" throughout the world.

—The June Woman's Home Companion has several articles of special importance. Herbert D. Ward treats of medical inspection of schools; William H. Allen of the New York Association for the Improvement of the Poor tells women with millions just what they can do for their less fortunate fellow-creatures. Dr. Edward Everett Hale describes just what women can do about good government, especially the civic duties connected with schools and libraries. The double-page feature of the month is a series of photographs illustrating the personal apartments of Queen Alexandra at Buckingham Palace. The fiction is particularly strong. The fashion department is attractive and practical.

—In the June Putnam's Miss Ruth Putnam, the only woman who is on the board of trustees of Cornell University, offers a study upon present conditions in Cornell University.

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BOSTON THEATRES.

KEITH'S.

Another seasonable bill, full of bright, lively features, will be in evidence at Keith's next week. The most important event will be the farewell to the Boston vaudeville stage of those sterling entertainers, Will M. Cressy and Blanche Dayne. For their final appearances in the house where they have won so many triumphs, "The New Depot," possibly the best and most characteristic of all Mr. Cressy's sketches, has been selected. The original Pony Ballet, whose capital dancing act has been the chief feature of several musical comedies since they first came to this country and who recently finished a most successful engagement with "His Honor the Mayor," will surely prove a most attractive feature. It will be a pleasure for the Keithites to welcome Howard and North, for their conversational skit, "Those Were Happy Days," is easily the best thing in its line. Zeno, Jordan, and Zeno have a very novel aerial act with a comedy element that is furnished by a female acrobat. An act that has scored very strongly in New York is McKenzie and Shannon's vocal sketch. This will be its first hearing in Boston. Mr. and Mrs. Allison in their droll character comedietta, "Minnie from Minnesota"; Elsie Faye and Bissett and Miller, in an attractive dancing act; the Martin brothers, expert xylophonists; Dora Ronca, the gipsy violinist; Irvin R. Walton, formerly a popular Boston stock company player, in a bright monologue; Gladys Clark, Bergman and Mahoney, also well known locally, in a sketch; Chick, a clever trick cyclist, and the kinetograph, will complete the program.

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A witty Irishman, James E. Fitzgerald, was repeatedly interrupted in a political speech by a butcher, the proprietor of a large sausage-making plant. When some one tried to remonstrate with him, he retorted, "If I had this speaker in one of my sausage machines, I'd soon make mince meat of him." Then Mr. Fitzgerald quoted from the platform, with a smile, "Is thy servant a dog that thou shouldst do this thing?"

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A. E. WINSHIP, Editor.

VACATION OPPORTUNITIES.

The summer vacation presents the teacher his most serious problems. Shall it be spent in earning money, in idle rest, in miscellaneous reading and travel, or shall it be improved as an opportunity for scholastic and professional growth?

These questions will get into the open at no distant day, and when they do, there is no doubt of the public judgment as to the general principles that should guide a teacher in vacation.

Without considering the several questions, it may be said that the ideal use of the vacation by a teacher is a combination of scholarship, professionalism, noble and agreeable comradeship, and recreation.

The university summer school offers every phase of interest that a teacher needs in the vacation. It provides recreation and rest through change, affords beautiful surroundings, offers comfortable, inexpensive rooms. The influence lasts the year through, benefiting the teacher physically and intellectually for many months.

One does not need to be a disciple of any cult to acknowledge that in case of the university summer school vigor, poise, and alertness of mind tend to health.

Such comradeship as is there is of the utmost importance to the teacher. The attitude of the instructors is entirely different from that toward college students in the college year. The teachers are more mature students, have a keener appetite for knowledge, and the professors are more at leisure in their work. The other teacher students are also an inspiration such as counts in invigorating thought and life.

Above all it pays, and the teacher knows that it pays. At a university summer school the money paid out is an investment. It puts a teacher in a different class than that in which she would be without it. In progressive cities nearly all promotions come to teachers who have the habit of making the best use of their vacations. Other things being equal it adds twenty per cent. to the availability of a candidate for any position to have spent a few summers in university study.

A normal school whose faculty has very generally done university summer school work takes a distinctly higher rank than it would without such distinction.

Whoever helps to promote a more widespread attendance upon these highly scholarly vacation schools renders the cause of education good service.

The only real opposition comes from those who think the entire summer is needed for rest. From somewhat extended observation I am certain that nervous prostration and premature age do not come to those who attend summer schools. There is the best of rest in diversion of thought; there

is no rest if one is haunted with uncomfortable thoughts. A vacation in the woods or by the sea worrying over school work will bring on nervous prostration and premature age faster than anything else. The best thing about scholarly summer school work is the hope that it inspires through one's growth, development, and progress.

J. L. LOVE,

Harvard Summer School.

Nearly forty years ago, in 1868, one or two officers of Harvard University began the experiment of using a part of the summer vacation for providing opportunities for teachers to profit by some of the resources of this university. The libraries, laboratories, museums, and other facilities of the university offered a unique chance to give to the teacher who is busy in term time opportunity for self-improvement.

The experiment was long in proving a success. The courses were conducted privately for six years, and included only a few scientific subjects.

In 1874, for the first time, the summer school courses were mentioned in the University Catalog, and at this time only thirty-six students were registered in courses in chemistry and botany. These two subjects, with geology, were the only ones offered until 1887. The attendance from 1874 to 1886 fluctuated, the largest registration at any time being ninety-eight, and the lowest twenty-five.

In 1887 courses in physical education were begun; and in the following year courses in German, French, and surveying were added, and the attendance increased to 188.

The next notable increase in the offering of the university was in 1892, when courses in history, horticulture, physiology, public speaking and reading, mathematics, and education were introduced. The attendance for this year was 435. Again an increase was made in 1895, when the subjects, common law, methods of teaching, geometry, free-hand drawing, meteorology, mineralogy, and physical geography were offered. The attendance in this year was 478.

Since 1895 one or two subjects have been added each year. Not all the subjects introduced have maintained themselves. The summer school, being wholly without endowment, has been forced from the beginning to pay its expenses from the tuition fees. This it has, on the whole, succeeded in doing.

Since 1900 about seventy courses have been offered each year, and the average attendance has been 850.

The method of the school has been to secure the student's attention for six weeks to a single subject of study,—generally to a single course in

that subject. The officers of the university are convinced that this is far the most satisfactory and effective way to spend the six weeks.

The school has carefully avoided offering "attractions" to persuade teachers to come to Cambridge. The aim has been always to maintain a spirit of serious work, and the teachers have responded nobly to this ideal. The members of the university teaching staff have found their summer classes most responsive and inspiring.

All of the educational resources of the university, such as libraries, museums, laboratories, gardens, etc., that can be used, are freely open to members of the summer school.

The membership of the school has always been composed, largely, of teachers and persons preparing for teaching; and it is hoped that this type of student will always predominate and control the spirit of the school.

The advantages of summer study for a live teacher, whose health permits six weeks of work, are too obvious to be mentioned. It is difficult to see how the teacher's effectiveness, promotion, and increase of salary can be helped in any better way than by six weeks of concentrated study in the field most serviceable for that teacher.

Opportunities for wholesome recreation are abundant—on the tennis courts and playgrounds of the university, on the river, by the seaside, and in excursions to the country and along the coast by trolley and by boat. Excursions are officially conducted to some of the many interesting historical places in the vicinity.

An attractive series of evening readings from English literature is provided, and other lectures by members of the teaching staff, on subjects which will be of value to the teachers, are given.

Opportunities for extending acquaintance, making friends, etc., are provided in a series of weekly social gatherings in the Hemenway gymnasium.

The great Memorial dining hall is open for the accommodation of members of the summer school. Hundreds of furnished rooms in private families near the college buildings may be hired at very moderate prices. The university keeps the expense of living and of tuition as low as possible.

The list of courses offered in 1907 includes courses in the following subjects:—

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JAMES S. STEVENS,
University of Maine.

One of the prominent characteristics of the development of modern American education has been the growth of the summer school idea.

These schools originated as Institutes of Instruction, which were rather popular in their nature and attracted many hundreds of students who wished to combine a pleasant outing with a certain amount of educational instruction. The Chautauqua Assembly is a type of this kind of an institution. The work which these accomplished was a valuable addition to the educational system of America. More recently, however, the summer term idea has developed into a school which is very intimately connected with the work of the rest of the year. The University of Chicago was the first institution of prominence to establish a regular summer term co-ordinate in every way with the work of the three other quarters. It was at first objected that the spending of a summer vacation in study was too strenuous to result in the greatest good for those who had passed the remainder of the year in similar work. Most of our summer terms as they are at present conducted are exceedingly elastic, so that one is at liberty to spend as much or as little time in study as he chooses. For those who are over-fatigued from the work of the school year proper a summer term means a pleasant recreation with an opportunity to attend lectures and do classroom work in connection with an unlimited opportunity for healthful exercise.

The summer term thus appeals to various classes of people. In the first place there are many college students who, on account of sickness, or indisposition, or for some other reason, have failed to complete certain of their college courses; these may be wholly or partially made up in the summer session. Again in some schools opportunities are afforded for students from preparatory schools who are deficient a certain amount in their college preparation to make up this deficiency.

But the primary object of most of the summer schools is to give an opportunity for teachers to keep in touch with the educational work of colleges and universities and thus keep themselves better informed along the lines of work which they are teaching. Many of these teachers have never had the opportunity to prepare themselves for their work as they would like, and many of these are availing themselves for the summer terms to work towards a college degree. This, of course, involves a long period and a year or two actually spent in residence later on; but it is well worth the while, and failure to obtain the coveted degree does not diminish the value of the training obtained. It is a source of great inspiration to see these teachers at work in the summer session. Usually they are people of more maturity than the average student, they know just what they want, and they are willing to work for it.

A study of the catalogs of the various American universities and colleges will convince one that the summer term idea has come to stay in the American system of education

PROFESSOR R. C. FORD,
Michigan State Normal College, Ypsilanti.

School teaching is hard work, and the drain upon physical and mental strength is greater than

the layman appreciates. To paraphrase Kipling humorously,

The superintendent smiles,
And the small boy riles,
And it weareth the teacher down.

The result is that when the end of the school year comes it is frequently an ailing, unstrung, and discouraged mortal who leaves the classroom to enter upon the respite of vacation.

The teacher's success rests largely upon the way he maintains a personal and human contact with the world; he must keep in touch with people and things, remain young in spirit and enthusiasm, and be always adding to his stock of knowledge and experience. The teacher, therefore, must work more than nine or ten months of the contract year,—he must draw upon the vacation months largely, not only for his rejuvenation, but also for his additional preparation and professional training. Here is the *raison d'être* for summer schools.

Nothing widens the horizon of a person like getting away from home now and then, whether for business, or travel, or study. The teacher who drops the work of the year and betakes himself for a few weeks to new surroundings for his friendships, books, and study, is sure to be greatly stimulated and freshened up by so doing. This is why summer schools are such popular resorts for school people.

Again, no places in the land are more democratic than our summer schools. Caste distinctions do not count here; money does not weigh up against the attractions of knowledge; young men and women from all sections of the country meet on a common plane of earnest endeavor, and provincialism and local prejudice are rubbed out in the attrition of the mass; learner and teacher are in close sympathy; life is plain and unconventional, and the thinking high.

It may seem strange, but it is not,—tired teachers lose their physical weariness and their mind-fag in such exhilarating surroundings. The weeks slip quickly by and leave behind a new capital of zest and stamina for better work. With teachers, as with other professional people, careful attention to fitness is the price of power.

G. C. SELLERY,

Director Summer Session, University of Wisconsin, Madison.

The feature of summer school work which has impressed me most at Wisconsin is not the stimulus to broader and more enthusiastic teaching which results from it—this is so well recognized that it needs no comment—but the opportunity it gives to ambitious and capable teachers to “try themselves out” for more advanced teaching. School teachers have in general little idea of the great need the universities feel for good recruits for college work. University professors are continually forced to reply to requests from other institutions that they have no one to recommend for the vacancy. Not a few of the best professors in our leading universities and colleges have come from the rank of high school instructors, and their teaching experience has been one of their

most precious assets. My advice to the competent school teacher, who feels power within, is: Go to a good summer school and take graduate work. If you have the material in you, you will get recognition and encouragement to continue, and as surely as the sun shines you will ultimately find a place in university or college work. The peculiar advantage of the summer session over the regular session is that it gives an opportunity to the promising teacher to test his qualifications for graduate work before “burning his bridges.”

JAMES C. EGBERT,

Director Summer Session, Columbia University.

It is simply another evidence of the prevailing sentiment as to the necessity of economizing time that what may be termed the summer school movement has spread so widely throughout the country. Two or three months in idleness have now become almost impossible as a vacation for those who teach during the remainder of the year. There is good reason for this, for much can be done in this harvest season. The demand which has been felt is now met by hundreds of institutions, and even our great and staid universities have opened their doors to those who must teach in the winter and who feel the need of mental recreation during the summer.

Chicago University conducts its exercises during the summer with just as much vigor as at any other time of the year. At Columbia University there has been established a most elaborate summer session of six weeks. Over one hundred and fifty courses of great attractiveness are offered, and prominent educators who no longer find it essential to abandon their classrooms for three months have been engaged to give instruction to the students, who number now over a thousand.

The splendidly equipped universities in New York, Cambridge, New Haven, Ann Arbor, and elsewhere have been placed at the disposal of the student, who is ready and eager for educational advantages which he has hitherto been denied. Many who have dreamt of becoming members of these noble universities of our country find that their dreams may now be realized, and the return home is not attended with weariness, but with new inspiration for the work of the coming year. Many are the attractions, such as concerts, lectures, excursions, and social gatherings, which make the intervals that are free from study most helpful and inspiring. What a mistake it has been to keep the doors of our universities and colleges closed in this most delightful time of the year, when nature herself is able to provide the relief to those who have grown weary by reason of study, and for whom it is not necessary or helpful to abandon all mental exercise!

CHARLES H. JUDD,

Director of Summer School, Yale University.

One of the striking deficiencies in our American school system is the absence of any provision for regular training of teachers after they have been admitted to the profession. The community recognizes the necessity of providing normal

courses for persons who are preparing to enter the schools as teachers, but there is very little provision for continued study later. The university summer school offers a method of remedying this defect in our educational organization. It furnishes, furthermore, the best possible opportunity for intercourse between different grades of schools. In many of the states there is no organic relation between the higher institutions of learning and the elementary schools. The lack of co-ordination in American education, which results from the modes of organization which have grown up in an irregular way, leads to waste and antagonism, which must be overcome. Many students who have never been connected in any other way with universities come into contact with these institutions during the summer. They not only carry away the benefits of instruction, but they leave behind a very clear impression upon the teachers in the universities of the needs of elementary schools. The objections which teachers raise when attendance on a summer school is recommended are usually of the following types: Either they say they cannot afford to go because of the expense, or they state that they must have complete rest during the summer. The financial difficulty ought to be met if necessary by the community. It should be made so obvious to the school authorities that a teacher's value depends upon his or her continued study that regular provision will be made for such study either in larger salaries for those who undertake it, or in direct subsidy of selected teachers who shall be given at regular intervals opportunities for such work. The demand for an uninterrupted vacation is doubtless valid in the case of certain individual teachers. The great majority of teachers will find that they can secure enough rest at the same time that they are at work in summer schools. The chief warning which experience would lead me to give is that teachers do not attempt in a given summer to take too many courses. The regular habit of continued study should be cultivated, not the sporadic attendance upon institutions, which usually results in an effort to do too large an amount of work during the infrequent periods of attendance.

DEFECTS IN THE SCHOOLS AND THE RESPONSIBILITY FOR THEM.—(V.)

BY SUPERINTENDENT PAYSON SMITH,
Auburn, Me.

Of all the defects in the schools, perhaps none is more glaring than its failure to inculcate in children the liking and power for work.

We have so long held before youth the idea that the achievement of education means escape from toil that now we are even trying to make the process itself a laborless one.

We are constantly trying to devise methods by the use of which children shall be merely the passive agents, accepting without reciprocity effort even what the teacher and the book can get into their heads. Where education once meant labor, exertion, and self-sacrifice, it now means, often, merely getting into a wagon, being comfortably tucked in, being hauled to school, being placed

tenderly in an adjustable seat, being given a free text-book, free paper, and a free pencil, and being interested and entertained into knowing something through such educational vaudeville as the teacher may be able to carry on.

The process begins in the kindergarten and continues until graduation from the high school, so that the modern child counts that day lost which sees not some new game, amusement, or device, or athletic event, or dance, or fraternity gathering to keep alive his interest in his school and his education.

Do you remember away back in your own school days the tough old problem, how you struggled with it in school; how you took it home with you and sat down after supper to study it; how you took it to bed with you and slept over it, and how you got and went at it again in the morning—and then do you recall the glad flush of happiness you had when you gained the victory? And aren't you grateful to-day to the teacher who allowed you to have the joy of that triumph?

It appears to me that in the softness of our modern pedagogy there is the danger that we shall prop and shield and coddle our children until they lose the power to go alone.

The education that is worth while does not imply freedom from labor; it means ability and power for labor, and a purpose to labor as well; it does not mean dependence, it signifies independence and the educational process is faulty that does not leave the child at each succeeding stage able to work for himself, more his own master, more independent both of the teacher and of the class.

For this defect we must all share the responsibility. Parents cannot bear to see their children undergo the same trials and hardships through which they themselves passed, they are forgetful that through the ordeals of self-sacrifice, effort, and overcoming are developed the hardy virtues of the race. Teachers, on the other hand, like to have a part in the educational process. We do not like to efface ourselves. We want to feel that we personally have something to do about it.

And so we interfere with our development lessons, with our tricks and devices, and with our explanations until there is danger that our pupils lose the power to initiate, the ability to attack and to conquer for themselves the problems and the difficulties which they encounter.

If our schools shall succeed in producing generations of independent, responsible men and women, able to think for themselves, act for themselves, support themselves, then must we be careful how we take from them in youth the influences which shall work to these ends.

EQUAL PAY.

Veto by Governor Charles E. Hughes of New York State.

When the so-called Davis law was passed in 1899 it was thought important to the educational interests of the city that certain minimum salaries for teachers should be prescribed, as well as minimum annual increments, presumably to improve the service. In these prescribed minima wide differences appear between the amounts payable

to men and women. These control the board of education only as minimum requirements, but the practice has been to pay women less than men, and under the by-laws adopted by the board glaring inequalities now exist.

The motive of the present bill is to compel the equal pay for men and women holding the same positions under any particular schedule of salaries. The provisions of the bill relating to classification, schedules, and the raising of additional funds by taxation turn upon this central requirement and are for the purpose of giving effect. And inasmuch as the question is one of general principle, it is claimed that it is a requirement proper to be established by the Legislature in laying down the rules under which the board of education shall exercise its power.

Now, without taking up the alleged ambiguities of the bill, it clearly appears with respect to this fundamental matter to be open to serious objection. It is proposed by legislative enactment to establish the proposition that for the work of a given position women shall receive equal pay with men. It is for this principle that the supporters of the bill contend, and not for mere increased pay. The gross inequalities which have been permitted by the board of education, and which clearly should not be continued, are pointed to for the purpose of emphasizing the principle in question.

The proposition as it is put, "equal pay for equal work," is an attractive one, and set forth on behalf of the worthy public servants who are engaged in this important calling it has elicited a leading measure of support, while at the same time it has provoked vigorous opposition from those who believe that the desired legislation will be unfortunate both for the schools and the women teachers.

But it is manifest that the principle is one of general application, and it should not be adopted by the state unless the state is prepared to apply it generally. The question is necessarily one of state policy, and as such it should be presented and debated before action is taken.

There is no reason why the principle should be applied to teachers in New York and not to those in Albany, Syracuse, Rochester, Buffalo, and elsewhere in the state; nor is there any reason why it should be limited to school teaching. If sound it should be applied to our state hospital service, in our charitable and reformatory institutions, and generally through the civil service of the state.

It is indefensible that a principle of grave importance to the state as a whole should be established in connection with a local measure inviting only the consideration which as such it receives. The consideration of such a matter should be under circumstances directing the attention of every member of the legislature to its importance with reference to his own constituency, and to the state at large, and not upon the assumption that it is a question of purely local concern.

What local authorities or subordinate boards may do within the limits of their discretion, while locally important, is a very different matter from the establishment by legislation of a principle of action which has no appropriate local limitation.

By acting in such matters through local bills the state finds itself committed to a course which, as state policy, has never received thorough consideration.

For this reason I cannot approve this bill. The matter should be left to the board of education, to be dealt with locally as may seem best, unless the legislature is prepared to lay down the general principle for the entire state and the entire public service.

WHO'S WHO IN EDUCATION.

ANITA McCORMICK BLAINE.

BY LUCY POWERS HUFFAKER.

When Edward F. Dunne, mayor of Chicago, announced the seven new members of the school board to fill the vacancies made by expired terms, there was no appointment which gave more general satisfaction than that of Mrs. Emmons Blaine. In a vague way people know that Mrs. Blaine has interested herself in education, but the real contribution she has made to educational methods is little understood. For this contribution cannot be measured in dollars and cents.

There is this difference between the giving of Mrs. Blaine and of nearly all others: She gives not only money, but the influence of her own knowledge of pedagogy and the force of her own conclusions. She is a student herself, and she gives only to such schools as she thinks serve best their functions.

A friend of Mrs. Blaine's said in talking of her: "A bigger mistake could not be made than picturing Mrs. Blaine to be the average woman of wealth who gives her money to some pet hobby. No illi-

terate, ignorant woman, she; but one of the best informed women in the country, not only on the lines with which most cultured people are informed, but in the principles of modern psychology, economics, and philosophy. It isn't only because she has money that she has done so much for education. The money has made it possible for her to make substantial gifts; but if she were a poor woman she would still be a force in the educational world."

Mrs. Blaine was born Anita McCormick, and every advantage which money could buy was hers from babyhood. She came of a family famous for its fortune and she married into a family famous for the lustre shed upon it by one of the greatest statesmen of his country.

It was not until her boy was born that Mrs. Blaine took any special interest in educational methods. She has always been devoted to her one child, who is quite frail, and she was determined that he should have the best training. Where could he have it? She began to visit schools to find the answer to her question; she be-

gan to read books which were being written on pedagogical matters.

At that time the most striking figure in the educational circles of Chicago was Colonel Francis W. Parker. He was at the head of the Cook county normal. Mrs. Blaine became interested in him. Day after day she attended his classes and observed the work being done. She became convinced that his principles were right and that he should be given greater freedom in working them out. And the Chicago Institute was founded with Mrs. Blaine as the patron and Colonel Parker as the principal. To this school the little boy, to whose education so much thought had been devoted, was sent. The institution was situated on the South side and it was a long journey from the Blaine home on the North side, so, in time, a similar, though smaller, school was opened at the corner of North Clark street and Webster avenue for the accommodation of children who lived too far from the institute to benefit by it. This school Mrs. Blaine named the Francis Parker school, as an honor to the man for whom she entertained so high respect.

The institute was conducted but a short time when Colonel Parker died. He had trained teachers who could have carried on the work, but just at that time a new movement for liberal methods in elementary schools was undertaken. The University of Chicago, rich in endowment and equipment, was planning to extend its work. Other universities have done that, but the extension has been in one way—in the more advanced courses leading to rarer and higher degrees. The University of Chicago desired to extend its course. The plan was to begin with the child just ready for the kindergarten and carry him through the primary, grammar, and high school grades until he was prepared for entrance to the university proper. The laboratory school of the University of Chicago had been in existence under the direction of the department of pedagogy. The work had been of an experimental nature, and while satisfactory, it was felt that a time had come for more pretentious efforts. To that end it was planned to combine with the laboratory school three other schools which had been working at some distinctive phase of the general problem of improving elementary education. These three schools, which were in time incorporated with the laboratory school under the name of the School of Education of the University of Chicago, were the South Side Academy, the Chicago manual training school, and the Chicago Institute.

The new school was planned on the broadest principles. It needed a beautiful home and an adequate equipment. It was Mrs. Blaine who offered to erect the building for the school. No arbitrary limit was set on the amount which could be expended.

There is another school which owes a great deal to Mrs. Blaine. She has a summer home in the Adirondacks, and her association with the families who lived there, during all seasons of the year, convinced her that the schools were sadly inadequate. In fact, some children were shut off from school altogether. When Mrs. Blaine had satisfied herself of the real need of the community the

matter was very simple. She gave the money for the founding of a school; teachers were taken from the training school in connection with the School of Education, and the children of the mountains, who had been neglected, had brought to them the newest and most advanced benefits of education.

It is a big work and a far-reaching one which has grown out of the desire of one wise mother to give her son the best education which could be procured for him. And there has been nothing of the selfish in Mrs. Blaine's work. She has loved her son and desired for him the best in everything; but she has not confined her interest to the one son and excluded all the children who stand in even greater need than he of careful training.

There are many interesting stories told of Mrs. Blaine which lie without her sphere of activities as a patron of education. She has never been bound by the narrow conventions of her class. She was the mistress of a magnificent home on the North Side. It appeared to her rather foolish to maintain such an establishment for herself and son after her husband had died and she had given up voluntarily the place she held in society. Because wealthy women do live in a pretentious style was no argument to her that she must. So she moved from the mansion into an apartment which would require but little of her time in its management and leave her free to devote herself to her son, her studies, and her schools.

Another story will illustrate better than any words of any friend the honor and common honesty of Mrs. Blaine. It has to do with taxes. A few years ago when the assessments for taxation were made Mrs. Blaine declared that she had not been properly listed. Many rich men and women make such complaint regularly. But Mrs. Blaine went on to say that her taxes should have been greater, not less, and moreover she insisted on paying the rightful, rather than the assessed sum.

If the men had been startled when Mrs. Blaine, by her own straightforwardness, drew a reflected attention to the crookedness of others, the women were to be equally aroused when Mrs. Blaine was quoted as having said that the eight-hour day should prevail among all workers—even the workers in a home. "It is all very well for her to talk," said more than one woman who was forced to use every ingenuity to "keep up appearances and make ends meet" on an insufficient income. "She has money enough to hire a retinue of servants. But I haven't. I can't afford more than two girls, and if they work only eight hours a day, how can I have my work done properly?"

It is doubtful if Mrs. Blaine, when she made the statement, anticipated the storm of protest which it aroused, but it is very certain she would not have hesitated to make it if she had. There is one thing which she feels she cannot afford to do, and that is to mistreat, by overwork, underpay, or by any other way, any living being.

The appointment of Mrs. Blaine to the board of education is looked upon as a concession to the liberal or radical element in education. For all of Mrs. Blaine's efforts have been against the old methods of restriction and narrowness, and for the newer principles—the "fads" as they have been

called. The development of the child, not the observance of any routine, is the principle upon which she has based her philosophy of education. Working in the public schools where there are many restrictions, Mrs. Blaine may be forced to modify many of her principles to meet conditions. But it can be accounted nothing but a fortunate thing for the schools of Chicago that she has been given an opportunity to serve them.—Adapted from *National Daily Review*.

PORTLAND, OREGON.

BY IDA L. KEMPKE,
Buffalo, N. Y.

By the toss of a copper Portland won her name. The principle of chance has, however, long since been eliminated from the activities of this prosperous and beautiful metropolis of the Pacific coast. Few cities west of the Mississippi have the power to charm the visitor from the East so completely; a feeling of kinship possesses him at once. The unwearying energy of the crowded streets, the never ending tumult so characteristic of all large cities, is a prominent feature here; but one is impressed with the orderliness of it all, with an element of repose that is not always prevalent in a young and growing city.

Portland is especially fortunate in her location at the confluence of the Columbia and the Willamette rivers. The convergence of the valleys of eastern Washington and Oregon at this point renders it a natural collecting and distributing centre for the vast output of this productive region. Ships from all over the world are to be seen in the harbor. A failure of the wheat crop here would seriously affect the Oriental world, for a large proportion of the shipment finds its way across the Pacific. Now that Portland is becoming the granary and food supply station for so large a part of the world, it is interesting to look back less than a century ago to the time when the first food crop was planted in this region. Twelve potatoes were put into the ground at Astoria which had become so shriveled during the long voyage from New York around Cape Horn that slight hopes were entertained of their containing sufficient life to sprout. But success rewarded the labors of those sturdy trappers with a yield of one hundred nineteen potatoes from that dubious, decrepit dozen.

Lumber is another large item of exportation. In this Portland easily ranks among the first of the cities of the United States, Oregon being more heavily timbered than any other state in the union. An immense export trade with the Orient and other countries has developed and has called into existence a demand for manufactured articles of a varied nature. Her people have not been slow to respond, and the hum of machinery plays an important part in the great symphony of toil.

That Portland is pre-eminently a city of homes is everywhere apparent. The adventurous spirit of a half century ago was quickly mingled with the enterprise and stability of those pioneers who brought with them their eastern culture. As a result of this fusion, the interests of the home and those things which make for permanence in a com-

munity have always been paramount. The educational opportunities offered to the young are numerous and varied. The youth who aspires to either a musical or a military career is enabled to lay the foundations of the art in his own city. The public school system is thoroughly up-to-date, while the buildings would put to shame many an eastern city. San Francisco's disaster demonstrated not only the generosity of the people of Portland, but also the value which they attach to education. Soon after the fire the citizens agreed to erect a substantial school building in the unfortunate metropolis which is to bear the name of the city of the donor.

The city is well built and appears metropolitan in every respect. It contains many handsome church edifices, also public and private buildings. The absence of sky-scrapers gives a sense of harmony and proportion to the surroundings. However accustomed to these colossal structures the resident of an up-to-date city may be he cannot help but acknowledge that man's efforts to build skyward in the face of the snow-capped peaks of the neighborhood would appear but feeble.

The proximity to the region of glaciers and snow-capped mountains insures to the people a wonderfully pure supply of water, which, no doubt, in a large measure accounts for the city's phenomenally low death rate, being but 9.5 a thousand.

The praises that have been sung to the climate of the northwest are richly deserved. We reached Portland during the middle of July, when the mercury was scaling the heights. A delightful breeze was perceptible throughout the day, while at night the air was deliciously cool. This region is not only exempt from the extremes of heat, but of cold as well. Jack Frost wields his scepter but a few nights and then usually without his coat of ermine. Flowers bloom in the gardens throughout the year.

The city parks afford the people many opportunities to lift the burdens of life from their shoulders and enjoy the delights of nature. Here art and nature have co-operated and have brought about some of the most charming and picturesque effects imaginable. The drive to Council Crest, which surmounts the heights, is a favorite one. From this place a magnificent view can be obtained. In the distance five ice-bound mountains stand majestic, lifting their glistening crowns to the sky. To the north and the south stretches the beautiful Willamette valley. The distant clang of the trolley and the blast of the automobile horn occasionally arouse the lover of solitude from his reveries here.

Like all coast cities, Portland includes a large proportion of Chinese and Japanese among her inhabitants. One of the most curious features associated with the Chinese is the cemetery. The unhallowed foot of the American is forbidden to tread within the sacred enclosure where the almond-eyed departed are laid to rest. A rather low fence prevents the embargo from being altogether disappointing to the curious. After a period of nine years, the bones are disinterred, thoroughly bleached, and sent to their final rest-

ing place in China to mingle with the ancestral dust.

No visitor omits the trip up the Columbia river and everyone admits the revelation that it is to him. While there is an absence of historical associations such as constitute the peculiar charm of the Hudson, there is a grandeur to the scenery that of its kind is unparalleled. Tall, forbidding palisades frown angrily, while below the river frolics with the impetuosity of youth, now tossing itself into foam among the rocks and again hurling itself into graceful cascades. The curious fish wheels and the numerous canneries built along the banks proclaim the kingship of salmon on this stream.

A trip that to many people is wholly unique and full of adventure is the ascent of Mount Hood, 11,225 feet above sea level. Several hours' ride by rail from Portland through strawberry fields and apple orchards brings one to the point where the night is spent. After an early breakfast the journey is resumed by coach to Cloud Cap inn, which stands at an elevation of 6,800 feet. Within a few minutes' walk from the inn glaciers are seen stretching in every direction. Soon the excitement and risks of mountain climbing begin, when alpenstocks and steady nerves are essential. About nine hundred feet from the summit, the climbers are fastened together with ropes. Now come thrilling moments, when "there's many a slip 'twixt" the ice and the toes, that may cover all eternity. The summit is at last reached, and all perils are overcome. Was it worth while? What greater remuneration could be desired than to breathe the exhilarating air and to beho'd the glorious view from the top of this monarch that pointed out the way and gave hope and courage to the earliest pioneers. It is difficult to realize standing amidst these ice-bound crags that a trip across the ocean was not necessary to enjoy this magnificent scenery and that it is but several days' journey from Buffalo, N. Y.

The Lewis and Clark Exposition has revealed the possibilities of the Northwest, it has clearly defined the place that this wonderfully fertile region should fill in the affairs of commerce, it has made it conscious of itself. The wholesale stir of events in the Orient during recent years has created opportunities for the development of commerce on the Pacific which may rival that of the Atlantic, and Von Humboldt's prediction may yet be realized that the Pacific of the twentieth century would be an ocean dotted with commercial fleets. The very difficulties of the situation are tempting to this young country, for young is eager to wrestle and test his strength. To meet these conditions, Portland is already reaching out. Virility and steadfastness of purpose are the sterling qualities of her people. Great are her opportunities, and greater shall be her achievements.

E. J. R., Pennsylvania: The Journal still holds its own in its inspiring mission.

J. R. C., Vermont: I want to tell you that I receive much of inspiration and practical help from the Journal.

TEN POLITICAL COMMANDMENTS.

[Rabbi Eichler's "Ten Political Commandments," as read in his address at Faneuil hall, Boston, at the New Voters' festival, April 7, 1907. It was a noble sight to see a hall full of young men, mostly of foreign-born parentage, as this leader among the Hebrew people of Boston gave them these words of warning and call to duty.]

1. Thou shalt love thy country, which redeemed thee from tyranny and bondage.

2. Thou shalt not worship any political idols, nor bow down to them, nor serve them, for their iniquity will be visited upon thy children unto the third and fourth generations.

3. Thou shalt not take the name of patriotism in vain, nor use it as a cloak to hide thy selfish motives.

4. Remember the day of election to keep it holy.

5. Honor the sanctity of the ballot that the days of the republic may be prolonged.

6. Thou shalt not kill the spirit of freedom by neglecting to exercise thy prerogative as a free-man.

7. Thou shalt not adulterate the purity of civic life by entering politics for gain.

8. Thou shalt not encourage public servants to steal by thy indifference.

9. Thou shalt not let greed for political rewards bear false witness against thy patriotism.

10. Thou shalt not covet a public office which thou art not fit to fill.

EDUCATION IN INDIANA.

BY FASSETT A. COTTON,
State Superintendent.

The session of the legislature for 1907 is a record-breaker in its work done for education. Not for thirty years or more have the schools fared so well. The teachers got practically everything they asked for. The members of the general assembly cannot be commended too highly for their intelligent, careful consideration of the educational needs of the state. The splendid laws enacted will have a far-reaching influence in giving Indiana her proper rank in the educational world.

In December, 1905, at the meeting of the State Teachers' Association, the department of public instruction strongly recommended that this organization should ask the governor of the state to appoint a commission to study the educational needs and to make a report to the meeting of 1906, which should be the basis for legislation in the sixty-fifth general assembly. The request for such a commission was made and Governor Hanly named its members. Seven of the laws enacted are the outcome of the recommendations made by the commission. Without minimizing the service rendered by the legislature the teachers of the state can congratulate themselves upon the outcome. The fact that they knew what they needed, decided just what they would ask for, and having so decided concentrated their forces, had much to do with the outcome. It all serves to show that with proper organization the teachers can have whatever they ask for that is in reason. And so the department of public instruction is highly gratified with the recognition of the needs of the schools by this general assembly and takes this occasion to thank its members severally and collectively, and to congratulate school people over the state upon the new educational opportunity that has been provided.

INCREASED APPROPRIATIONS.

Probably first in importance is the bill which makes the state school tax 13.6c on the hundred dollars instead of 11.6c. This is important because it provides a means for carrying out the other recommendations. It would have been useless to pass laws increasing teachers' wages unless provision had been made to pay them. This bill also emphasizes the time-honored principle: "That the duty of public education lies with the wealth of the whole state, and that, therefore, local levies should be supplemented by state aid to the end that all the youth of Indiana may be given equal educational opportunity." Public education is a state function, and the whole state is responsible for the education of all the children of the state. Now, if the cost of education bore the same ratio to the ability of the people to bear this cost in all the school corporations of the state, or, what is nearly the same thing, if the wealth per capita of all the school corporations were equal, then, as a matter of course, it would make no difference whether the school tax were levied upon large or small areas. But this is far from being the case. This increase, though small, will bring much needed relief to the country and small town schools.

MINIMUM WAGE BILL.

There was a bill to classify and regulate the minimum wages of teachers in the public schools. From a professional point of view this is probably the most important act in educational legislation in the history of the state. For the first time in the history of education in our state we now have an educational standard of qualifications in addition to the written examination. This law has six sections.

Section 1 provides that the daily wages of beginning teachers shall be not less than an amount determined by multiplying $2\frac{1}{2}$ cents by the general average of such teachers in their highest grade of license at the time of contracting; that the daily wages of teachers with a successful experience of one school year shall be not less than an amount determined by multiplying three cents by the general average; and that the daily wages of teachers with a successful experience of three or more years shall be not less than an amount determined by multiplying $3\frac{1}{2}$ cents by the general average. The figures under the old law were $2\frac{1}{4}$, $2\frac{1}{2}$, and $2\frac{3}{4}$ cents. For teachers holding exemption licenses the amount to be multiplied by the general average is three cents. Two per cent. is still added to the teacher's general average of scholarship and success for attending county institute the full number of days, "and that said two per cent. shall be added to the average scholarship of beginning teachers."

Section 2 provides for the qualifications of teachers in three classes: (a) A teacher without experience shall be a graduate of a high school or its equivalent; shall have had not less than one term of twelve weeks' work in a school maintaining a professional course for the training of teachers; and shall have not less than a twelve-months' license. (b) A teacher with one school year's experience shall be a graduate of a high school or its equivalent; shall have had not less than two terms or twenty-four weeks' work in a school maintaining a professional course for the training of teachers; shall have not less than a two-years' license; and shall have a success grade. (c) A teacher with three or more years of successful experience shall be a graduate of a high school or its equivalent; shall be a graduate from a school maintaining a professional course for the training of teachers; shall have a three-years' license; and shall have a success grade. This section also provides that for teachers already in service successful experience shall be accepted in lieu of high school and professional training; and that teachers who fail to meet the requirements of the second or third

class may, on continuing to meet the requirements of the first class, continue to teach in this class.

Section 3 provides a penalty for officers who fail to carry out the provisions just named.

Section 4 repeals all laws in conflict with this.

Section 5 makes it the duty of the state board of education to fix standards of scholarship and efficiency and to interpret the meaning of "high school" and "equivalent" as used in the act.

Section 6 provides that the act shall be in force on and after August 1, 1908, thus giving beginning teachers a chance to meet the new requirements.

The power given the state board of education for making teaching in the state a profession is the greatest step forward ever taken in school affairs in Indiana.

INCREASING POWER OF STATE BOARD.

The next act in logical sequence and in importance is the bill which places tremendous power in the hands of the state board of education. This act makes the board a state teachers' training board and authorizes it to arrange for a regular system of normal school instruction throughout the state. This it is to do by fixing conditions under which certain schools in the state may be "accredited" in the system. It provides that the work done in these accredited schools shall be recognized by the state normal school; that these accredited schools may establish two-year courses open to high school graduates, the completion of which will be accepted in lieu of a license and will entitle one to teach in the district schools and in the grades in the small towns for three years without examination. It is believed that the premium of teaching without license will appeal to many well-prepared young people who will be glad to teach in these schools while working their way through the normal schools and colleges by attending the spring and summer terms. If so, this feature of the law will provide trained teachers for many of the district and small town schools—the schools that suffer most from lack of trained teachers. All the colleges and normal schools in the state, both state and private, may be authorized to maintain courses for the preparation of teachers.

FOR TRANSPORTATION OF PUPILS.

There was an act providing for the discontinuance of all township schools with twelve pupils or fewer, and for the transportation of pupils. The act also permits the abandonment of schools with fifteen pupils or fewer. The trustees are required to furnish free transportation in sanitary wagons for all pupils from the abandoned schools to the central schools. The drivers of the wagons are held responsible for the safety and conduct of the children to and from the central schools. The importance of this act for the betterment of district schools through consolidation cannot be estimated. It says that trustees shall abandon the school when the enrollment is twelve or fewer and that he may abandon when the enrollment is fifteen. It will close at once from one thousand to twelve hundred schools and in the next few years will close a thousand more. This removes one of the obstacles that have stood in the way of equal educational opportunity for town and country children.

The township is the unit of our school system. The interests of the township are generally common. With strong teachers in a central school, capable of taking the initiative in adjusting the school work to the needs of the community, it is safe to say that this law will be a long step in the direction of putting the country child upon the same plane with the city child in school advantages, and in a good many respects the country child will have superior advantages.

STATE AID TO SMALL TOWNS.

There was an act for further strengthening of the principle established by the assembly two years ago, that

the whole state should aid the corporations that are unable to give their children the minimum school privileges provided for. This act provides funds for poor corporations with a twenty-five-cent levy instead of a forty-cent levy. It also makes it possible for these corporations to have terms of seven months by adding fifteen cents extra to the local levy. It lowers the taxes in such townships supporting terms of six months, and at the same time enables them to have a term of seven months and to pay the increased wages. It will aid from one hundred to one hundred and fifty corporations.

HANDLING TEXT-BOOKS.

This act brings relief to county superintendents and other school officials by providing that dealers may handle the state text-books. The county superintendent will select a dealer to handle all the books in a county. This dealer will sub-let the books to dealers in all parts of the county, thus ensuring such a distribution of the books as to make them easy of access to all.

NO MORE JANITOR TEACHERS.

There was an act to relieve teachers from the duties of janitor by requiring the trustee to pay for such work. The school trustees in townships and towns are required to employ janitors and pay for their services from the public funds. The bill is in the interest of the country teachers primarily, as janitors are already provided in most towns.

A NEW HOLIDAY.

Lincoln's birthday is made a holiday in Indiana.

PROHIBITING SCHOOL FRATERNITIES.

There was an act to enlarge the powers of boards of school commissioners, boards of school trustees, township trustees, superintendents of schools, and others having the government of such schools, prohibiting secret soci-

ties and fraternities and declaring an emergency. The general opinion of educators everywhere is that secret societies in high schools are detrimental to the schools, and this act, which is now in force, makes it unlawful for any members of the public schools to form such societies.

There was an act to bring relief to the smaller counties in the state by giving them one hundred dollars with which to carry on the annual county institute. It treats all counties alike, whereas heretofore the amount paid was determined by the number of teachers in attendance.

EDUCATIONAL STANDARD PROVIDED.

These, in addition to a few more bills of small interest, are the new laws. A careful study of the first five will convince the reader that something substantial has been accomplished for the patrons and children as well as for the teachers themselves. It will also be observed that the responsibility of school officials and school teachers has likewise been increased. For the first time in the history of education in Indiana an educational standard providing larger requirements in scholarship and professional training on the part of the teachers has been established. The poorly prepared and the "make-shifts" have been eliminated from the calling. The old laws strengthened and the new ones added point strongly to a more rapid realization of equal educational opportunity to all children in the state. With new opportunities and new duties it remains to be seen what the schools will accomplish. Certainly a great deal remains for the teachers themselves to do in order to prove to the legislature that they are worthy of the strong manifestations of respect and confidence so recently expressed.

TALKS ON SCULPTURE.—(XVII.)

BY LORADO TAFT.

After Augustus Caesar came that long procession of emperors, great and small, noble and vile, who for 500 years were called by the Fates to rule the empire of Rome. Some of them persecuted the Christians, and some patronized the arts, while a few had tastes in both directions. But the glorious Augustan age was not to be repeated. Culture declined rapidly, and then followed an immense stretch of time, a period of near a thousand years, during which nothing of beauty and little of interest was produced. Toward the end of the thirteenth century there were signs of awakening in Italy, and during the next century much progress was made, especially in church decoration. In the year 1386 was born in Florence a future sculptor, whose influence was to be very great and whose skill we admire to-day as much as it was praised in his own time. He had a long name, but, like his own friends, we call him Donatello "for short."

Talent seems to be no respecter of families, and we need not be surprised to find the greatest artist of his century born under the humble roof of a wool-comber. Such was the home of Donatello. We know little of his childhood, but one date is well recorded; in 1402, when little Donatello had grown to be a boy of sixteen, there was held in Florence a competition to decide which sculptor should have the honor of making

the great bronze door of the baptistery. This was the time when Ghiberti won the day and began that magnificent work of a lifetime which was to make his name immortal. Donatello had a friend, young Brunellesco, who took part in this competition and was beaten. He was much disappointed, of course, and turned to architecture, in which he was destined to earn a great reputation. Together the two young men took a long journey to Rome, where the wonders of the past made a deep impression upon them. We do not know how long they stayed there, but there is record that at the age of twenty Donatello received payment for various statues of saints for the decoration of the cathedral in his native city. He was thirty years old when he made the remarkable figure which we illustrate to-day, his famous "St. George." It was not intended for the cathedral, but for a niche on the outside of a small church called Or San Michele. St. George was the patron saint of the armorers, and it was the armorers' guild, or union, which ordered the statue and set it up there for the glorification of their good saint and the decoration of their beloved city. In those days every man of Florence felt a pride in her fame and beauty; each according to his means contributed toward her further embellishment. Our tourists go there by thousands every year to see the churches and monuments erected during that

splendid period of public enthusiasts, the wonderful days of the opening renaissance.

Donatello's conception of St. George was a very



SAINT GEORGE.

noble one, and the figure was recognized at once as a masterpiece. The soldier-saint is shown in armor, standing firmly on both feet, which are

well apart, and resting his hands upon his great shield. The pose was new for a statue and proves the originality of the artist; there is no gesture, no movement, only a slight turn of the head, and eyes that peer into the distance. The very stillness of the figure makes it seem alive. If it had been shown making a great effort, as striding or brandishing a sword, we should feel at once that it was all "make-believe" or that he had been paralyzed in that position, but now all is so impressively quiet and tense that one half expects to see him move. It is said that Michelangelo was so struck with this look of life that when he first saw the figure he cried out to it, "March!"

In another way also did Donatello show his good taste. Although he was the most skilful sculptor of his time and famed for making the daintiest reliefs imaginable, we notice that he did not overdo the finish on this statue. See how simply it is all handled. It does not suggest a wax figure, with real hair and real clothes. Donatello has not tried to deceive us into thinking that St. George is a real, live man. It is evidently the figure of a man cut out of stone, and the sculptor has kept this in mind all of the time.

The great artists have always worked in this way, "respecting their material," as we say, treating marble as marble and wood as wood, and making bronze figures in still a different fashion. They do not try to cut drapery as thin as real cloth nor make their figures look like "stuffed" men and women. No sculptor understood this better than Donatello, and no statue illustrates it better than his brave St. George.—Used by permission of the Chicago Record-Herald.

THE WORLD'S NERVE CENTRES.—(XXXVI.)

BY RALPH WARBURTON.

DUBLIN.

The history of Ireland has many a tragic feature about it. And it seems as if it could not have been otherwise when two such divergent races as the Celts and Saxons were exploiting their ideals of rule. Each race seems incapable of understanding the other; and the passing centuries have rather added to the perplexities of their relationship, instead of contributing to their solution and settlement.

When in 1800 England and Ireland became "The United Kingdom," matters seemed auspicious for racial peace. But a century's experience has failed to secure anything more than a documentary peace. The true concord, for which statesmen hoped, and of which poets sang, has never been gained. The plans proposed to end suspicion and strife and to weld the two peoples into an abiding friendship have all failed for reasons that one need not discuss even were he competent to do so.

And the last of these plans has failed as deplorably as did its predecessors. The offers of the Campbell-Bannerman ministry for the relief of

the Irish situation, as incorporated in the Burrill bill, were unanimously and passionately rejected by a great convention in Dublin on May 21 last. And in this uncereceremonious rejection of these parliamentary approaches there lie grave and even dangerous possibilities for the peoples on either side of the Irish sea, of which the clearest-eyed seer cannot at present read the signs.

Dublin, the capital of Ireland, is really a handsome city. In his "Irish Sketch Book" Thackeray seems to have chiefly registered the grotesque features of the Emerald Isle, and makes many a sportive reference to the capital city. But even he was compelled to admit that "a handsomer town it is impossible to see on a summer's day,"—an important concession by the great humorist.

The city is gracefully situated on either shore of the River Liffey, which divides it into two fairly equal sections. It is on land evidently reclaimed from the water, and so the site is flat, and the drainage not of the best. The water of the Liffey is very dark-colored, because of the peat bogs through which it flows in its upper reaches. And this would seem to account for the city's

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ATTENTION TO SPECIFICATIONS.

Attention to specifications is distinctly different from attention to directions generally. The voice has a certain controlling and directing influence which often commands specific action. With some the influence is magnetic, almost irresistible.

All this is changed when one attends to written specifications. There is a new requirement, a new mental attitude.

There is an element here often overlooked by those who champion oral instruction as distinct from studying books. One is easily deceived as to the virtue of oral work. The magnetism of personality has a charm sometimes that is erroneously attributed to independent mental activity.

Usually attention to specifications is of a higher order of intellectual control than attention to oral directions, but it is more likely to become mechanical. Specifications may be memorized and followed blindly. The old-time rules for arithmetical and grammatical processes had a virtuous inception, in that they required one to work from and attend to specifications. The hour came when they became mechanical and were followed without specific attention. For instance: "Invert the divisor and proceed as in multiplication" tended to eliminate all thought and much attention.

The virtue in attention is the personal thought in attending. The necessities being on one's guard as teacher against personal magnetism on the one hand and the purely mechanical in specification on the other.

Arrested development is liable to occur at the end of each upward step in the process unless the teacher fully appreciates the danger and leads or forces the child to a higher activity. Attention to specifications is certainly no stopping place.

PRESIDENT RANGER'S PROGRAM.

President Walter E. Ranger of the American Institute of Instruction has issued a program with many delightful and unusual features. The historic interest will centre in Hon. George A. Walton, president in 1882 and member since 1846, and Dr. William A. Mowry, president, 1881, member since 1861. Others of note are: The mayor of Montreal, the dean of McGill University, Congressman Foster of Vermont, Professor S. T. Dutton, Columbia University; President Buckham, University of Vermont; Secretary Owen H. Lovejoy, National child labor committee; Charles S. Chapin, Rhode Island normal school; Hon. Henry C. Morrison, state superintendent, New Hampshire; Hon. Mason S. Stone, state superintendent, Vermont; President Charles H. Spooner, Norwich University, Vermont; President Howard Edwards, Rhode Island College; Henry W. Leipziger, assistant superintendent New York city; Charles B. Ellis of Springfield; Rev. W. I. Shaw, LL.D., chairman Protestant committee of public instruction, province of Quebec; Professor J. W. Robertson, LL.D., director of MacDonald College; H. C. Curtis, director of French in public schools of Montreal; Principal Charles H. Morrill, state normal school, Randolph, Vt.; Principal Edwin D. Collins, state normal school, Johnson, Vt.; Principal Clarence A. Brodeur, state normal school, Westfield, Mass.; George C. Purington, principal state normal school, Farmington, Me.; Principal John L. Alger, Saxtons river, Vt.; Superintendent Charles H. Keyes, Hartford; Inspector J. W. McCuat, La Chute, Quebec; Ossian Lang, School Journal of New York; Mrs. Lucia Ames Mead, chairman arbitration department of National Council of Women; Mrs. Fannie Fern Andrews, chairman educational committee, Association of College Alumnae; Principal William C. Crawford, Boston; Superintendent James J. Palmer, Greenville, Pa.; Mrs. Mary I. Wood, Portsmouth, N. H.; Principal J. Adams Puffer, Gardner, Mass.; Gilbert E. Whittemore, truant officer, Providence.

THE TWO ROOSEVELTS.

President Roosevelt's attack upon Dr. William J. Long, Thompson-Seton, George E. D. Roberts, and others is the most unaccountable act in his public life. It magnifies his every weakness without giving play to any of his surpassing virtues. It will shake no one's faith in his grandeur where he is grand, but it will cause added grief for his weakness. Never were there two such indescribable personalities in any other man in public life. Neither has any influence upon the other. The great man has no effect upon the weak man, nor does the weakness affect the greatness. Both will walk hand in hand to the grave, apparently, and the great man will be the idol of the people even while they weep over his mistakes. Indeed, they make a rainbow glory out of his weaknesses. And so far he has never harmed any one by his fierce denunciations. Indeed, he appears to have added a certain halo in the public mind to the object of his attack by every outburst of weakness. Dr. William J. Long is stronger in public confidence,

as are Whitney and Foraker. And it has not lessened the hold the President has of the people. He has the great virtue of the track, that of making a break and gaining by it, and, strange to say, every time he cracks the whip to demoralize another he quickens the other's speed.

LIBERAL EDUCATION IN COMMERCE.

The present movement in public commercial education, such as is illustrated in Philadelphia, New York, Boston, and the University of Illinois, is sure to be promoted in the near future until it is universal in progressive communities. The University of Illinois has the work on a highly satisfactory foundation. The course is absolutely four years. The first year is devoted to general and sensible education; the second year to economic theories; the third to commercial specializing; the fourth to real specializing in some phase of commercial activity. The four great lines of specializing are: Mercantile, railroad administration, insurance, and accounting.

Chicago business houses in all four lines are the laboratories in which the students get their practice in vacation. Already the department has \$25,000 for salaries, and this will soon be enlarged until it will set the world a new pace in training for commercial pursuits.

MAKING AND MEMORIZING.

An educator has recently said that making is more vital than memorizing. The writer undoubtedly means well, but it would be no more senseless to say that air is more vital than sunlight, or bread than water. He who has no memory is an imbecile; so is he who can make nothing. What he means is, undoubtedly, that the schools have done too little by way of having children make things and too much by way of memorizing, and this is undoubtedly true of the old-time schools, but neither making nor memorizing is more essential than thinking and being.

AN IMPORTANT QUESTION.

The following question deserves more than a personal answer, which was promptly sent:—

"Out of your exceptionally wide knowledge of educational usage, will you kindly answer for the benefit of a conscientious friend of mine the following question? When a teacher who has filled a position for several years has agreed to remain another year, is she by custom justified in resigning to accept a better place if she gives notice of such a change six weeks before the reopening of the school?"

From personal theory and from the custom in New England I should say unhesitatingly that a teacher should be at liberty to resign if ample time is given for securing another teacher before the term opens, and I have been accustomed to champion this personal opinion quite ardently on these grounds, chiefly: That a teacher's chances of promotion are twenty times as good from June 1 to August 1 as they are from October 1 to June 1, and it is always difficult for an unattached teacher to secure any position, while on the other hand

there is slight difficulty in securing a good teacher in August, and there is never any serious trouble in securing a teacher for any city position. Because a teacher has not a twentieth part as fair a chance in the game as the employing body, I have been accustomed to side with the teacher emphatically, but in some states the practice of signing all teachers on or before June is so nearly universal that there is a practical difficulty in getting teachers within the available area. Where such a custom is established, it may be that the confronting condition outweighs the theory.

BUSSE SUSTAINED.

Eight members of the Chicago board of education, who were summarily dismissed by Mayor Busse two weeks ago, after they had refused to comply with his request for their resignations, filed a bill in the circuit court asking an injunction restraining the mayor from appointing other persons to fill their places before their terms expired. After listening to four hours of argument, Judge Nindes dismissed the petition on the ground that Mayor Busse had the power to oust as well as to appoint. Thus endeth a singular case.

WHAT CAN ONE DO FOR HIS CITY?

A. E. Upham, superintendent of the school work of the Elmira reformatory, has been doing something so out of the ordinary as to plan and so effective in results that it suggests a scheme in civics for all schools. Of course he adapted it to New York city, as nine-tenths of their men are from there. The three general topics worked upon are: "What a City Does for Its People," "What the People Are Doing for the City," "What Each One Can Do for His City." We shall print in the Journal of Education some of the outlines used by Mr. Upham in this notable work.

LENGTH OF SCHOOL YEAR.

Rhode Island has 194 school days in the year; Maryland, 192; New Jersey, 188; New York, 187.8; Connecticut, 187.8; Massachusetts, 187; Delaware, 170.1; California, 170; Michigan, 169; Wisconsin, 169; Nebraska, 168; Washington, 167.6; Pennsylvania, 167.4; Minnesota, 161; Ohio, 160; Indiana, 160; Iowa, 161; Nevada, 158.7; Oregon, 158.4; Colorado, 158.4; Vermont, 157. At the other end of the line are North Carolina, eighty-six; Arkansas, eighty-eight; Kentucky, ninety; Alabama, 102.5; Tennessee, 103; South Carolina, 105.7; Montana, 107.

THE "NEW" EDUCATION OF 1865.

Professor W. L. Whittemore of Milford, N. H., is writing a series of articles for the Farmer's Cabinet, published by Colonel W. B. Rotch of Milford, N. H., which is of exceptional value by way of testimony.

He attributes the founding of the Lawrence scientific school of Harvard in 1847, and of the Massachusetts Institute of Technology a little later, indirectly to the American Institute of Instruction founded in 1830, and this in turn to

Professor William Russell of Glasgow University, Scotland, who came to America in 1826.

Professor Whittemore says there were a few schools of the distinctly Pestalozzian type as early as 1855, but that the first fully transformed Pestalozzian elementary schools in America were in 1865. Elsewhere we give some pupils' work as done in the year 1865 in the public schools.

WHICH SMITH?

A man bet that he could ask a question of ten different men at random and no one would answer, but the whole ten would ask the same question in return. He won. His question was: "Have you heard of Smith's success?" The ten other questions were: "Which Smith?"

EQUAL PAY.

Governor Hughes has shattered the hopes of the 2,500 women teachers in New York city who expected to get equal pay for equal work with the male teachers. The governor on the last day that he had to consider this measure vetoed it and sent it back to the Senate with a message that fully explained his reasons. We print the veto elsewhere in this issue. It is as memorable an educational veto as has been penned.

CLASSIFIED ADVERTISING.

We are establishing a department of classified advertising. This will prove to be of exceptional service to many classes of persons. There is no reason why our subscribers should not be able to find places to work in vacation, places to board, good camping schemes, learn of special devices in school work, find a house to rent for the summer all furnished at a low price, and in various other ways be helped through this plan, which is to be fully exploited in the interest of teachers.

STATE AID TO HIGH SCHOOLS.

In Massachusetts a town with a valuation below the average for the state (\$7.355 per pupil) may send its high school students to a near-by high school, and the state will pay the tuition. There are 100 such towns that avail themselves of this privilege, and it costs the state \$47,296. There are but thirteen towns in the state with no children in any high school. They are exceedingly small towns. One town has but seven pupils in all; two, seventeen; two, twenty-three, eight others, fewer than sixty.

Wisconsin has created the office of the inspector of rural schools. The activities of this officer will serve to increase the extent of state supervision of the schools of rural communities and to elevate the rural school problem into its proper place in the educational economy of the state by developing a greater local interest and responsibility in the work and efficiency of the district school.

Sixty-three years ago the first telegraph message was sent by the Morse code. Today there are not less than 37,538 miles of submarine cable

in use throughout the world, and one telegraph company in this country had 1,256,147 miles of telegraph wire in service in 1906, and transmitted over 71,000,000 messages. "What hath God wrought?"

An expert made this statement the other day: "All the automobiles in the United States use less power in a year than a locomotive would use in making one passenger train run from New Orleans to Chicago and back." They make a lot more fuss about it.

In Malden, Mass., more than forty per cent. of the pupils go to the high school, and of those who graduate from grammar school eighty per cent. go to the high school.

Charles Orr, Cleveland's school director, or expert business manager, has made a notable record already. Haserot, Orr, and Elson are a noble combination.

Call the Princeton scheme the "preceptorial" rather than the "tutorial," and you eliminate the chief criticism. Much is in a name in this case.

Nebraska now requires a first-grade certificate for county superintendent unless the population of the county is less than \$1,000.

In Massachusetts \$706,301 is paid for free textbooks and supplies. Next! Even this is but 4 per cent of the school expenses.

Those who thought the defeat of Mayor Dunne of Chicago simplified matters for Mr. Cooley did not know Chicago.

Lowell has raised grade teachers and kindergartners from \$50 to \$100 within the last few months.

In Oregon a teacher must give thirty days' notice of intended resignation before he can be released.

There was never anything to approach the attractions of the university summer schools this year.

Kansas wipes out all fraternities from public high school by legislative enactment.

Quincy, Mass., has increased salaries on an average of ten per cent. this year.

The New York city equal salary bill has been vetoed by Governor Hughes.

The program for the Los Angeles meeting is simply marvelous.

Commercial high schools are having a great boom just now.

Cleveland is to put \$30,000 into playgrounds at once.

The Los Angeles convention will be the best ever.

THE WEEK IN REVIEW.

THE SAN FRANCISCO GRAFTERS.

An obvious fact, often overlooked, is that bribery presupposes a briber as well as a person bribed. Acting on this plain principle, the grand jury at San Francisco has carried its work along a stage by indicating the high officials of great corporations who paid for the votes of the San Francisco supervisors. They have brought in separate indictments for every alleged purchase of a vote, and as the court is requiring heavy bail on each indictment, the total mounts up to a figure which probably ensures the attendance of the defendants when they are wanted in court. For example, the bonds exacted from the officials of one of the traction companies which was involved in the buying of votes amount to \$560,000.

MRS. MCKINLEY'S DEATH.

Mrs. McKinley's death was not unexpected, for she never has been strong, and the shock of her husband's assassination might well have wrecked the health of a more vigorous woman. It was in the first two years of her married life,—now thirty-five years ago,—that Mrs. McKinley experienced the double grief of the death of her infant children which left her a life-long invalid. But, in spite of her physical weakness, she was the devoted companion and counselor of her husband through all his public career down to the tragedy at Buffalo. Her gentle tact was of more value to him than the graces of a society queen could have been. She was beloved by all who came in contact with her; and her obvious dependence upon him, and the unfailing chivalry and devotion which he manifested toward her constituted one of the most beautiful illustrations of a perfectly happy married life which ever came under the notice of the American people.

THE LAST OF A GREAT SCANDAL.

The death of Theodore Tilton at Paris removes the last principal figure in the great scandal of the Tilton-Beecher trial which engrossed public attention thirty-three years ago. The disagreement of the jury reflected the divided judgment of the public. Rarely has there been a case regarding which, after the publication of all the evidence obtainable, there was so sharp a difference of opinion among all sorts of people. To this day, the same division of opinion exists. Whatever the truth in the case may have been, no one can doubt that the publicity and the discussion were mischievous in a high degree. It is well that there is occasion only for a momentary recurrence to it now, as Mr. Tilton passes from sight. He had been so far withdrawn from public view for many years in his solitary life at Paris that few people knew that he was still living.

RELATIONS WITH JAPAN.

The new treaty between Japan and France has been completed. Following the treaty of alliance with Great Britain and the recently negotiated treaty with Russia, it attests the growing importance of Japan among the nations. The

United States also is negotiating a new treaty with Japan. But the work is impeded by the continuing anti-Japanese demonstrations at San Francisco. It seems preposterous that a handful of hoodlums in a corrupt and boss-ruled city should have it in their power to endanger friendly relations between two great powers. But this is undoubtedly the case in the present instance; and although it is premature to begin reckoning up the possible cost and consequences of war between the United States and Japan, in the present sensitiveness of Japanese feeling, immeasurable mischief may be done by a few San Francisco toughs. The apparent indifference of the local authorities and the helplessness of the national government, under constitutional limitations, enhance the difficulty of the situation.

MEXICO AND GUATEMALA.

The relations between Mexico and Guatemala continue in a critical condition. The trials of the persons accused of complicity in the recent attempt upon the life of President Cabrera of Guatemala ended in summary death sentences, but protests against the execution of the sentences from the diplomatic corps at Guatemala City were so strong that the president was forced to suspend them. There are intimations that the whole plot was a fabrication, intended to divert attention from the questions at issue with Mexico, and to furnish a pretext for putting certain inconvenient persons out of the way. Mexico broke off diplomatic relations with Guatemala some weeks ago. The latest report is that Guatemala is sending troops to the frontier and constructing hasty fortifications there. The report may well be true, for there is no concealment of the fact that Mexico has been sending troops to the frontier for several weeks past and has now a formidable army concentrated there. Plots and counterplots complicate the situation, and increase the chances of war.

THE CHINESE REBELLION.

The rebellion which has broken out in Southern China is not directed against foreigners, but is a revolt of the natives against the Manchu dynasty at Peking. It is attributed to the Triad, a secret society of wide ramifications and large membership. It appears to be well organized upon a military basis. The rebels have taken and looted one or two cities and are attacking several others. But although the movement is not primarily aimed at foreigners, it occasions solicitude, for things easily become mixed in China; and the fact that the excessive taxation of which the rebels complain is due in part to the demands for the payment of the indemnity imposed because of the Boxer rebellion furnishes a pretext for anti-foreign demonstrations.

THE FINNISH DIET.

The proceedings of the new Finnish Diet will be watched with an interest quite out of propor-

THE WORLD'S NERVE CENTRES.

[Continued from page 629.]

name, as in the Irish language "Dubh-linn" means "black pool."

The river banks are lined with well-built, substantial looking quays, where the rather scanty fleets of vessels load and unload. Then stretching back from the docks with their business houses run spacious streets with attractive brick residences, and every here and there swelling out into fine squares, in which are monuments of William III., Nelson, Wellington, Burke, Tom Moore, and many other notables.

Sackville street, on the north side, is the pride and boast of the citizens, and may well be. It is 120 feet wide. And Dame street, on the south side, is nearly, if not quite, its peer. A boulevard around the city affords a charming drive of some nine miles. There are several fine suburbs, of which Glasnevin is perhaps the most attractive. It is identified with such notables as Addison, Steele, Sheridan, Swift, Parnell, and others scarcely less famous.

With its suburbs Dublin has a population of about 350,000. For so large a city its trade is rather circumscribed. Its exports and imports annually do not reach more than \$12,000,000. Manufacturing has steadily diminished. Its once famous woolen and linen trade has dwindled to nothing. It still makes a fine grade of poplins, but this trade is sadly restricted. Its distilleries and breweries are still running on full time, and "Dublin Stout" is known the world over by those who use such refreshments. Its shipping has declined before the powerful rivalry of Belfast. Were it not that England is so good a market for Ireland's cattle and garden products, Dublin, as a port, would be almost deserted.

But the city prides itself on being the capital. The Lord-Lieutenant's residence is there. Dublin castle—an unpretentious structure dating from the thirteenth century—is his official residence, though in summer his home is in Phoenix Park. The Dublin law courts are famous; and the legal as well as the administrative fraternities are in sight everywhere.

Several of the public buildings are real ornaments. The post-office is peculiarly imposing, as is also the bank, which was formerly the seat of the Irish parliament.

While there are several universities, Trinity College—at once a college and a university—is easily the most attractive. It was chartered and endowed by "Good Queen Bess" in 1591, and its official title is "The College of the Holy and Undivided Trinity near Dublin." The college buildings are numerous and attractive; the "College Green" a charm; while the college name and fame are known to educators of all lands.

Phoenix Park is one of the most extensive and beautiful public parks of which any European city can boast. Its area is 1,750 acres. Herds of deer roam through its bushy thickets. Its zoological garden is unusually attractive. Imposing military reviews are held in it; and on holidays all the city is there. One great shadow hangs over it, how-

ever, for a few years ago Lord Cavendish, the secretary for Ireland, and Mr. Burke, the under-secretary, were wantonly murdered there.

Dublin has many large and attractive churches, such as the pro-Cathedral and the Church of the Augustinians; St. Patrick's and Christ church cathedrals. In historic memories St. Patrick's is most notable. It was founded in 1190, and was in after years the scene of Dean Swift's ministry. Here the visitor will find a monument to the great wit and satirist; and also one to "Stella," who died for love of him.

EDUCATIONAL PRESS ASSOCIATION OF AMERICA.

BY JOHN MACDONALD,

Topeka, Kansas,

Editor of the Western Journal of Education and President of the E. P. A. A.

The E. P. A. A. was organized in Denver in July, 1895. Its first president was Dr. A. E. Winship of the Journal of Education. In February, 1896, at the meeting of the department of superintendence at Jacksonville, Fla., a constitution was adopted, and the young association was formally launched.

The total number of papers in the association has never exceeded thirty-five. It may seem a high sounding name for so small a band, but the purpose was to include within its folds our Canadian brethren on the north and our Mexican friends on the southwest. We have but one member beyond our boundaries, the Canadian Teacher, and it has not yet sent a delegate to any of our conferences.

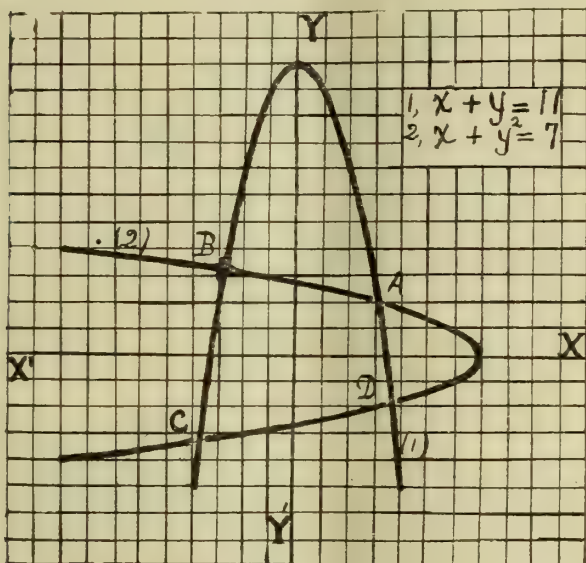
Before this each of us, like Milton's lost spirits, "sat on a hill apart"; there was no fellowship of kindred minds; no kind community of interests. If danger threatened our business, as it does now, and may again, we had no organization nor leadership, and every man did, as when there was no king in Israel, what was right or wrong in his own eyes. Those who sat in the seat of the scornful referred to us with derision, and it may be remembered that in a certain great magazine a writer weighed educational journalism in the balance and found it wanting. Now, when attack comes there is vigorous defence and even counter-attack, not from one but from thirty.

"Why," wrote one member to the treasurer a few years ago, "should I continue to pay my dues? What has the association ever done for me?" Meaning, without doubt, what has it done for me in extending my advertising space, in adding to my subscription list? That is the material view of the earth, earthy, and this view is by no means to be condemned, but there are higher things than "a" that. It is much, very much, that we come yearly or semi-yearly to look each other in the face; to give each other the glad hand, and to speak from heart to heart. A brotherly feeling, which previously did not exist, has grown, and is still growing, and names are not now to us as formerly, abstractions, to whose well-being we were as indifferent as the sphinx; but brother men in whose joys we joy, and whose sorrow draws forth our consolation and our sympathy.

During the life of our association many educational papers have arisen and have flourished a brief time like the grass which now is and to-morrow is cast into the oven. The idea seems to be firmly imbedded in the system of the average teacher, principal, or superintendent that the path to wealth lies through school journalism. How much it is to the contrary of this, each of you can bear burning and eloquent testimony. How you toil early and late to dig out in perspiration and distress the wherewithal by which you can live more and have a fairly satisfactory being, you know full well. As our distinguished Kansan, William Allen White, puts it, we arise in the morning with bulging prospects and go to bed at night full of unavailing regrets and typographical errors.

SIMULTANEOUS QUADRATIC EQUATIONS.

Editor of the Journal of Education: In the solutions of the simultaneous quadratic equations: $x^2 + y = 11$ and $x + y^2 = 7$, given in the issue of the Journal for February 21, 1907, much was left to the imagination of the reader. The pedagogical (?) statement, "other values easily found," is quite incomprehensible in this connection. The second solution is at fault in that the writer makes no use of the negative square roots of 49.4 and 25.4. These would have given -4 for the value of x and -3 for y , which values do not satisfy the given equations. In the third solution the writer derived an equation of the fourth degree from which he readily factored, $y - 2$, and got $y = 2$; but said nothing about finding the factors of $y^3 + 2y^2 - 10y - 19$, which surely should give three other values for y .



In my own classes I have been using these equations to illustrate the value of graphs. Of course the solution by plotting gives, except for the values at the "A" intersection of the curves, only approximations. With co-ordinate paper ruled to one-tenth of an inch all possible values are obtained with fair degree of accuracy. The following set of values were obtained by this method:—

At A $x = 3, y = 2$
 At B $x = -2.80, y = 3.13$
 At C $x = -3.78, y = -3.28$
 At D $x = 3.59, y = -1.85$

By Horner's method for approximations of incommensurable roots the values, correct to five decimal places, are:—

At B $x = -2.80518, y = 3.13103$
 At C $x = -3.77809, y = -3.28405$
 At D $x = 3.58421, y = -1.84598$

Allen H. Knapp,
 Head of the department of mathematics,
 Central High school, Springfield, Mass.

PARENTS' DAYS.

Herbert W. Lull, superintendent of schools, Newport, R. I., invites citizens to Parents' Days in the following hearty way:—

"Every person in the city of Newport is earnestly invited to attend the Parents' Days of its public schools. Come to see and to understand the work of the pupils; to encourage them and their teachers; to make the acquaintance of the teachers so that you and they may work together in closer harmony and for greater results. Come to show that you have the welfare of the community at heart, for in these children you must find your successors."

WHAT A CITY DOES FOR THE PEOPLE.

[Outline used by A. E. Upham in the school work of the Elmira Reformatory.]

A city has miles of paved and macadamized streets. These are lighted by hundreds of gas and electric lamps. Above them is a network of telegraph, telephone, and electric light wires. Along the streets swiftly moving trolley cars come and go in every direction. Under them are miles of water-pipes, bringing water from the city reservoir into every street and dwelling. Alongside of these water-pipes are miles of sewer-pipes to carry off the waste. Gas pipes with thousands of private connections are also under the pavements. A small army of men is kept busy caring for these streets, pipes, and sewers. Another small army stands ready at the sound of the alarm to rush out with engines and horses to protect the city from fire. The city owns many school-houses and other public buildings. There is a public hospital, a public library, there are public baths, parks, and playgrounds—all supported by the city. Everywhere we see policemen in uniform patrolling the streets, and looking after the protection of persons and property.

How is all this vast and wonderful public activity directed? Who provides and maintains these many conveniences that are free to all? Our answer is, the city government. Is not a government, having such great powers for good or evil, worthy of our careful study?

"HOW THE PEOPLE RULE."

- Libraries and reading rooms.
 - How to draw books from a public library.
 - How to use them.
 - Location of libraries.
 - Andrew Carnegie.
- Schools.
 - Grammar schools, high school, college.
 - Manual training.
 - Trade schools.
 - Night schools.
 - Doctors' attendance at schools.
- Free lectures by city.
 - Where? (b) Who for? (c) What for?
- Museums. Metropolitan Museum of Art, and others.
- Parks—Central and others.
- Zoological gardens, aquarium, etc.
- Recreation centres and piers.

Are they a benefit? To whom?
- Public baths and lavatories. Their value.
- Hospitals.
- Department of health.
 - Food inspection.
 - Child labor inspection.
 - Sweatshops. (d) Boilers.
- Street cleaning.
 - Garbage disposal. (b) Snow removal.
 - Sprinkling. (d) Necessity to health of city.
- Water supply.
 - Where obtained. (b) Necessity for pure drinking water. (c) For fire protection. (d) For cleaning streets. (e) Cost and difficulty of getting it.
- Fire protection. Expense. Different methods.
- Transportation.
 - Rules for traffic. (b) Why necessary? (c) Speed limits. (d) Bridges. (e) Ferries.
- Building department.
 - Permits. (b) Heights of buildings. (c) Safety in construction.
- Sewers.
 - Necessity. (b) Danger from stoppage.
- Gas and electricity.
 - Rules about meters.
 - Caring for electric wires. (c) Insulation.
- Tenement house commission. Its work. Rules.
- Police.
- Courts.

SOCIAL EDUCATION ASSOCIATION.

OBJECTS OF THE PROPOSED ASSOCIATION.

To emphasize the fact that the fundamental purpose of education should be to prepare the child for a useful life of social service as an active and creative member of the social organism.

To enlist every good social agency in the work of educating all boys and girls—physically, mentally, industrially, and morally—to be of the highest use to themselves and to society.

To bring parents, teachers, and other citizens together in an intelligent effort to improve public schooling, and to adapt it to the complex needs of modern life.

To persuade the public to support, financially and morally, the highest and most modern type of school.

To publish the proceedings of the congress, to promote other such assemblies, and to serve as a “clearing house” for the many agencies now working separately towards the above-named general ends.

The annual dues are two dollars (including a subscription to the proceedings of the congress); the headquarters in Boston.

The Social Education Congress, held in Boston November 30 to December 1-2, was not only the first gathering of this specific nature, but was also one of the most important series of meetings in the interest of education which has ever taken place.

That more than sixty specialists in education should assemble from all parts of the country out of pure interest in the movement, is indicative of its real and national importance. That the addresses of these specialists should have been so remarkably correlated and so filled with the dominant idea of the need of social preparation, proves the timeliness of this movement for a better appreciation of the scope and purpose of the school.

Already several hundred persons have subscribed. More members are, however, needed in order to assure the continuance of the work.

Executive committee: James P. Munroe, Paul H. Hanus, Edward M. Hartwell, Agnes Irwin, Augustine L. Rafter, Eugene D. Russell, Colin A. Scott, Charles H. Thurber, Frank B. Tracy, Dora Williams, Robert A. Woods.

A UNIVERSITY FOR SASKATCHEWAN.

BY WALTER J. BALLARD.

The province of Saskatchewan, Canada, is only eighteen months old, but already it is devoting its resources to the establishment of a state university, says the London Times. A bill just introduced by the provincial government in the legislative assembly at Regina provides for the incorporation of such a university under a chancellor, convocation, senate, board of governors, and council. The number and nature of the faculties to be established will be decided by the University Senate. No religious tests will be required of the professors or students; but any affiliated college may make such provisions as it thinks proper in regard to the religious instruction and worship of its own students. The maintenance of the university is to be provided for out of the general revenues of the province and also by a percentage of the net receipts of the province under the succession duties ordinance.

Saskatchewan province is wisely taking time by the forelock in matters educational. The bill can be paid because crops are increasing. Last year the province had 1,730,586 acres under wheat as compared with 1,130,084 acres in 1905; under oats, 639,893 acres against 449,936; under barley, 53,565 acres against 32,946; and under flax, 76,005 acres against 25,315. The figures of crops for the past nine years (7½ of them before the province was created) reveal extraordinary developments under this head, and from all accounts there is practically no limit to possible further acreage and crop expansion.

APPROPRIATIONS FOR BUREAU OF EDUCATION.

The funds for carrying on the work of the bureau of education are provided annually in the general appropriation bills of Congress. The appropriations made by the fifty-ninth Congress for the fiscal years ending June 30, 1907, and June 30, 1908, respectively, are as follows:—

PURPOSE.	1907.	1908.
For salaries.....	\$ 54,940	\$ 55,500
For books, periodicals, and other current publications for library...	250	250
For collecting statistics for special reports and circulars of information	2,500	4,000
For the purchase, distribution, and exchange of educational documents, and for the collection, exchange, and cataloguing of educational apparatus and appliances, text-books, and educational reference books, articles of school furniture and models of school buildings illustrative of foreign and domestic systems and methods of education, and for repairing the same.....	2,500	2,500
For rent of building.....	4,000	4,000
For education and support of Eskimos, Aleuts, Indians, and other natives of Alaska.....	100,000	100,000
For the support, maintenance, construction, and rental of additional day schools in Alaska, for the Eskimos, Indians, and other natives		100,000
For the support of reindeer stations in Alaska, and for the instruction of Alaskan natives in the care and management of the reindeer	9,000	9,000

Total appropriations.....\$173,190 \$275,250

The increase in the amount appropriated for salaries consists of an increase in the salary of the chief clerk from \$1,800 to \$2,000, and an increase of \$180 each in the salaries of two of the laborers.

FAMOUS AMERICAN BOOKS, AND LIVING WRITERS.

Journal of Education, Boston:—

Will you name ten of the most famous books written by Americans?

Also, will you give the names of ten distinguished living American writers, classified as poets and prose writers?

A. E. R.,
West Virginia.

[Prepared by request by Robert W. Wallace.]

I. FAMOUS BOOKS.

- Essays—Ralph Waldo Emerson.
- “The Scarlet Letter”—Nathaniel Hawthorne.
- “The Last of the Mohicans”—James Fenimore Cooper.
- “Sketch-Book”—Washington Irving.
- “Ferdinand and Isabella”—William Hickling Prescott.
- “The Raven”—Edgar Allan Poe.
- “Uncle Tom’s Cabin”—Harriet Beecher Stowe.
- “Ben-Hur”—Lew Wallace.
- “Ramona”—Helen Hunt Jackson.
- “Rise of the Dutch Republic”—John Lothrop Motley.

II. EMINENT LIVING WRITERS.

- Prose—William Dean Howells, Winston Churchill, Hamilton Wright Mable, Kate Douglass Wiggin, Mary Noailles Murfree, “Charles Egbert Craddock.”
- Poetry—Richard Watson Gilder, Joaquin Miller, Edmund Clarence Stedman, Henry van Dyke, James Whitcomb Riley.

And all the world with greens that shine
With breaking buds and wings that flit,
Seems one expectancy divine
Of something God has promised it!
—Edgar Fawcett.

BOOK TABLE.

A UNIVERSITY TEXT-BOOK OF BOTANY. By Douglas Houghton Campbell, Ph. D., of Stanford University. New York: The Macmillan Company. Profusely illustrated. Second edition. Revised. Cloth. 580 pp. Price, \$4.00 net.

This is in every way a masterly treatise on a great study. Dr. Campbell is a scientist and a philosopher, as this book clearly demonstrates. He also has a keen literary instinct supplementing the teacher's skill. His treatment of plants is far removed from the mere study of facts about them, or from a mere knowledge of their names and their place in the "system," for he reaches through these incidentals to a study of the part the plants individually and collectively play in the economy of nature. He sees plants in their relation to the inorganic world, to animal life, and to other plants. The attitude of the author may be clearly seen in these statements: "It is not possible to draw a hard and fast line between the so-called organic and inorganic bodies." "While many of the substances characteristic of living bodies have as yet baffled the chemist's skill, he has nevertheless succeeded in manufacturing in the laboratory so many 'organic compounds, as for example, uric acid, glucose, sugars, vegetables, alkaloids like conin and others, oil of bitter almonds, and other essential oils that it is no longer held that these substances can be formed only through the agency of supposed vital force.'" "Nevertheless, all living things are as such radically different in certain respects from all inanimate forms of matter. They are always, to a certain extent, capable of spontaneous movement, they all assimilate food substances from without, which undergo profound chemical changes before they are incorporated with the substance of the organism, which by virtue of this food-assimilation grows," etc. The entire spirit and compass of the book is of university character.

THE ARTHUR OF THE ENGLISH POETS. By Howard Maynadier. Boston and New York: Houghton, Mifflin & Co. Cloth. 454 pp. Price, \$1.50, postpaid.

The Arthurian story has nowhere been so fully told as here and none of the less complete stories has been so interestingly told as is this. It is, in itself, the most charming of all English legends and there is something in the very atmosphere that lends a charm to the style of whoever writes thereof. The attractiveness of these legends is not in their beauty nor in their sentiment alone, but in the vigor of the chivalry. It is the hero rather than the lover who gives tone to the Arthurian phase of life. One highly important feature of the work is the sharp distinction between the historical and the popular Arthur. No less delightful is the way in which he traces the variations in the view taken of Arthur all down the line from Spencer to Tennyson. In scholarly information and literary excellence this contribution of Professor Maynadier is of exceptional value and interest.

CORNEILLE'S POLYEUCTE—MARTYR. Edited and annotated by Professor George N. Henning of George Washington University. Boston: Ginn & Co. 16mo. Cloth. 174 pp. List price, 45 cents.

This is the most matured work of Corneille's genius, in which he thrillingly presents the struggle in earlier days between the Christian and the Pagan faiths. The French in this drama is specially fitted for college uses, and is by no means unfitted for advanced high-school purposes. The student is in these pages in the presence of a great French master. The editor gives a discriminating introduction on Corneille and his times, and furnishes such ample and illuminating notes on the text as to make a vocabulary unnecessary. It assumes that the student reader is fairly acquainted with the French tongue.

CLASSROOM MANAGEMENT: ITS PRINCIPLES AND TECHNIQUE. By William Chandler Bagley. New York: The Macmillan Company. Cloth. 322 pp. Price, \$1.25 net.

This is an exceptionally valuable book for teachers. It is prepared with great care, is made upon a broad and scholarly plan, is permeated with life, and is notably sane in its suggestions. This book is intended primarily for students of education in universities, training schools, and normal schools, who are preparing for classroom teaching, especially in the elementary grades. It aims to furnish the prospective teacher with a compendium of precepts that will aid him in the mastery of technique; to interpret these precepts in the light of accepted psy-

chological principles; and to unite both precepts and principles into a coherent and fairly comprehensive system. The data have been gathered chiefly from observing the work of efficient and successful classroom teachers; from text-books and treatises upon the subject of school management and classroom practice, numerous references to which are found in the footnotes and at the close of the chapters; and from general psychological principles. The writer is convinced that a successful science of education can never be produced by working backward from highly wrought theory to concrete practice. This procedure is a survival of the deductive habit of mind which science has long since discarded as totally inadequate to the discovery of truth. Valid principles of teaching can be derived only from observation and induction based upon successful school practice. The expert teacher learns through a selective process of trial and error how most effectively to deal with the pupils under his care. If a given educational practice is effective, there must be back of it somewhere a valid principle. A given practice may be effective in one school and ineffective in another. Many of the precepts will not be applicable to all schools, but all are applicable to the typical American classroom.

LABICHE'S LA GRAMMAIRE. Edited and annotated by Professor Moritz Levi, University of Michigan. Boston: D. C. Heath & Co. Cloth. 64 pp. Price, 25 cents.

A one-act comedy by a notable Frenchman, who helped his countrymen to laugh heartily at the idiosyncracies of his characters, and yet wrote of these without anything of malice or a sneer. Labiche is a modern play-writer, living as late as 1888. His linguistic abilities as well as his genuine fun won him fame, and he was honored by an election to the French Academy. The editor adds careful notes on the text, and also a vocabulary.

BLUTHGEN'S DAS PETERLE VON NURNBERG. Annotated by Dr. Wilhelm Bernhardt. Boston: D. C. Heath & Co. Cloth. 144 pp. Price, 35 cents.

This is a bit of German romance of early days, connected with the old town of Nuremberg, and tells of the heroic and victorious struggles of the youth "Peterle," who masters all sorts of difficulties, and wins out in a most pleasing and commendable way. There is an admirable lesson running through the whole text. Illuminative annotations accompany the story, and a full vocabulary is added.

OUTLINES OF ROMAN HISTORY. By President H. F. Pelham of Trinity College, Oxford. New York: G. P. Putnam's Sons. Cloth. 627 pp. Price, \$1.75.

It would be difficult to speak too highly of this work. The author is the writer of the article "Roman History" in the last edition of the *Encyclopedia Britannica*. This volume aims to give attention especially to the period which extends from the tribunate (133 B. C.) of the elder Gracchus to the fall of Nero (69 A. D.), being the period which in the author's estimation it is most necessary for the student to understand. Nothing important enough to merit notice has escaped the author's keen historic eye, and his treatment of the various themes is in a diction worthy of the historian and his subject.

MAKING A NEWSPAPER. By John L. Given. New York: Henry Holt & Co. Cloth. 325 pp. Price, \$1.50 net.

A most informing and entertaining work treating of that modern marvel—the great daily newspaper. Mr. Given writes, as Jacob Riis speaks, out of his wide experience as a newspaper man. He has been on the staff of the New York Sun. Here he permits the uninitiated to see the inside working of a newspaper office how news are gathered, sifted, collated, published, and scattered. It is a fascinating bit of description of a realm unknown to the many, who yet depend upon these indefatigable scribes to furnish them the doings of the previous day.

THE BURT-MARKHAM PRIMER. By Mary E. Burt and Edwin Markham. Boston: Ginn & Co. Cloth. Illustrated. 120 pp. List price, 30 cents.

A dear little primer. Just such as the little people would delight in. And it speaks in the identical vocabulary of childhood, and has something for every phase of childhood,—bears to frighten them, rabbits to please them, posies to pick, and fruits to eat. A neat key to pronunciation, and a word list, are added and worthy features.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

- June 5-7: Michigan Music Teachers, Kalamazoo.
- June 18, 19, 20: Kentucky Educational Association, Winchester.
- June 20-22: National Playground Association, Chicago.
- June 24-26: South Carolina State Teachers' Association, Chick Springs.
- June 25-27: Ohio Teachers' Association, Put-in-Bay, Edward M. Van Cleve, secretary, Steubenville, Ohio.
- July 1-3: Oregon State Teachers' Association, Western Division, Salem, Miss Aphia L. Dimick, president.
- July 1-2-3-4: American Institute of Instruction, Montreal, William C. Crawford, Cambridge street, Allston, Mass., secretary.
- July 2, 3, 4: Pennsylvania State Educational Association, Greensburg, Superintendent R. B. Teitrick, president, Brookville.
- July 9-12: National Educational Association, Los Angeles, California.
- October 17-19: Vermont State Teachers' Association, Burlington, Vt.
- October 17-19: Northwestern Iowa Teachers' Association, Cedar Rapids, Iowa.
- December 26, 27, 28: Montana State Teachers' Association, Missoula.
- December 31-January 1, 2, 3, '08: Colorado State Teachers' Association.

NEW ENGLAND STATES.

MAINE.

Maine at the present time has nine district superintendencies; five or six have been organized since the adjournment of the last legislature and as a direct result of the law which was passed at the last session relative to the union of towns. The new law requires the state to pay two-thirds of the superintendent's salary when two or more towns or cities unite in the employment of a superintendent. The maximum amount paid to any one union is \$800. A district once formed cannot be dissolved for three years except by a two-thirds vote of the joint committee; this committee being made up of the three regular school committee-men elected in each town at the annual meeting.

This principle of forming unions has come to stay in this state, and the next few years will see many districts formed under the provisions of the law, which in every way provides liberally for the welfare of the different districts.

The newly-formed district of Farmington and Wilton has elected as its superintendent C. W. Pierce of Yarmouth. Mr. Pierce has served two years in the district made up of Yarmouth, Cumberland, and Falmouth, and his place there has been filled by the election of H. M. Moore, who has served as principal of the Yarmouth High school for a period of sixteen years. Charles S. Sewall, formerly superintendent in Calais and East-

SUMMER SCHOOLS.

YALE UNIVERSITY
Summer School

Third Session, July 8 to August 16, 1907

Courses in Biology, Chemistry, Commercial Geography, Drawing, Education (History, Theory, and Methods), English (Literature and Rhetoric), French, Geology, German, Greek, History (American and European), Latin, Mathematics, Physical Education, Physics, Psychology, School Administration.

These courses are designed for teachers and students. Some are advanced courses, others are introductory.

About one hundred suites of rooms in the dormitories are available for students.

For circulars containing full information, address

YALE SUMMER SCHOOL
135 Elm Street, - New Haven, Conn.

TEACHERS' COLLEGE

Columbia University, New York City

Professional and Graduate Courses leading to Degrees of B. S., A. M., and Ph. D., and Diplomas in Teaching and Supervision.

25 Departments, 3 Schools of Observation and Practice, 185 Courses of Instruction, 150 Officers and Instructors, 1035 Resident Students, 1425 Partial Students, 5 Fellowships, 35 Scholarships, \$418,000.00 Annual Expenditure.

Announcement for 1907-08 ready April 1st.

Teachers College Publications:—

TEACHERS COLLEGE RECORD

Bi monthly, 8th year, \$1.00 per year

CONTRIBUTIONS TO EDUCATION

2nd year, \$0.75 to \$2.50 a number.

EDUCATIONAL REPRINTS

No. 1. Report of Massachusetts Committee on Industrial Education, 50 cents.

Descriptive circular on application

JAMES E. RUSSELL, LL.D., Dean

LOS ANGELES CALIFORNIA

Cumnook School of Expression
Summer Session

Six weeks' course, opening July 15—embracing Reading Aloud, Shakespeare, Tennyson, Browning Interpretation; Dramatic Art, Voice Training, Physical Culture. Send for catalog. 1500 S. Figueroa Street.

UNIVERSITY OF MAINE

SUMMER TERM

Five weeks, beginning July 1, 1907

Total expense, including board and tuition, \$30 to \$35. Credit toward a degree given for all work of college grade.

Delightful summer climate.

For circulars, address

JAMES S. STEVENS, Dean,

University of Maine, Orono, Maine.

Harvard University

Summer Courses, 1907

July 2—August 9

For particulars apply to the Chairman

J. L. LOVE, Cambridge, Mass.

port, has been elected to the superintendency of the new district comprising Oakland and Fairfield; while John W. Foster, formerly principal

Summer School of the Michigan
State Normal College

The faculty of the Michigan State Normal College will offer work in all its departments during the six weeks' summer school of 1907. The library and laboratories will be open, and all other facilities of the institution will be placed at the disposal of the students. Tuition fee of \$3.00 covers all courses and lectures.

Tuition will be free to summer school students in all classes of the Conservatory of Music pertaining to public school work.

Summer School begins Monday, June 24, and closes August 2. Monday, June 24, will be classification day. Classes will meet regularly Tuesday and thereafter.

Courses offered will be regular, special, and general, as follows:

1. Regular courses, as indicated in the catalogue.

2. Special courses will be offered in general method by members of the faculty and others engaged for this purpose.

Special courses of six weeks will be offered for village and rural school teachers, and for those wishing to prepare for examinations before county boards or the State Board of Education.

Courses of six weeks will be given in methods in the various departments.

Classes in domestic science and art will be carried during the entire term.

The training school will be operated as a school of observation under the care of the regular critics.

3. General Courses. The general lecture courses which have proved so popular during the last few years will be given again this year. These are all free. They will consist of lectures on educational themes of interest to teachers who seek inspiration, improvement, and advancement in their profession, and will be given for the general benefit of the whole body of students. Eminent teachers and lecturers have been engaged for this course.

Send for catalogue.

L. H. JONES, President

UNIVERSITY OF WISCONSIN

SUMMER SESSION

June 24—August 3, 1907

A regular session of the University with emphasis on graduate work.

Special courses for teachers, including a course in the Elements of Agriculture, given by Dean Henry of the College of Agriculture.

Summer Session staff of 46 professors, 22 instructors, and assistants.

Location: Madison the Beautiful.

Tuition fee, \$15.

Send for descriptive bulletin to

REGISTRAR, UNIVERSITY OF WISCONSIN

Madison, Wis.

CAPE MAY SCHOOL

—OF—

Agriculture, Industrial Arts
and Sciences

For Teachers and Others

Courses in Agriculture, Home Economics, and Manual Training.

Tuition Fee, \$5. for each Course

Combine an outing at the seashore with a month of study.

School opens June 28, closes July 26

WRITE FOR PROSPECTUS

Under the auspices of the State Board of Education and State Board of Agriculture of New Jersey. Governor Stokes will deliver address at opening.

AARON W. HAND, Secretary.

108 Perry Street,
Cape May City, N. J.

of the Madison schools, has been chosen to succeed Mr. Sewall at Eastport.

Clifton E. Wass, formerly principal

of the Sangerville High school, has been elected superintendent of the new district comprising Greenville, Sangerville, and Blanchard. The towns of Bluehill, Brooklin, and Sedgwick have also formed a union and have elected Frank E. McGouldrick superintendent. The fifth district formed the present year comprises Livermore Falls and Jay. This district will not be organized until the summer vacation.

PRESQUE ISLE. L. L. Merri- man has been elected principal of the normal school at Presque Isle by the trustees of the normal school. Mr. Merriman is a graduate of Bowdoin College, class of 1897, and has been for some years the principal of the high school at Presque Isle.

VERMONT.

BRATTLEBORO. Deserved recognition of qualifications for educational work has come to Wesley E. Nims and Miss L. Mabel Nims, brother and sister, of West Brattleboro in the appointment of Mr. Nims as expert supervisor of thirty-nine schools in Brattleboro (town district), Halifax, Guilford, Dummerston, and Vernon, and in the appointment of Miss Nims as her brother's successor as principal of Brattleboro Academy. Mr. Nims was born in East Sullivan, N. H., in 1878 and was graduated from Cushing Academy in 1896. In 1900 he was graduated from Yale University, after which he studied law in Putnam, Conn., and Boston University. He was admitted to the Suffolk county bar in January, 1903, and from then until the fall of 1904 he taught school in Dublin, N. H. Since then he has been principal of Brattleboro Academy. Miss L. Mabel Nims was born in East Sullivan in 1882. She was graduated from Cushing Academy in 1900 and from Mt. Holyoke College in 1904. In the fall of the latter year she came to Brattleboro, and since then she has been an instructor in the academy.

MASSACHUSETTS.

BOSTON. After more than 100 years, the preliminary work of establishing a technical school for working men and women of Boston is completed, because the board of managers of the Franklin Fund has formally approved the building plans and specifications. It is expected that within the month the work of construction will be begun. The fund for the great institution, which will be to Boston what the Cooper Union is to New York, was created by the will of Benjamin Franklin, who left to the city of Boston a sum which it was specified should be put to the best use of the public in general. The cost of the building has been set at \$350,000, and it is estimated that after equipping the four-story edifice fund sufficient to bring \$20,000 annual income for the running expenses will be left.

GREENFIELD. At a meeting of the school committee May 6, H. E. Richardson was unanimously re-elected superintendent for another year at a salary of \$2,000, an advance of \$200 over his first year.

RHODE ISLAND.

PROVIDENCE. Albert Harkness, professor emeritus of languages at



Dustless Schoolrooms

The gravity of the dust question as applied to our schoolrooms is such that we cannot afford to ignore its significance. While great attention has been given to ventilation, very little has been given to dust.

When it is considered how much dust is constantly being raised by shuffling feet, it becomes necessary that, in order to correct the dust evil in our schools, we must use some means whereby the dust will be prevented from circulating. It has been proved that wherever

STANDARD Floor Dressing



Is used the amount of circulating dust is reduced eleven-twelfths. What a boon this must be to teachers and scholars. Irritation of eyes and physical discomfort are not the most serious consequences of dust: Dust is one of the most potent factors in the spread of diseases such as Tuberculosis, Typhoid Fever, Asiatic Cholera, Erysipelas, Diphtheria, Yellow Fever, Pneumonia, and others too numerous to mention.

Standard Floor Dressing also preserves the flooring, reduces labor, and saves its cost many times over. Will not evaporate. Sold by the barrel or in cans of varying capacity by dealers generally.

Patent Standard Oil makes process of application easy and economical.

We will apply Standard Floor Dressing, without charge, to the floor of one room or hall in any Hospital, School, or other public building, to demonstrate that all we claim for it is true. Standard Floor Dressing is not intended for use on varnished, waxed or polished floors or for use in private houses.

Testimonials and interesting reports from medical authorities on "Dust and its Dangers" gladly furnished upon request.

STANDARD OIL COMPANY
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EMERSON College of Oratory

WM. J. ROLFE, A. M., Litt. D., President
The largest school of Oratory, Literature, and Pedagogy in America. It aims to develop in the student a knowledge of his own powers in expression, whether as a creative thinker or an interpreter. A beautiful new building. Summer sessions. Catalogue and full information on application to

HENRY LAWRENCE SOUTHWICK, Dean
CHICKERING HALL, HUNTINGTON AVE.,
BOSTON, MASS.

Brown University, and author of many text-books, died May 27 at his residence in this city. He had been in ill health for several years and his death was a result of a complication of diseases. Professor Harkness was eighty-five years old.

istration may be made is limited to three minors for each term. A considerable number of open lectures are provided, which may be attended without charge by all members of the university.

Chicago University.

The summer session of the Chicago University is always surprisingly full of attractions. The vast number of students, the very atmosphere of the campus, the social life of the dining clubs, the enthusiasm of the professors, and the matchless array of special lectures make the season one of social, scholastic, and professional profit of those in attendance.

The summer quarter is one of the regular quarters of university work. The courses are the same in character, method, and credit-value as in other parts of the year. In 1907 the summer quarter will begin June 15 and will end August 30. The first term will begin June 15; the second term, July 25.

Students may enter for either term or for both.

The amount of work for which reg-

Yale Summer School.

Yale is to have its third summer session. State Superintendent C. D. Hine and the leaders of the state educationally are all vitally interested in the success of this summer work, so that Connecticut teachers are rallying to this school especially. The faculty of Yale, the library, and the laboratories are to be utilized to the limit for enhancing the value of the course. This is the third season, and everything possible is to be done for the pleasure and profit of those in attendance.

FURNISHED HOUSE

All conveniences, near Boston

(steam or trolley) to let for the summer. One acre of land, beautiful trees, fine neighborhood, quiet, restful. Address:

WM. F. JARVIS, Waltham, Mass.



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Are Indispensable in INCREASING THE LIVES OF THE BOOKS, and
Keeping them Clean and Sanitary during the full School Year.

From January 1st, 1907, to April 1st, 1907, we show a 30 per cent. increase
in our business over same period one year ago.

Overhaul your Books and Stock and send us your order

THE HOLDEN PATENT BOOK COVER CO.

G. W. HOLDEN, Pres. SPRINGFIELD, MASS. M. C. HOLDEN, Sec'y.

THE WEEK IN REVIEW.

(Continued from page 63.)

tion to its importance as a parliamentary body or the consequence of the population which it represents. To begin with, it is the first single-chamber Diet ever assembled in Finland. The constitution under which it was elected marks a new and most interesting stage in Finnish history. Besides this, it is the first national assembly to include women among its members; and it is also the only national parliament which is dominated by Socialists.

DEMOCRATIC TENDENCIES IN AUSTRIA.

As was anticipated, the second balloting in Austria added to the strength of the Socialists, and gave them a striking preponderance among the twenty-one political parties which are represented in the new Reichsrath. Out of a total of 410 members, the Socialists have elected eighty-three, and the anti-Semites or Christian Socialists, who will act with them on most questions, have sixty-six. Together these two parties, although they have not an absolute control of the house, will be able to influence legislation powerfully along radical lines. The German clericals will have forty-one votes; the four non-German clerical parties, eighty-three; and the Czech parties eighty-one. The smaller political groups, while they may shift more or less, will, to all practical purposes, attach themselves to one or another of these large parties.

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Both Washington, D. C., and the commissioner of public instruction of Porto Rico have recently adopted the "Holden System for Preserving Books."

Programs N. E. A.—(I.)

The annual meeting of the board of directors will occur on Monday, July 8, at 11 a. m.

The meetings of active members of the several states to nominate candidates for appointment on the committee on nominations will occur at 5.30 p. m., July 8, at their respective state headquarters or at places named in the final edition of the official program.

The annual meeting of active members for the election of officers, and other business will occur at 12 m., Wednesday, July 10.

GENERAL SESSIONS.

All general sessions will be held in the Temple auditorium.

MONDAY AFTERNOON, JULY 8.

Address of welcome—Rev. Robert J. Burdette, Pasadena, Cal.

Response—Hon. W. T. Harris Washington, D. C.

President's address—"How Can the School Aid the Peace Movement." Nathan C. Schaeffer, state superintendent of public instruction, Harrisburg, Pa., president of the National Educational Association; "Education and Democracy," A. B. Storms, president of Iowa State College, Ames, Iowa.

TUESDAY EVENING, JULY 9.

Greeting from a sister republic, Senor Justo Siera, minister public instruction, Mexico.

"The Personality of the Teacher," Rt. Rev. T. J. Conaty, bishop of Los Angeles.

"The School in Its Economic Relations," W. O. Thompson, president of Ohio State University, Columbus, Ohio.

WEDNESDAY EVENING, JULY 10.

"Shall Teachers' Salaries Be Graded on Merit or by the Clock," E. G. Cooley, superintendent of city schools, Chicago, Ill.

"Teachers' Pensions and Annuities," Charles H. Keyes, superintendent of South District schools, Hartford, Conn.

"Other Forms of Compensation for Teachers," George W. Nash, president State Normal and Industrial School, Aberdeen, South Dakota.

Discussion—Alexander Hogg, superintendent of city schools, Fort Worth, Texas.

THURSDAY EVENING, JULY 11.

"School for Defectives in Connection with the public schools,"—C. G. Pearce, superintendent of city schools, Milwaukee, Wis.

"The school and the Library,"—J. W. Olsen, state superintendent of public instruction, St. Paul, Minn.

FRIDAY AFTERNOON, JULY 12.

Address, "Call Nothing Common" Benjamin Ide Wheeler, president of State University, Berkeley, Cal.

"A Significant Lack of Educational Terminology," Professor John Adams, University College London, England.

Department of Elementary Education.

President, Mrs. Alice Woodworth Cooley, Grand Forks, N. D.; vice-president, Clarence F. Carroll, Rochester, N. Y.; secretary, Mrs. Josephine W. Hermans, Kansas City, Mo.

WEDNESDAY MORNING, JULY 10.

Topic: "Potent Factors in Teaching Oral Reading and Oral Language." The Use of Story and Poem—Henry Suzzallo, department of education, Stanford University, Cal.

Discussion of Story Telling—Miss Emma C. Davis, supervisor of primary schools, Cleveland, Ohio.

Dramatizing—Thomas C. Blaisdell, department of English, State Agricultural College, Mich.

Conduct of Daily Recitations in Geography and History—(Speaker to be supplied.)

Expression by Hand—I. C. McNeill, superintendent of public schools, Memphis, Tenn.

General discussion led by John S. Welch, supervisor of grammar grades public schools, Salt Lake City, Utah.

FRIDAY MORNING, JULY 12.

Topic: "Geography and History in the Life of the Pupil."

Geography—Leader, James F. Chamberlain, Los Angeles, Cal.

Casual Notion in Class Work—James F. Chamberlain, Los Angeles Normal school, Los Angeles, Cal.

Illustrative excursions for "Field Sight."

Emphasis of Commercial and Industrial Geography—Leader of dis-

cussion, S. L. Heeter, superintendent of schools, St. Paul, Minn.

History in the Life of the Pupil.

Department of Secondary Education.

President, Eugene W. Lyttle, Albany, N. Y.; first vice-president, Wilson Farrand, Newark, N. J.; second vice-president, Edwin Twitmyer, Bellingham, Wash.; secretary, Philo M. Buck, St. Louis, Mo.

WEDNESDAY MORNING, JULY 10.

Round Table Conferences.

The Preparation of the High School Teacher—Leader, Reuben Post Halleck, principal of Boys' High school, Louisville, Ky.

Mathematics—Leader, Charles Ammerman, head of department of mathematics, the William McKinley High school, St. Louis, Mo.

Graphic Algebra—E. H. Barker, principal of high school, Nevada City, Cal.

Problems for Mechanical Expertness in Elementary Algebra—C. M. Ritter, former president State Normal school, Chico, Cal.

Original Demonstrations in Geometry:—

Purpose, Nature, and Method of Presentation — Fletcher Durrell, teacher of mathematics, John C. Green school, Lawrenceville, N. J.

Time of Introduction and Limitations—George Alvin Snook, teacher of mathematics, Central High school, Philadelphia.

History—Leader, C. E. Locke, teacher of history in the Polytechnic High school, Los Angeles, Cal.

The Notebook in History Classes: Its Value and Its Limitations—Miss Ada I. Atkinson, head of the history department, high school, Omaha, Neb.

Discussion led by James E. McKnown, principal of the Seattle High school, Seattle, Wash.; G. A. Thompson, principal of the Alameda high school, Alameda, Cal.

Place of Modern History in the High School Curriculum—E. I. Miller, teacher of history, State Normal school, Chico, Cal.

Discussion led by R. D. Hunt, principal of high school, San Jose, Cal.

Science—Leader, Lewis B. Avery, superintendent of schools, Redlands, Cal.

The Value and Limitations of Quantitative Experiments in Physics and Chemistry—George C. Buch, principal of schools, South Pasadena, Cal.; W. F. Kunzo, principal Cleveland high school, Cleveland, Ohio.

The Use of the Microscope in Biology Classes:—

The Purpose of Work with the Microscope—William M. Kern, president of the State Manual Training school, Ellendale, N. D.

The Kinds of Microscope Work Valuable for High School Students—H. F. Wegener, principal high school, Tacoma, Wash.

Training Students to Use the Microscope—J. B. Lillard, teacher of biology, the William McKinley High school, St. Louis, Mo.

Discussion led by Carl J. Ulrich, Central High school, Duluth, Minn.

Results of Improved Methods of Physic Teaching—(To be supplied.)

THURSDAY AFTERNOON, JULY 11.

Topic: "The Relation of the High Schools to Industrial Life."

The Function and the Value of the Commercial Course—J. H. Francis,

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The Function and the Value of the Manual Training Course—J. Stanley Brown, superintendent of Township High school, Joliet, Ill.

The Function and the Value of the Agricultural Course—A. B. Graham, professor in Ohio State University, Columbus, Ohio.

Report of committee on six-year courses of study—Gilbert B. Morrison, principal of the William McKinley High school, St. Louis, Mo.

THE MAGAZINES.

—The leader in the June Atlantic Monthly is a thoughtful article on "The Personal Factor in the Labor Problem," by Hayes Robbins—moderate, sensible, and practical in tone. Rev. S. M. Crothers contributes a charming essay entitled "The Colonel in the Theological Seminary." Of the essays, Paul E. More's scholarly and readable study, "The Forest Philosophy of India," H. C. Greene's discriminating paper on George Meredith, and Professor Perrin's review of Rhodes's "History of the United States" form the larger part. As a "human document" concerning a much-discussed poet, "Recollections of Walt Whitman," by Ellen M. Calder, is of value. The serials, Miss Sinclair's "The Helpmate" and General Morris Schaff's popular West Point papers, continue with increasing interest.

—In the National for June the editor, Joe Mitchell Chapple, leads his readers through interesting journeys at the national capitol, and his "Happy Habit in Graduation Days" is one of the best things that has appeared in this department since it was inaugurated. The second installment of that charming serial, "A Romance of Arlington House," by Sarah A. Reed, appears, and there are a number of short stories. Herbert O. McCrillis contributes an illustrated article entitled "Britons Who Fought at Bunker Hill." The home department contains its usual number of helpful hints, while there are a number of poems reflecting beautiful sentiment.

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The program arranged for Keith's next week looks as though it will furnish an ideal entertainment for this season of the year, as it is composed entirely of bright, attractive numbers. The principal feature will be "The Stunning Grenadiers," the most ambitious effort in the way of a "girl act" yet presented in vaudeville. Mr. and Mrs. Sidney Drew, the best sketch players of the day, are to commence a three-weeks' engagement. The first playlet they are to give is "The Yellow Dragon." Searl and Violet Allen and their company have a novel offering called "The Traveling Man." Four of the members of the Boston Symphony orchestra who have organized what they have named the Karl Barleben string quartette in deference to their leader, are to play petite programs of music. "Motoring," an extremely funny travesty; Bert Levy, the famous cartoonist of "The Morning Telegraph"; the Kita Banzai troupe of Japanese acrobats; Lily Whitney, pianologist; Sanden, maker of sand pictures; Rhodes and Carter, comedy acrobats; Howard and Lewis, cross-fire conversationalists; the Kramers, in a droll sketch, and the kinetograph will complete the bill.

Educational News.

The June issue of Messrs. Houghton, Mifflin and Co.'s Educational Bulletin contains an article of Mrs. Alice Woodworth Cooley on "Teaching Language in the First Three Grades." Mrs. Cooley is the author of "Language Lessons from Literature" in the Webster-Cooley Language Series. Copies of this article of hers will be sent postpaid to any address upon request. Messrs. Houghton, Mifflin and Co. will also be glad to send other monographs by Mrs. Cooley and by W. F. Webster on the teaching of English from grade IV. up through the high school, and circulars showing how the books of the Webster-Cooley Language Series can be grouped to meet the requirements of any system of schools.

Rates have been made from the Canadian passenger territory for the Los Angeles meeting as follows: Montreal to Los Angeles and return, \$79.50; Portland, Me., \$81.50; Toronto, \$84.25; Kingston, Ont., \$79.50; Ottawa, \$79.50; Quebec, \$83.50; Sherbrooke, \$79.50. Same conditions as to stopovers, etc., will apply as have been named by the Western Passenger Association.

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A. E. WINSHIP, Editor

THE NEW ENGLAND ACADEMY.

New England must face the great struggle of her life for continued leadership in education. Without raw material, power, or fuel, or food, she must fight for industrial equality under serious disadvantages. From the first she has been the leader in educational opportunities. She first reached a ten-months' school year, first passed and enforced compulsory school laws, first had expert supervision, first had high schools, and first established normal schools, but within a few years every one of these advantages has been attained, and some times surpassed in the regions beyond. It will be no easy matter for the public schools of New England to maintain leadership in equipment, administration, or scholastic zeal.

But there is one field in which she cannot easily be equaled; this is in her academy life. The Phillips academies, at Andover and Exeter, will never be approached in spirit or in prestige. They have too great a lead. St. Marks, Groton, and Middlesex will never be rivaled, however great the effort and money expended. But neither of these classes of academies represent the real New England academy type. There is something more vital in Cushing and Wilbraham in Massachusetts, in East Greenwich in Rhode Island, Saxton's River in Vermont, Pinkerton and New Hampton in New Hampshire, Kents Hill, Fryeburg, and Hebron in Maine. No public schools can ever take the place that these occupy. Take Kents Hill, for example. There are in Boston and vicinity several hundred of the best men in business, in railroading and insurance, in law and medicine, in teaching and preaching, who are also graduates of a dozen different colleges, whose memories of Kent's Hill days are more fascinating than of their college life. What sentiment at sixteen is to that at twenty-one, so is the flavor of the memory of academy life to that of the college. Every student is nearer the triumph of a football eleven in an academy than in a university, and the society debates and triumphs signify vastly more at Kents Hill or Meriden than in the large arena. The academy is distinctly the poor young man's opportunity. If one has to pay tuition, it is twice as great for an outsider in a high school as in an academy. Two-thirds of the alumni of the academies, resident in Boston and vicinity, would never have had their scholastic start but for the inexpensive academy.

Kents Hill has done for Maine, for her sons and daughters, by way of scholarly aspiration, what her public high schools can never do. There is a relish to academy life that there can never be to a small high school. There are not in the state of Maine ten high schools that have the equipment, the scholarly atmosphere, or the educational tonic that is to be found at Fryeburg, Kents Hill, or Hebron. Ninety-nine one-hundredths of the set-

tled territory of Maine cannot in one hundred years afford the combination of opportunities in public high schools that these academies offer. But these academies must be more liberally supported than they are now. Cushing Academy and Pinkerton are well provided for, but some of the best of them are being sadly neglected. Mr. Carnegie, for some inexplicable reason, seems to pass by on the other side, so does Mr. Rockefeller,—they would never smell of his money to detect its odor,—but neither of them are New Englanders, and they cannot be expected to provide for her academies; but with all the wealth in New England it is inconceivable that some men and women with abundant means shall not equip and endow every one of these academies, which are the glory of New England, so that they at least shall forever maintain in their line the scholastic pre-eminence of New England.

H. S. COWELL,

Principal Cushing Academy, Ashburnham, Mass.

The country academies of the olden time are gradually disappearing. By reason of the changed conditions many have died; some have been changed into public high schools, and a few still maintain a precarious existence.

Though poorly equipped, meagrely endowed, with a small and poorly-paid corps of teachers, these old-time schools met a vital need of the times, and rendered a large service to the world.

Many eminent men and women in America to-day owe their success to the training and inspiration received in those humble institutions.

The fewer modern academies have several buildings, better equipments, ampler endowments, and a larger faculty.

And the need of them is just as great as in former days. They have a definite and important mission. They occupy a place between the public high schools and the private unendowed boarding schools, and combine some of the advantages of both. The private boarding school, deriving all its income from the students attending, is available to the wealthy only. The generous gifts of the founder and other friends of the academy make it possible to maintain a high standard of efficiency, and place its advantages within the reach of those of moderate means, while scholarship, loan, and prize funds with chances for self-help open the door of opportunity to many ambitious youths struggling with poverty. There are several classes to whose needs the academy ministers:—

1. Boys and girls living on farms and in country villages must go away from home to obtain a higher education. For these the academy is the natural school home. These often furnish choice

material, and from them come many of the strongest men and women in American life.

2. Graduates of small high schools often seek the academy to obtain a more ample preparation for college or technical school, and graduates of city high schools—not desiring a college course—find that a year or more spent in the academy atmosphere is most profitable and enriching.

Thus it happens that in some academies high school graduates constitute a third or more of the members of the graduating class.

3. There are many intellectually belated people. Leaving school too early, they spend years in toil that satisfies not. Then comes an intellectual awakening.

In the academy they find an atmosphere peculiarly congenial to their ambition for a larger life, while they in turn contribute a maturity of judgment and an earnestness of purpose to the school life.

4. The breaking up of homes by domestic infelicities, or by the invalidism or death of one or both parents, makes most desirable the transfer of the children to an inexpensive school home, where "the care and nurture of youth" is of first importance.

5. Not all city youths can keep pace with the rigid requirements of the public school system plus the social attractions and distractions that beset their home life. Impaired health or inferior mental achievement often results.

Removal to a school where the life is less strenuous, where regular habits of diet, sleep, study, and recreation are enjoined, tends to restore physical vigor and mental tone.

The academy is usually located in the quiet country village. Educated men and women naturally become leaders, and, of necessity, will spend the larger part of their active life in the large centres of population, where the stress and strain and feverish activity are the greatest.

Fortunate are those who spend some of the years of their early training in a country environment.

The sky, hills, fields, streams, woods, birds, and flowers have a language all their own and make constant and inspiring appeal to the receptive soul of youth.

The real force that develops mental power and upbuilds character, the end and aim of all true education, comes through the personal touch of the teacher upon the life of the pupil.

The enthusiasm and spirit developed in the varied activities of a large school, combined with the advantages arising from the intimate personal association of teachers and pupils in a common school life, give the academy a rare opportunity for usefulness.

—o—
LORIN WEBSTER,

Principal Holderness School, Plymouth, N. H.

The form of the question: Does New England need academies and boarding schools? limits our consideration to the boundaries of New England alone,—not, however, because it is not moot in other sections of the country, but because one would be likely to travel too far afield in the en-

deavor to answer it with respect to the country as a whole.

It would appear at the outset that the only ground on which the negative of this proposition could be maintained is this: That the public schools of New England are so good, so well equipped, so efficiently manned, and so adequate for the work of educating the children and youth of New England that there is no need for academies and boarding schools.

Let us see whether this is as true as a patriotic New Englander would wish to believe. The first point maintained is goodness. What constitutes the goodness of a school? Many things, doubtless, but there is one essential thing, in which, from the nature of the case, the public schools can not be as good as the private schools, namely, this,—practical equality in the ability, the home environment, the industry, and the moral and spiritual purpose of the pupils. The public schools must admit the children of all American citizens, and as a consequence it follows that the sons and daughters of our Lowells, Longfellowes, Holmeses, Danas, Warners, and other men of letters, the children of our statesmen and men of affairs in the industrial and commercial world, all highly endowed with talents and abilities that have been derived from a long line of conspicuous ancestry, find themselves in the same class with other children, whose breeding for generations has been such that they have neither taste nor aptitude for the subjects they are pursuing in the rather inflexible curriculum of the public schools.

Many a bright, intelligent boy and girl in our public schools is held back in Latin or Greek or some other study by other boys and girls whose brains are no more adapted for those studies than the plough-horse is adapted for the race track, or than a person without the sense of form and color is fitted to be an artist, or than another person without the sense of the tone quality is likely to become a musician.

Or, again, a boy coming from a home where trickery and deceit and dishonor are unknown, where blasphemy and vulgarity never sully the atmosphere, and where even rudeness and bad manners are seldom seen, even in the nursery, finds himself sitting next to another boy who is a stranger to the high standards of gentlemanliness and refinement with which the former has been familiar from his birth. Or a girl delicately brought up is forced either to be a snob or to associate in the intimacy of school life with another girl whose thoughts and language are coarse, whose manners are coarser, and whose morals are scandalous.

Can anyone question the wisdom of the parent, who, though taxed for the support of the public schools, withdraws his children from them and endeavors to safeguard their manners and morals as well as their equable mental development by sending them, sometimes at large expense and much sacrifice, to schools in which there will be far greater equality among the pupils in point of endowment and of environment?

The second point maintained is excellence of equipment. I grant at the start that some of our

public schools, which are practically endowed by taxation, surpass some of the academies and boarding schools in this respect. But, generally speaking, this is not true, even in New England. The laboratories and libraries and athletic appurtenances of both Phillips-Exeter and Phillips-Andover, of St. Paul's, Groton, St. Mark's, St. George's Pomfret, Cheshire, and Worcester academy, not to mention other schools, are better equipped than the best of the high schools.

The third point—efficiency of instructors. No one who is conversant with the facts would deny that the average teacher in the public schools, in point of ability, experience, and pedagogical training, is reasonably efficient; but on the other hand, no one who is competent to express a judgment will deny that the average teachers to be found in our New England academies and boarding schools are much more so. It stands to reason that they should be, for they are picked men and women, who command and receive larger stipends on the average than public school teachers. Quite frequently, like many of the pupils in the private schools, they are men and women of superior birth, breeding, culture, and refinement, who are teaching with no thought of pecuniary or professional honor and emolument, but with that highest of all motives—public service and patriotic sacrifice.

Finally, in point of adequacy. From the nature of the case, the teaching and training of the public schools cannot be adequate. It can have to do with mind and manners only. It can attempt nothing in the way of spiritual instruction and training.

But what do we mean by education? Do we mean instruction and training and development in what is narrowly called useful knowledge—so much knowledge, that is to say, as is useful to a human being during his passage through this present life and in relation to it alone: reading, writing, and arithmetic, a little history and geography, knowledge of the laws of life, and of the material universe, knowledge of languages, and of the course of human thought?

Is this the sum total, as one must judge from the work done in the public schools? Is there nothing beyond? Or is man destined for a hereafter, and is there a body of knowledge within our reach which bears closely upon that hereafter?

And if there is, is it not the part of common sense to make this knowledge, too, a part of the instruction we give our children for their highest good? Is a child only an animal with a mind, which, like a grip-sack, is to be crammed with as many facts as it can possibly hold?

Or, rather, has not a child, in addition to body and mind, an immortal spirit, a character to be trained, to be developed, to be exercised, to be strengthened, to be chastened, to be encouraged, aye, to be sanctified?

And are not some helps from above, some spiritual gifts, some sacraments, some means of grace, some sources of life and strength needful, as a matter of fact, for this great work?

When one thinks of the necessary limitations of the public schools, of the whole scheme for public

instruction, which is chiefly a scheme for packing the minds of children full of facts, and which includes among those facts almost everything except what bears upon that one subject which is of supreme importance for a human being to know, one cannot help hearing the voice of St. Paul sounding through the ages: "Concerning spiritual gifts, my brethren of the twentieth century, I would not have you ignorant," and one cannot help rejoicing that there are academies and boarding schools in which some adequate provision is made for this paramount educational interest.

H. F. CUTLER,

Principal Mount Hermon Boys' School, Mount Hermon, Mass.

The very fact that many of the New England academies of thirty and forty years ago have disappeared is in itself an evidence that the public school system is replacing the need that was felt in these former days. Without any doubt the need for the academy and boarding school is greatly diminished. Nothing can improve upon a good home and a good school for a youth during the years of his preliminary education. If these two factors could be present in the life of every student before sixteen or eighteen years of age there would be no need of the academy or boarding school.

The very fact, however, of many exceptions to the above rule does make necessary the academy and boarding school. Many New England boys are deprived of the advantages of school during their earlier years by reason of misfortune in the family or lack of high school privileges. When these boys reach the age of sixteen or eighteen they are too big to be willing to take their place alongside of boys of ten or twelve, with whom they must be placed in the graded schools. Something must be done for such boys as these, and the New England academy and boarding school meets just this need. These boys, and there are really many of them, must not be neglected, and the New England academy and boarding school must not yet be given up.

GEORGE F. JEWETT,

Principal Mount Ida School, Newton, Mass.

In any system of public education the classes must necessarily be large. Not all girls can keep the pace of the class, and these must eventually drop out of the class. These girls usually leave school. This happens in most cases in the upper grammar grades or in the first two years of the high school course. Since the public school system does not provide for these girls we need special private schools for them.

During adolescence many girls are not in robust health and cannot endure the strenuous life of the public school system. Usually they are able to do some work, but not as much as is required of the average girl in the schools. These girls are able to do a considerable amount of work under a quiet environment and under conditions that give special attention to physical culture. Private home

schools provide just the environment and conditions for these girls.

Many girls find difficulty with algebra, geometry, Latin, or Greek. Under most public school administrations all are required to take either all or some one of these subjects. The girl thus comes to dislike her school and drops out. There is no reason why a girl should lose all opportunities for getting an education simply because she does not care to take algebra. A private school can make use of the elective system and allow these girls to choose such work as they feel best meets their needs, as English, literature, music, art, history, French, German and other literary subjects.

Many girls do not wish to go to college, yet they do desire to avail themselves of the advantages of further study under new conditions. The private home boarding school, near Boston, can take a girl from Idaho, who has graduated from a secondary school, and offer her in a pleasant, happy home, advanced elective work in English, history, literature, music, art, French, history of art, Latin, German, Italian, Spanish, and other studies equivalent to at least two years in any reputable college.

For these reasons there will always be a place for private boarding schools in our system of American education.

F. W. PRESTON, A. M.

Principal New Hampton [N. H.] Literary Institution.

The colonies of New Hampshire and Massachusetts, by special enactment, in 1647, required the maintenance of a school in each town of fifty householders, and, in towns of one hundred families, the support of a grammar school capable of fitting students for the university. This famous law remained upon the statute books of New Hampshire for over one hundred years, but its enforcement was practically impossible, owing to the lack of appreciation of learning and its fruitage.

Those interested in education became alarmed, but a solution of the difficulty was soon reached and private institutions of learning were rapidly introduced. Phillips Exeter took the lead in 1781, and before the close of that century nine academies had been chartered in New Hampshire alone, and an entirely new trend in educational affairs established, which, for the century lately closed, gave to New Hampshire a unique position in educational work.

At the beginning of her history as a state, New Hampshire made ample provision for the education of her youth, by requiring each town to maintain an English grammar school and each shire and half-shire town to support a school for teaching Latin and Greek.

To the establishment and rapid increase of academies from 1781 to 1807, can be traced the defeat of the object of her statute law of 1789.

Owing to the religious sentiment of the times, the work of fitting youth for college naturally transferred itself from the public to the private school, with the result that, in 1807, the legislature repealed the provision for teaching the ancient languages, and for twenty-five years or more

that work was left entirely in the hands of our private institutions. This tended greatly to increase their number, so that upon the introduction of the first public high school, in 1830, our legislature had chartered forty-six private schools, and the next decade swelled the number to eighty.

Nearly all of these schools were located in country districts, while all of our public schools found their homes in cities and the larger villages.

The following figures lately received from the principals of the public and private secondary schools of New Hampshire throw a flood of light upon the question as to whether or not New Hampshire still needs academies.

We have in this state sixty-eight secondary schools which are approved by our state superintendent as properly equipped to fit youth for college. Of this number forty-seven are public high schools, with a total registration of 4,550, which gives an average of ninety-seven. Their senior classes number 725, of whom 281 will be fitted for college. It will thus be seen that 16 per cent. of those registered are seniors, and 39 per cent. of the seniors are preparing for college.

Again, twenty-one are private institutions, with a registration of 2,316, which gives an average of 110 students. Their senior classes aggregate 380, of whom 272 are pursuing college preparatory courses. In this case 16 per cent. of those registered are seniors, and 72 per cent. of the seniors will be fitted for college.

The above figures show that about 34 per cent. of our secondary students are registered in the academies, and since these schools are located chiefly in communities where public high schools could hardly be maintained, it is readily seen that the mission of the academy is still important relative to a large and worthy portion of our state.

In comparison with the public high schools our private institutions in equipment and instruction are not inferior, while in social, moral, and religious influence they are far superior.

I would here call attention to the fact that in 1901 we had in New Hampshire about thirty private schools, while at the present time there are but twenty-one.

Furthermore, it is true that the attendance with several of the better class of our coeducational private schools which are not on railroad lines has considerably decreased during the past five years. By many, these facts are considered as highly indicative of the decadence of our private institutions; but by those who have carefully followed the trend of educational affairs, it is known that circumstances and conditions, entirely beyond the control of the management of these schools, are largely responsible.

The decrease in the number of such schools can be traced in part to the effect of our statute law, enacted in 1901, by which our academies were brought, to some extent, under state supervision. Several of these schools were brought face to face with two alternatives, either to discontinue their work or to unite with local public school interests.

The decrease in attendance can be traced quite largely to the reduced rates of transportation offered to students by our railroads. Students liv-

ing on or near our railroad lines can pay their transportation charges and live at home more cheaply than they can board at the distant private school, which otherwise might be their choice.

The trend of educational affairs in our state is perfectly apparent to any casual observer. Many small towns and villages within our borders, which for the past few years have undertaken to support a high school course fitting for college, are finding the work too expensive, and may soon abandon the undertaking. Even some of our city high schools are already talking of dropping Latin and Greek from their courses of study.

We are told that history repeats itself, and I am inclined to believe that the next ten years will introduce circumstances in our educational work nearly identical with those of a century ago. Our state will not be likely to require the teaching of Latin and Greek, and comparatively few of our public schools will continue the work, with the result that our private academic institutions will come to the rescue as in days gone by.

Those institutions which possess that reserve vitality which has enabled them to keep in the front rank of educational work will doubtless maintain their supremacy during the present century.

The brightest page in the history of educational work in this country has been written by our New Hampshire academies; and if, in the providence of God, they are called to again take up the burden of the past, I am sure they will neither flinch nor falter. Under divine direction they will quietly, persistently, lovingly imprint upon the minds of those who come to them for instruction, the formulas of mathematics, the truths of science, and the beauties of literature; and instill into their hearts the principles of the decalogue, the beatitudes, and the golden rule.

—o—
J. F. BUTTERWORTH,

Principal Monson Academy, Monson, Mass.

Seldom have I seen it, in an experience of nearly twenty years, that a purely high school trained teacher, either experienced or with but slight experience in teaching, can suitably fill the position of an academy instructor well. On the other hand, I have seen scores of academy teachers fit into high school work with little or no difficulty; indeed become teachers of marked ability and of immediate success. Whether this is due to a harder school of training (academy training), I do not know. It would seem to argue, however, that the training that a teacher secures in an academy is a broader one,—or possibly a more elastic one,—than that gained in a high school.

The situation of a not very close relation between student and teacher obtains for more, I believe, than it ought in the town high schools of New England. Why this is so, it will be hard to explain; possibly it is due to the weakness of teachers, a lack of initiative on the part of teachers, who have been dependent on political influence, on weak and trifling superintendents, or on the whims of parents. Our country towns could give us—as indeed some do—the better conditions that obtain in the strictly academy towns.

If this academy training for a teacher is broader,—broader in respect to the teacher's affecting more closely the social, and possibly the moral and religious, life of the student,—than that of a high school teacher, it seems to me that such a training must react on the pupil particularly for good. It is of highest importance that a teacher enter into a full and sympathetic relationship with students in their social development. What he can seldom or never do in a classroom he may often accomplish in a debating or literary society, in an athletic association, or even at a class or school social. This may sometimes be merely by example, or more often by cautionary advice. The high school pupil sees the instructor but seldom outside the classroom. The academy teacher lives before the student day in, day out, the year round, in very close relationship; what better power for good is there than in example?

All this may be introductory to an enumeration of the main points of "Why New England Needs Academies":—

1. An academy gives rise to a sturdy, healthful school spirit, which spirit springs from joint meetings of the different parts of the school,—evidenced, it may be, by school sociables, debates, literary meetings, plays, prize-speaking contests, even school picnics,—all directed by the teachers.

2. An academy is a true democracy. (a) Helpful to the student working his way through, by bringing him in contact with the refinement and culture of an academy town. (b) Toning down any lofty tendency on the part of the well-to-do student. (Both these changes come from the social life in an academy far more than from the strictly intellectual side.)

3. Students of mature age may, after some years of manual or office work possibly, wish secondary school instruction either in regular or special courses. They can hardly get such training in high schools to-day, due to the conditions of age, previous fit, and so forth. An older student may in an academy take two years work in one.

The New England academy meets hundreds and hundreds of such cases every fall. Such students later make the best of records in the ministry, in the medical profession, and in dentistry.

4. An academy fosters traditions in its students. It cherishes (somewhat after the English schools) its heroes. There is, indeed, some "hero-worship" in the New England academy,—and it is a most excellent sentiment. An "old boy," whether he has gained renown in college athletics or has become eminent as a judge or as a professional man, is respected by the boys of his academy. An academy always tries to develop such a sentiment; it, moreover, holds—if it be wise—the present generation to the spirit and traditions of the past by yearly assemblies of its graduates and former members.

—o—
GEORGE N. CROSS,

Randolph, N. H.

Does New England need academies? Yes. Forty years ago cities and towns everywhere began to provide for secondary education by establishing high schools. Educators said: "When the high

schools reach academic efficiency academies will be no longer needed." That time of equal efficiency has come, yet never in all their history have the best academies been so well patronized or their work so well appreciated.

In breadth, scope, and inclusiveness of courses of study, in electives, in equipment of laboratories, in business courses, in preparation for college, our best high schools are the peers of our best academies. It is pretty generally admitted that a few of our finest New England high schools are to-day covering more ground in four years and doing it more thoroughly than the academy. The best possible secondary courses are now furnished by high schools absolutely free of expense within convenient reach of the homes of probably three-fourth of the boys and girls of New England, and yet all the academies that are worthy of the name are full of students. The young people are in those academies, away from home and at large expense, because they or their parents believe they obtain in the academy something not to be had in the high school at home.

With some it is a question of sentiment. In the old academies, like Phillips Andover and Phillips Exeter, a considerable per cent. of the students are sons or near relatives of the alumni. They are there because their fathers were educated there.

For years I have been meeting school audiences constantly, high school and academic assemblies about equally. The individuals of an academic audience are usually maturer, physically better developed, with a more thoughtful and self-reliant air.

Whether a student can be better trained in a high school or academy is, in a measure, a question of the quality of the school, more of the nature of the pupil, supremely of the spirit of the home. There are many immature boys and girls with generous, vacillating natures and unformed characters, whom it is a mistake to send from the shelter of a good home and the care of wise and watchful parents to the self-responsibility of an academy. But good homes and wise and watchful parents are not so numerous as weak natured children. This is an era pre-eminently of careless parents, fathers absorbed in business, mothers in society. The urban homes of the prosperous to-day are greatly lacking in character or body-building resources, in means for the employment or entertainment of growing children. Their parents, absorbed in the interests of a distracting life, leave all these things, the studies, the physical development, the character growth, the entertainment of their children either definitely or indefinitely to the teachers during the school year, and shift the responsibility of the long vacation by sending them to a summer camp.

The high school teacher will meet that indefinitely delegated responsibility fully in the matter of mental training, possibly in physical, if the high school has a well-equipped gymnasium and time enough is granted for systematic and progressive work, which is not usually the case, but in character building he will fail. The influence of a noble-spirited teacher in making manhood and womanhood is inestimable. But that of the high school

teacher is limited to the schoolroom, to five hours a day, and must ever be a passive influence. The parent never thinks to delegate to the high school teacher any active moral authority, and resents it if the teacher assumes it. The relation of the high school teacher to the home and home life of his pupil is a most indefinite and unauthoritative one. On the neutral ground of the nineteen hours out of school unwatched and unguarded by either parent or teacher, the character of many a high school boy or girl is spoiled.

In a definite and businesslike way the parent delegates the responsibility of the education and character-building of his child to the teacher when he places him in an academy. He virtually says to the teacher: "I leave my child in your care for the twenty-four hours; I delegate to you all the authority and responsibility of a parent; I hold you responsible for his scholarship, his bodily development, his character growth." The teacher then has a fair chance to meet his responsibility.

In recent years the high schools have adopted many of the practices and customs that have been profitable in, and characteristic of, academic life—debating clubs, musical associations, an intense class spirit, interscholastic athletic contests, and secret societies (the last two questionable advantages in any secondary schools), but they are all exotics and fail to enrich the high school life to any extent.

How many of our best citizens grow up from boys and girls who were self dependent, poor in this world's goods, rich in energy and self-reliance, working their way to an education and a useful career. Such students find in the academies a congenial atmosphere, scholarships, and opportunities for self-support that the high schools cannot offer.

For many young people home nurture, even to the days of their majority, is essential, and such will ever find the high school the right place for an education. Many others will learn that the early breaking of home ties, even of the best of homes, and separation from the nurture of parents, even of the wisest of parents, produce a self-centred, self-reliant character. For such young people the academy will always be needed.

—o—
EVELYN S. HALL,

Northfield Seminary, Northfield, Mass.

Judging from the number and the character of the applications we receive for admission to Northfield Seminary, it would certainly seem to me that there is need in New England for some school beside the public school.

There are many girls in the remote country places in New England who have no high school near their home. Of our four hundred students one hundred and twenty-four are four miles or more from a high school.

There is another class who need the private school even more. These are girls whose homes have been broken up. We have sixty-three girls who are fatherless, seventy-one who are motherless, and thirty-nine who are orphans; in other words, one hundred and seventy-three who need a school which shall be at the same time a home.

The public school cannot so well meet the needs of young women who have been deprived of early opportunities for study. They are made uncomfortable if they are classed in the public school with children, yet these girls who have earned their own money are earnest, ambitious, and persevering students, and ought to have a chance. There are many students at Northfield who belong to this class.

To remove a girl or boy from unfavorable surroundings and provide a new environment often means to change the whole course of the life for the better. Contact with students from different parts of the country enlarges one's sympathy and gives a broader outlook. The academy or private school has thus much better opportunities to develop character than the public school.

There are enough students refused admission to Northfield Seminary every year to fill another school of the same character.

JOHN L. ALGER,

Principal Vermont Academy, Saxtons River, Vermont.

For the academy which unites a broad and thorough secondary course with the advantages of a genuine school home there is unquestionably a large and varied field of usefulness. Schools of this class afford a quality of life, teaching, and discipline which under existing social and educational conditions is not supplied by any other agency. There are still very many most promising young men and women who are without high school advantages, and who must go away from home if they are to go to a secondary school at all. These should not be compelled to care for themselves in a strange community. There are many whose homes are broken up, or whose parents have not the time or the opportunity to attend to the details of their daily life. There are many for whom the crowded classes of city schools are not sufficiently helpful for their best advancement. There are also those who need a change of environment or a more elevating companionship, or a freer and more healthful and invigorating life, away from the excitements and the social demands of home. For all these and for many of those who must earn their way by their own efforts, the academies must provide.

The ideal academy must be an ideal home. An important element of its strength lies in its ability to influence that large part of the daily life which the high school does not aim to reach, and which many homes are unable to meet successfully.

The academy also furnishes an intermediate step between the dependent state of the youth in his guarded home and his independent condition in college or in business life. In the academy he learns self-control, and finds how to make his way among his fellows under new conditions. Many of those who have failed to "make good" in college might have been saved if they could have taken this intermediate step before the plunge into the freedom of college life. The wide circle of academy interests, where the student faces in miniature so many of the problems of larger life, presents conditions highly favorable to cultivating the power of making quick, accurate, independent

decisions, and tends to crystallize into character qualities which produce upright, noble manhood and womanhood.

The real academy is not a purely local affair, but is one in which the Cecil Rhodes principle of amalgamation and assimilation of ideas and ideals is in constant and effective operation. Besides bringing together students who are strong in the different qualities which make for citizenship, it adds the wider range of interests of those who come from widely separated communities. The New England academy of the indispensable type has its quota of students from foreign countries, sent for the purpose expressed by one guardian who wrote: "Saturate him at Vermont Academy with your New England ideals and thrifty ways. I desire him to become a true American."

So long as New England remains true to her own ideals and traditions, so long will her academies continue to justify their existence.

LAURA A. KNOTT,

Principal Bradford Academy.

A few years ago there was considerable uneasiness in some quarters, lest, between the college on the one hand and the public high school on the other, the old New England academy for girls should be crowded out. The events of recent years have seemed to prove the fear unfounded. No institution that is largely dependent upon its patronage, as all or most of these academies are, can long survive after it ceases to supply a real demand. That the New England academies and seminaries for girls are full to overflowing is sufficient proof that they are supplying such a demand. It would be regrettable from every point of view if institutions which bore the brunt of popular disapproval during the pioneer days because of their insistence upon the right of women to share in higher education, should be crushed because of the very success of the cause for which they labored. Bradford Academy, founded in 1803; Mount Holyoke, 1836; Abbot, 1829; Wheaton, 1834; and others, some of which are no longer in existence, were the direct ancestors of the colleges for women. The earliest of these, Vassar, was founded in 1861; Wellesley in 1870; Smith in 1875. Had it not been for the heroic and largely unrewarded work of such women as Mary Lyon and Abigail Hasseltine, the doors of college opportunity would probably have opened to women much more slowly than they have. In the Bradford Academy catalog of 1836 appears the following eloquent protest against the meagre facilities for education at that time afforded to girls:—

"It is the object of the guardians and teachers of the seminary to afford, as far as in their power, to the young ladies who are members, every facility for a thorough education. They exceedingly regret their present limited means, but hope by their own contributions, and that of a benevolent public, they shall be able to make their seminary such as will meet the present exigencies of female education. They rejoice at the indications that are manifest that the public mind is awaking to this all-important subject. It is a well-known fact that, while New England has ever made laudable efforts

that her sons may be as 'plants grown up in their youth,' she has made little or no effort 'that her daughters may be as corner-stones, polished after the similitude of a palace.'

"There has been a penuriousness in affording the means for the education of woman, truly unaccountable with the oft-repeated attestations of her 'amazing influence.' Of the extent of this influence, every breeze wafts her some intelligence. It comes down to her from the desk, it comes to her from almost every agent of a peace, anti-slavery, educational, and missionary society in our land. And yet an enlightened public has done little or nothing to guide and direct this influence, save that 'talk of the lips, which tendeth only to penury.' There is not a properly endowed female seminary in New England. Could the statistics of female seminaries in our country be correctly given, could the miserable accommodations, both for board and recitations, scanty apparatus, and small libraries be fairly represented, it is believed that a benevolent community would be excited to a speedy remedy of these evils."

And this from the catalog of 1840:—

"Many of the present systems of female education are radically defective. They are not the offspring of a desire to make a lady useful in all the departments of life and to secure her influence on the side of virtue and religion; but they have been prompted by a wish to render her a pretty and fashionable thing and to enable her to talk sentimentally of the popular poetry and fiction of the day."

It is true that the colleges for women have drawn largely upon the constituency of the old academies. It is also true that the marvelous increase in the number and efficiency of public high schools the past twenty years has caused many parents, who in the old days would have sent their daughters away to school, to keep them at home throughout their school life. And yet the academies flourish. How is this to be accounted for? Simply by the fact that they meet a need not met by either the high school or the college. So long as they do this they will prosper. "New occasions teach new duties," and the academy, like all other institutions, must study to meet the changing needs of the times.

Who, then, are the patrons of the New England academies for girls and what kind of an education do they seek? In the first place, all such institutions have preparatory courses for college, though in none does the number who fit for college equal the number of those who do not. While a majority of girls who go to college are fitted in the local high school, there are many parents who feel that at least the last years of preparation are best spent at an academy or good private school. The reasons are probably much the same as those which influence parents to send their sons to similar schools for boys for their college preparation. The transition period, in which a young, immature person goes from the shelter of the home to adapt himself or herself to the free and unrestricted life of a great college, must be fraught with more or less danger. Two or three years of life at an academy, with its smaller number of stu-

dents, more careful supervision and closer contact between teacher and pupil, furnish exactly the needed training in self-reliance and power of adjustment to environment. Thus the transition to college is made with comparative safety.

Many prefer to educate their daughters who are not going to college in an academy, seminary, or a good private school rather than in a public high school. The reasons for so doing are, doubtless, sometimes unjustifiable. Whenever the motive is one of exclusiveness or snobbery, it is an unworthy motive and degrades the school patronized. There are, however, a vast number of worthy motives which influence parents to entrust their most precious possessions, their children, to such schools. Some of these can be gathered from the following answers, written by the members of a class about to graduate from an academy for girls, in answer to the question: "What, in your opinion, are the benefits derived from going away to school?"—

1. "The regularity and simplicity of the life is beneficial. The discipline is needed by most girls."

2. "The social distractions incident to home life are avoided, and greater concentration is developed."

3. "More school spirit is developed where students live together than where they merely recite together, as in a day school. School spirit is good because it makes one forget herself and gives all a common object to work for."

4. "Coming into close contact with different types of people from all parts of the country broadens a girl and enables her to meet people easily and to get along with all sorts of people."

5. "It develops in her self-reliance and a sense of responsibility. She is always having to decide questions for herself, whereas, if she were at home, her parents would decide them for her."

6. "If a girl is selfish, two or three years among other girls away from home, where, perhaps, she has been humored too much, will help her to get rid of the fault. Where so many live together, no one can have her own way all the time."

7. "If she is inclined to be conceited or proud, she soon has it taken out of her by the other girls, who value her only for what she is. She learns to be democratic, for at school she is not judged by the wealth and social position of her family."

8. "A girl who is over-timid and shy is likely to be made less self-conscious at a school away from home, where she is constantly forced to meet large numbers of people."

9. "The friendships formed are closer and more lasting than any likely to be formed afterward, because the relations between the girls are so intimate."

I have mentioned two classes of girls who attend the academies, those who prepare in them for college, and those who use them as a substitute for the high school, because they are not going to college and want a part of their school life away from home. Another class attend them because of poor high school facilities at their homes. There is still a fourth class, perhaps the largest of all, those who finish the high school course and wish to con-

tinue their education, yet do not care to go to college. There are many girls who ought not to go to college, just as there are many boys who ought not to go to college, but it does not follow that all such are either without brains or without ambition. No one can have had even the most cursory acquaintance with any good secondary school without finding out that the bright minds do not all reach the colleges. Girls who are eager to go to college are often hindered for various reasons, one of them being the unwillingness of their parents to part with their daughters for four years. To such, a two-years' course in a good academy after finishing the high school is the best possible substitute for college. Some able girls do not wish to go to college, but have other plans for themselves. No attempt is made here to justify such desires on their part, but only to show that there is a demand, and an imperative one, for the academy of the old type. Sometimes these girls wish to make a special study of some one subject, as music or art. They wish to do serious work in academic subjects, and yet to lay a good foundation for later work in a professional school. Others have already made their arrangements for an early marriage and do not wish for a long course of study.

For the reasons given above and many others, there will always be a demand for schools, which, in distinction from day schools, have the care of the pupil day and night, during work-time and play-time, week-days and Sundays. As for the old New England academies, their future is secure. Thousands of people of New England birth or ancestry, scattered all over this country, are sending their children back to New England for their education, feeling that in this way can best be perpetuated in them New England traditions and the good old New England virtues of simplicity, honesty, and industry, of plain living, and high thinking. Thousands of other parents who have no affiliations with New England look toward the land of the Puritans as the seat of those moral and religious virtues which in the beginning made our country great and which they would have inculcated in their children. Were this not enough, the city of Boston affords, by reason of its art museums, its libraries, its musical opportunities, and its lecture courses, advantages for the student hardly to be surpassed anywhere in the world. To pursue one's studies within reach of these, as is possible in most of the New England academies, is to count one's self fortunate.

The work of the New England academies is not yet done, their mission not yet fulfilled. They were founded, for the most part, in a spirit of self-sacrifice, not by multi-millionaires, but by people of moderate means, who were willing to deny themselves for the good of the youth of New England. So long as they remain true to the purpose of their founders, which was to furnish a Christian education, especially to the girl and boy of moderate means, there is no danger that they will need to close their doors.

MERRITT M. HARRIS,
Principal Lyndon Institute.

Among the pitiable sights in the educational

world is the private school or academy with small endowment or with no endowment at all, struggling for its very existence, making effort to get students, and securing a few, only to give them poor instruction and meagre opportunities for improvement because better instruction and more adequate equipment cost more money than the academy can command. Such academies ought, in my opinion, to put themselves out of their misery by a sale or gift of their property to the public school system of the locality, which can make the struggling academy over into a well equipped and efficient high school, working along uniform lines and in harmony with the state system.

This would destroy many a tradition, violate many a tender sentiment, remove many an ancient landmark, put out of existence many an institution which once held high place in its community, but from which the glory and strength have departed, owing to changed local conditions. The youth need the best schools that can be provided for them. The welfare of the young people of any community is of greater importance than any sentiment or tradition, and where their good is concerned, sentiment and tradition should not be allowed to govern.

On the other hand, the well endowed academy or private school which can afford to pay for the best instructors and can supply itself with adequate equipment, and whose affairs are administered by a competent board of trustees, chosen for their ability as school men rather than as a compliment, or for advertising, or as a bid for a bequest, has a place in educational circles which the public high school cannot fill. This is apparent, not so much in the broader course of study which such a school can offer, as in the moral training and the development of refinement and true culture in the pupil. These excellencies permeate the atmosphere of every strong private school in a way not possible in the public school.

PRESIDENT C. H. SPOONER,
Norwich University, Vermont.

Owing to increase in the number of high schools, the advisability of maintaining the academy in New England is sometimes questioned. Founded, as many of the academies were, at a time when the public high schools did not exist, the question is natural and fair. Doubtless in many cases it is proper that such schools cease to exist, but it is equally proper, and for the public good, that others be retained.

While it is true that much work once done by the academy is now done by the high schools, not all is so done. There are some communities without high schools of any kind, and more in which these schools are lacking in teaching force, in equipment, or in both. In each of these communities there are some parents who desire for their children school training not easily obtained therein. Other parents discover that conditions in the local high school, in the home, or in outside environment are such as to retard the right development of their children. Such children are properly sent to academies.

Excellent as are the public schools for many

pupils, the best results are not to be attained therein. No matter how wholesome the guidance of the teaching force, the fact that its control is confined to five or six hours a day, and that for the remainder of the day the children revert to the control of the parents, which at the best is different, and at the worse is lacking, is sufficient to show the advantage of the boarding school, in many, if not in all classes. Parents of most excellent intentions often fail to adjust home life and requirements to the needs of their children as pupils. In many cases neither restraint nor guidance is exerted.

While failure of proper efforts on the part of high school teachers in such cases is not a discredit, the results remain.

Whatever may be said in sympathy for the academy teacher, subject to call at any hour of the day, seven days in the week, the teacher who finds this a hardship should and does withdraw; while those that continue in the work find that the results warrant the extra demands upon them. To them it is given to know each pupil as his fellows know him and to use every proper art and device to turn him in the right direction and keep him going. It is true that not every teacher is qualified for this work, true that few can be classed as the best, but they exist, are found in their places, and their labors develop, not intellect alone, but manners and morals, and all goes to make right character in the pupils.

It is sometimes said that the high school is more democratic. Yet in the best academies there need be no fear of an undemocratic influence; the democracy there inculcated is of the highest, founded on the thought "You are as good as I am."

Private schools conducted as business enterprises with gain as their primary motive are not to be classed with the academies of a more or less public nature, open alike to the rich, the moderately poor, and in a measure to the very poor. In these the aim is, first and last, education.

Such deserve liberal patronage and endowment sufficient to permit free tuition and to allow them to pay for the best teachers and the finest equipment.

ALLEN P. SOULE,

Boston.

Old Waterville Academy easily stood in the first rank of the schools of its kind. Its plan of work was practically the same as that of all other schools of a similar character and was based upon the principle of doing for the pupil the best thing for him, whether he were going to school for a day, for a term, or for a year, or whether he were preparing for college.

The term "Coburn Classical" has led many to mistake the character of its work and look upon it only as a fitting school for college. The great work for which the school stands has been done for those who were able to attend it only for a comparatively brief period. Where it has sent one pupil to college it has given fifty about all the school training, aside from what they got in the little country school, they ever had. It would be

an interesting study to take the old records of the school and by a careful investigation see to what extent it has added to the efficiency of the earning power of the community. I am inclined to believe that practically all the states in the union have benefited greatly by the work of this school.

I hold, and always have held, to the proposition that every boy and girl is entitled to some form of a complete and thorough education. One form of such an education is a college course. It cannot be foretold who or how many of the young men and women should take a college course, but I think that the state should extend every opportunity and encouragement in order that those who choose may take advantage of the opportunities offered by the colleges. There are not three high schools in Maine where the community has furnished the proper equipment or the proper number of teachers to properly fit young men and young women for college. The fact that so many are fitting for college at all bears testimony, not to the enterprise of the state or the communities from which they come, but to the extraordinary enterprise and self-sacrifice of individual teachers and superintendents throughout the state.

Private beneficence and private enterprise have always led the way in the establishment of educational institutions, and there should be supported by private contributions a few schools thoroughly equipped to prepare boys and girls for college. This means that there should be a good library, a complete and well-equipped physical and chemical laboratory, and a sufficient number of teachers to instruct in the classics, mathematics, sciences, and modern languages. All these things should be supplied, not only for the benefit of the boys and girls in the present, but to set the standard for the state when public sentiment shall have reached the point of establishing proper schools.

Aside from the mere fitting boys and girls for college, there could be no more profitable private enterprise than in equipping such a school to train boys and girls to become efficient in developing the great business interests of the state. They should be taught the laws which govern the industrial, the commercial, and the political life of the state.

A word with regard to this matter of giving—endowing, or supporting by gifts, educational, philanthropic, and charitable institutions. I do not believe that an institution can be liberally endowed until it has the confidence of the community where it is located, and the entire sympathy and support of the leading men of the state. When you have such sympathy and support then you can safely appeal to the wider field of philanthropy. I do not believe that the men who have so liberally given to all the institutions of this country look upon this as a matter of personal aggrandizement or even of charity. They are patriotic men. They look upon their gifts as investments upon which future generations are to draw the interest.

Where these very wealthy men make one gift that we hear about and which is heralded in the papers, they make a thousand that we know nothing about whatever. For example, John D. Rockefeller not long ago gave one and one-half

million dollars, the income of which is to be used for the purpose of investigating the cause and providing a remedy for that great scourge of the human race, the cancer. Does anyone suppose that he did this for his own personal aggrandizement? Certainly not; he did it in order that the future generations may escape, if possible, the effects of this terrible and increasing disease.

Not long ago there was dedicated in the city of Boston a magnificent institution for the use of the medical profession. It was equipped not only with the appliances for educating and training young men for the profession, but also for the work of original research in all forms of disease. When this building was dedicated the names of the men who furnished the larger part of the money required—more than a million each—were not mentioned. These two men looked for no personal aggrandizement in this matter. The motives that prompted this gift were: First, the desire to improve the health of the people upon which, as a matter of first consideration, depends the future prosperity of the country; second, to make it possible for those who are entering upon this profession to secure a most thorough, careful, and complete education at a moderate expense; third, a confidence in the integrity of purpose, in the self-sacrificing industry and in the altruistic endeavors of the members of this splendid profession of medicine. Of all the professions in the world there is not one that can begin to touch in purpose, in interest, in effort, in integrity, in enterprise, and in accomplishment, the medical profession.

All worthy institutions will eventually be looked after and taken care of. I believe the endowments will come, not as gifts, but as investments, in large and small quantities from both rich and poor alike. All that these men who give desire to know is that the money is needed and will be properly taken care of and properly used.

PERSONALITY OF THE NEW ENGLAND ACADEMY.

[Reprint from Boston Advertiser.]

The Boston Alumni Association of Kent's Hill Academy, the most northern academy in New England, and one of the oldest in Maine, celebrated its thirteenth annual dinner at the Twentieth Century Club.

The address by Dr. A. E. Winship, president of the alumni, and a member of the Massachusetts state board of education, was a feature of the evening.

Dr. Winship spoke on "The Personality of the New England Academy," saying in part:—

"If New England's glory is in the past, if her best is in her history, we shall do well to send our children West for their education. And her best is in the past if she is content to find some political schemes to keep her afloat.

"New England has had a distinct personality from the days of John Harvard and Horace Mann to this hour. Her distinguishing personality has been her all-absorbing devotion to the preparation of children for manliness and womanliness. This is why she had the first college, the first perma-

nent public school, the first academy, the first high school, the first supervision, etc.

"When the best education of her children ceases to be her ambition her personality will be sacrificed and arrested development will do its work.

"The public school is adapted to the greatest good of the greatest number. It is the best plan for those who are in step, but there will always be many who must have that which the ordinary public school cannot best give, though it will do what it can for the poor. New England public schools are abreast the best. Her provision for the sons of the wealthy is unsurpassed, and there are as good preparatory schools as can be found, but New England is sadly behind in the work that the academies could and would do with adequate support.

"The New England academy has developed a larger proportion of leaders in civic, commercial, and professional life than any other equal expenditure of time and money. There is there the least wasted energy, the least friction in the mechanism, the least meddling from officials, the most initiative, the most of hope, pluck, and purpose. The New England academy had definiteness of aim that was individual. It developed initiative rather than class consciousness. Every student was getting ready for something, and he had a real life of his own, while getting ready for that other life.

"New England never needed the benefit of the personality, individuality, and initiative of the academy so much as she needs it to-day. Her future is really more concerned with the adequate development of the New England academy than with affairs that occupy the public thought much more than educational questions."

LOOKING ABOUT.

BY A. E. WINSHIP.

[Notes on an Eight-Weeks' Trip in November and December, 1906.]

FELL AMONG THIEVES.

Did you ever fall among thieves? Never but once in much more than a million miles of rail-roading have I suffered loss, and this was an aggravating experience with a nasty snatch thief at the Pendleton, Oregon, railway station. Fortunately the case was checked by me five minutes before the thief walked off with it. The next day the ruins of a suit case that had traveled with me for a quarter of a million miles was found in a field with such of my belongings as he did not care for. It is remarkable how such a base fellow's taste can coincide with my own, for he chanced to want the things I most prized.

Did you ever try to settle with railroad officials for loss sustained? That is another story.

Why does misery like company? The very next night Mr. Ellsworth, educational manager for the Macmillan Company from New York city, encountered the same baggage thief at the same station and lost his suit case. We spent Thanksgiving Day (?) in Portland, commiserating each other! His suit case, likewise, was found in a field the next day, and the taste of the wretch had not changed in the twenty-four hours, for he

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ATTENDING ATTENTION.

There must be something of the initiative in attention to make it highly valuable. Attention must be enthroned in the attending mind. It can never be at the other end of a drawing line. There can be no tow line to attention. The activity may be wind, steam, or electricity, but the directing hand must be at the wheel.

At this point most teaching fails. Too often the emphasis is on the teacher or the book. It is inevitable at the first, and too few know when to throw off the tow line.

The teacher is a tug boat to lead the craft out into deep water, a pilot made use of amid harbor rocks and shoals, but the child must captain his own craft by means of chart and compass.

The school is to provide the chart and train in the use of the compass. He is of small calibre who is content to keep children always near shore where he can show him the buoys and lights.

The aim is to place the child in command of his own mind. The world despises one who cannot take a hint, who "doesn't know enough to go in when it rains." Nothing is resented by a boy like the taunt that he is tied to his mother's apron strings.

The glory of the kindergarten has been, and still is, the tendency to have children estimate the aesthetics and the ethics of their own actions. Some kindergarten people do not know this. I have known a misfit in that work who soon made the children, even at home, whine "What can I do to 'muse myself?" This is always a danger threatening those who love a smattering of kindergarten ideas.

A man recently said: "We do not need to go to the expense of the kindergarten, for we have put 'the stuff' into the lowest grade, and the teacher can teach it to them." No place can be both a kindergarten and a primary school. It is one or the other. "The stuff" does not make a kindergarten any more than a bath in a tub is going in swimming.

Some primary teachers say they prefer to take children who have never been to a kindergarten. This is no reflection on the kindergarten, but it does impeach the teacher who says it. There could be no better proof that she does not want a child to think or act on his own initiative, preferring one that will do as he is directed mechanically. If you want a horse to spend his life in the routine of the threshing machine you should never let him enjoy the frolic of the field or the tonic of a brush on the road. If you have a primary school of the threshing machine order be exceedingly careful that you never let the children feel the freedom of the kindergarten. After you have once put blinders on a horse it is dangerous to take them off. The less you let him see when you are driving him, the greater the danger when you open the world to him.

A child that is never allowed to mind his own business is sure to go to the bad when he has an opportunity to mind other people's business.

Too much of the old-time teaching was bringing up children to wear the teachers' and the mothers' blinders, so that an open bridle was too much for them.

PRESIDENT TUCKER.

We have hoped against hope that President W. J. Tucker of Dartmouth would not persist in entire retirement, but there seems no longer any hope that he will retain any active part in the management of the college. He is the only man who has ever lifted a small denominational New England college into a large educational institution, and the singular feature is that he has done it without resorting to sensationalism or upheaval. The Boston Herald has said what we would say better than we could say it: "His chief service to the cause of education and of civic uplift has been by his incarnation of the conception of an educator as a personal force, doing for men who have come in touch with him and with the institution what Francis Wayland, Eliphalet Nott, and Mark Hopkins did in their day. He has not been an innovator, like Eliot of Harvard, Harper of the University of Chicago, or Woodrow Wilson of Princeton, whose experiments in changing the curriculum or the times and seasons for study or the type of instructor have attracted the attention of competitors. His forte has been in holding an institution with a splendid past true to its ideals, in gathering for it a splendid new outer home, in wise selection of professors and subordinates, and, most of all, in winning the profound respect of the student body, alumni, and undergraduate, by his moral and spiritual ideals, his poise, dignity, and charm of manner, and his sense of obligation to each student as a teacher and promoter of righteousness, personal and collective. This he has done at a time in the history of our education when some presidents of colleges have been tempted and have succumbed to the temptation to exalt machinery and apparatus above personality, and have put a utilitarian theory of life above the ideal which is altruistic and spiritual. The consequence has been that his personality has been a magnet drawing men to the

college, men not likely to have gone there had he been absent."

FRATERNITIES IN MASSACHUSETTS.

In May we expressed the opinion that high school fraternities would not be an issue in the East as they are in the West for reasons specified. Within ten days the following was printed in a Boston daily about an affair within six miles from the state house:—

"It is now thought likely that only one of the three boys branded on the face at the ——— high school secret society initiation, the other night, is in any danger of being marked for life. This is ———, who appears to have been branded first. The appearance of the acid marks on his face apparently caused the initiators to hesitate, and the other two escaped with lighter markings.

The boys say that ——— applied the nitrate of silver, though they do not blame him any more than the other boys of the Delta Phi society who were present. The initiates were rolled down hill in a barrel previous to the branding, it is said, and the indelible marks on their cheeks were to signify their acceptance as members of the order."

We withdraw our recent opinion.

STILL WORTHY.

With half a million teachers of the public schools and with journalism so enterprising that every time one of the half million goes wrong every paper in the United States gives it at least three different headline reports and sometimes as many as fifty different headline references it is inevitable that there should be some undesirable notoriety. The latest is a case of forgery on the part of a smart fellow with a craze for automobiles. He was only twenty-eight, was under an assumed name, sported with a high-priced automobile, raised money on forged paper, was detected, and committed suicide. He was not, professionally, a teacher, but an adventurer who stole the livery of the profession because he would be least suspected there. It was not a teacher who went wrong, but a wrongdoer who got into our sanctuary, hoping for protection from suspicion in its sanctity.

"HARKNESS LATIN GRAMMAR."

What thoughts come trooping through the mind at the notice of the death of Albert Harkness of Brown University! The appearance of his books in Latin and Greek marked an era in secondary school life. To not more than a half dozen American scholars has been given the privilege of working so great a revolution. He was born at Mendon, Mass., only a few miles from Providence, where he graduated, where his life was passed, and where he died. He was born in 1822; graduated from Brown in '52; studied in Berlin, Bonn, and Gottingen from '52 to '54. Was honored with his Ph. D. from Brown in 1854, and his LL. D. from Brown in 1860. He was a founder of the American Philological Association, one of the organizers of the American School of Classical Studies at

Athens, and a member of the Archaeological Institute of America.

A NOTABLE DEPARTURE.

Massachusetts rarely takes such a stride forward educationally as when she establishes an educational department at the State College and calls Dr. W. B. Hart from Nebraska to take charge of it. From an acquaintance with most of the men likely to be thought of in this connection, Dr. Hart is clearly in the lead in adaptation to the needs of the hour. We have a notable article from his pen on "Educational Agriculture" that is unapproached, to our thinking, in all the utterances on this subject, which will soon appear. President Kenyon L. Butterfield has had something a-doing at the State College even since he entered upon his duties there, but this is easily the most important of all. It means that Massachusetts is to have agriculture in her rural schools and that it is to be taught skilfully. President Butterfield and President Hart are to join forces in a summer school to prepare teachers for this special work so far as a summer course can help them thereto.

NOTABLY TRUE.

Boston's commission of five expert physicians which examined the first three grades says: "In the physical exercises some teachers seemed to inspire their children very greatly; others to possess almost no inspiration; and the tone of the schoolroom and the physical demeanor of the children corresponded strikingly to this inspiration or lack of it." Who will estimate the relative value of these two teachers?

COLUMBINE FOR NATIONAL FLOWER.

The national flower should be native to the United States and should grow over the greater part of its area. The columbine meets all the requirements. The Columbine Association will urge upon Congress official recognition of the columbine as Columbia's floral emblem, standing for peace, plenty, and power through its suggestion of the dove, the horn of plenty, and the eagle.

HALF CENTURY NORMAL.

The oldest state normal school west of New York, at Normal, Ill., celebrated its fiftieth anniversary last week. It has enrolled nearly 20,000 students, and out of its doors have gone more famous educators than out of any other state normal schools except, possibly, from Bridgewater, Mass., Oswego and Albany, N. Y., and Millersville, Penn. President Felmley, President E. J. James of the State University, Professor David Burrill of the University of Illinois, Elmer E. Brown of Washington, D. C., national commissioner of education; President Hill of the Emporia (Kan.) state normal, President Halsey of the Oshkosh (Wis.) state normal, President Hieronymous of the Eureka (Ill.) College, R. R. Reeder of New York city, E. E. Brown, prominent in Y. M. C. A. work in Illinois; and President Blanchard of Wheaton College, alumni of the school, all made addresses.

EXPERT SCHOOL NURSES.

Boston is to invest \$10,000 a year in expert school nurses. The nurses are to be employed to watch over the children, to prevent the spread of contagious diseases and to care for children in time of sickness as well as to teach them in the care of their bodies and health. Twenty-two nurses will be employed to perform this work. The head nurse will receive a salary of \$924. An increase of \$48 per year will be given until a maximum of \$1,116 is reached. Assistant nurses will receive \$648 yearly, and an increase of \$48 will be given to the assistants yearly until a maximum of \$840 is reached. Temporary nurses and substitutes will be paid \$2 daily. The nurses will be employed in the vacation schools as well as in the regular schools, and will have a vacation of four weeks during the year. The tests will be made up of 1,000 points. Experience will count 150; English, 50; arithmetic, 50; principles and practice of nursing, 300; dietetics, 200; anatomy and physiology, 100; oral examination, 150. These will make up the different courses in which the applicants will have to pass.

POOR TRIGGS.

It is with sincere regret that we read of the downfall of Oscar Lovell Triggs, for twelve years professor in the University of Chicago. He was a charming fellow, whom it was easy to like. His philosophy led him far afield theoretically, but we could not believe that his practices were to go beyond his theories, as his wife affirms in her suit for divorce. When will men learn that extra freedom in thinking needs extra virtue in practice?

UNIT POEMS.

It has been one mission of the *Journal* to promote in every way the memorizing of poetry, hence our satisfaction in the work being done by Miss E. F. Derby of Fitchburg, Mass., under the title, "Unit Poems." She has selected poems of recognized worth, each printed on a separate leaf of uniform size, uniformly punched at the back edges to admit of cumulative binding and to permit insertion of manuscript or illustration. This enables pupils to have a single poem for memorizing, and at the same time enable them to keep all these poems in connection with any associate matter that he may collect.

A new honor has come to Roscoe Conkling Bruce, the young colored man who was class orator at Harvard University in 1902. Dr. William E. Chancellor, superintendent of public instruction, Washington, D. C., recommended Bruce for assistant superintendent of colored schools, the highest position for which a colored teacher is eligible. It pays \$3,000 a year. Bruce is the son of former Senator B. K. Bruce of Mississippi. He is twenty-eight years old and a native of Washington, and is now a supervising principal in the colored schools.

Dr. Ella Flagg Young, principal of Chicago normal school, is more highly honored on the Los

Angeles program than any other woman has ever been. She has more star places on the program, and, best of all, she is to give the educational review of the past two years. This is the great honor of the meeting.

It now appears that the cause of Busse's haste was a conference for the bouncing of Cooley. It was a load that kicked and the bouncing was otherwise.

Persons going to the American Institute of Instruction meeting at Montreal will be allowed a stop-over on the going trip at Alburg, St. Albans, and Rouses Point, for any desiring to attend the dedication of the monument to Samuel De Champlain, which is to be unveiled at Champlain, N. Y., on July 4.

A ticket to Los Angeles from any point in the United States and Canada is one fare for the round trip. The two-dollars' membership fee is not paid when you buy the ticket as heretofore, but is paid at Los Angeles. Make this clear every time.

Malden, Mass., has seen the high school membership go up from nine to 1,000 population to 19,6, or a gain of 115 per cent. in sixteen years. And this is a city that has stood high in educational matters for forty years.

Triggs has demonstrated that Chicago University is not censurable for bouncing him after twelve years of sensationalism, but rather for every year that it delayed the bouncing.

The Flower Mission, Claxton building, Cleveland, will send choice flower seeds to any one for one cent a package. Send a postal card for circular.

Langdon, the schoolmaster district attorney of San Francisco, has frightened every grafter and hoodler on United States soil.

Does any law, anywhere, make it illegal to pay women the same salaries as men for the same work?

There was no jealousy in Chicago when Cooley said that Delano was the ablest man in the system.

Only two men in forty in the Chicago city council voted against deposing the "bounced eight."

John Adams, University College, London, Eng., will be the great attraction at Los Angeles.

Even Margaret Haley will agree that the new Chicago board of education is a-doing things.

Nevertheless women teachers will get higher salaries because of the New York episode.

Up to date, Dr. William J. Long is a long way ahead of all of his critics.

There is a greater call for programs of the N. E. A. than ever before.

The best N. E. A. climate in twenty years was at Los Angeles in 1899.

Let all hustle for Los Angeles.

THE WEEK IN REVIEW.

THE HAYWOOD TRIAL.

The taking of testimony in the prosecution of William D. Haywood for the murder of ex-Governor Steunenberg of Idaho has now begun and will be followed with intense interest all over the country. Organized labor has identified itself so closely with Haywood in this case that it may almost be said to be itself on trial. It took fifteen days of the court sessions, and the examination of 156 talesmen to secure a jury. Both the prosecution and the defense express a conviction that the jury is composed of honest men, who will give the accused a fair trial, but the defense comments with evident distrust upon the fact that it contains no representative of organized labor and only one man who has ever been a member of a labor union. Nine of the twelve men are farmers, one a real estate agent, one a building contractor, and one a foreman of fence construction on a railroad. If Haywood is convicted it will not be for lack of counsel, for the labor organizations have provided him with fourteen attorneys.

HUGHES ON TOP.

Evidence continues to accumulate showing that Governor Hughes has won a complete and enduring victory over the Republican bosses in the New York legislature and that he will be given practically everything that he wants. He has already wrested from the reluctant legislature the Public Utilities bill, in the precise form which he wanted. He has secured the passage of the bill directing a recount of the vote cast at the last municipal election in New York city. He has framed a bill for the reapportionment of Senatorial districts, which the legislature will enact, notwithstanding that it will play havoc with the chances of several of the party bosses. And now he has sent in an emergency message calling for the enactment of five special measures touching important matters; and although the legislature is in a hurry to break up, it will stay and enact these bills, on penalty of being recalled in special session if it fails to do so.

KING COTTON.

That a sensational drop in the price of cotton on the New York cotton exchange should follow upon an unfavorable crop report of the government is explained by the fact that although the report was unfavorable, it was not nearly so bad as had been expected. Last year the cotton acreage was 32,049,000 acres; this year it is 32,060,000. Last year at the corresponding date the average condition of the crop was 84.6 per cent. and in 1905 it was 77.2 per cent.; this year it is only 70.5 per cent. But it had been quite generally estimated that the condition would range from 63 to 66 per cent., and speculation had proceeded upon this basis, with the result that prices during the last six weeks had gone up from 9 1-4 to 12 1-4 cents a pound. Prices, therefore, went down with a rush thirty points, but rallied later.

A JOURNALISTIC PEACE MISSION.

There are "yellow journals" in England and in Germany, and journals also not justly classed in

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LOOKING ABOUT.

[Continued from page 657.]

elected or selected the same things from him as from me. There was one item of difference in our cases. His suit case was not checked, and he did not have to collect damages, did not have the cash, as I did, when the settlement finally came. I lost a pair of new rubbers on that Tuesday night. Ellsworth had a pair of new rubbers deposited in his case on Wednesday night. Did the fellow rob Peter to pay Paul, or didn't they fit? Anyway the incident furnished a reasonable amount of fun along with the fiction.

STOCKTON, CALIFORNIA.

BY JAMES A. BARR.

Stockton is the metropolis and chief distributing centre of the San Joaquin valley, seventy-eight miles from San Francisco and 397 miles from Los Angeles.

Stockton is favorably situated to command the trade of the San Joaquin valley and of the mining and lumbering districts along the eastern rim of the valley. The Yosemite valley and the Calaveras and Tuolumne groves of big trees are reached by rail and stage from Stockton. Within twenty-five miles of Stockton are 200 miles of railway and 263 miles of navigable channels.

The city is at the head of all-the-year navigation on the San Joaquin river system, being connected to the river by a navigable channel two and a half miles in length. To San Francisco by water is eighty-five miles. Steamers discharge passengers and freight at the head of the channel in the geographical centre of the city. For a distance of one mile to the western limits of the city the channel harbor is lined with flouring mills, lumber yards, shipyards, warehouses, coal bunkers. River traffic is carried on from Stockton as a centre by fifteen stern-wheel steamers, thirty-six barges, seventy-seven schooners, and seven tugs. Two lines of steamers ply daily between Stockton and San Francisco. A report printed by order of the United States senate committee on commerce (1898) showed that the daily traffic on the San Joaquin river between Stockton and San Francisco averaged 5,000 tons daily, and that 144,000 passengers were carried between the two places by steamer during the year.

The waters in Stockton channel are affected by the tides, the greatest variation between high and low tides being forty inches. To protect Stockton channel from shoaling, Congress, in 1902, appropriated \$225,000 to dig a canal to divert all tributary waters to the Calaveras river. The California legislature appropriated \$60,000 to purchase the rights of way. All wharf and tonnage dues and four per cent. of the revenues of the city are used in building permanent bulkheads and in otherwise improving the harbor.

Since the beginning of the grain industry in California, Stockton has been the principal grain market of the great central valley. The grain and produce warehouses in the city have an aggregate capacity of 175,000 tons.

In 1902 the district of which Stockton is the terminal point shipped from California by rail 105,178.4 tons of fruits, vegetables, nuts, wine, and brandy. Forty-nine commodities are shipped from Stockton in carload lots, the most important being agricultural implements, grain, beans, engines, flour and millstuffs, hay, live stock, onions, potatoes, wine, brandy, grapes, fruits, and leather.

By the census of 1900 there were 293 manufacturing establishments with an annual output valued at \$6,907,839.

The city is the centre of the flour industry of the state. The flour mills have a daily capacity of 5,500 barrels. A large part of the output is shipped to China, Japan, Alaska, and other Pacific countries. Combined harvesters, traction engines, disc harrows, and other types of agricultural machinery are important manufactures. The combined harvester factory covering about nine acres is the largest factory of its kind in America. The harvesters made, cut, thresh, and sack the grain by a continuous process. The only window glass factory west of the Mississippi river has an annual capacity of 75,000 boxes of glass. A woolen mill manufactures cassimeres, chevots, tweeds, flannels, and blankets, and markets more than two-thirds of its product in New York, Philadelphia, and Boston. A coal briquette factory (the only one in the United States) with a daily capacity of 600 tons consumes the entire output of the Tesla coal mines. From the time the coal is ground until the finished briquettes are dropped into the bunkers, the process is continuous. Machine works and foundries supply ore cars and other mining machinery throughout the Pacific coast. A large cannery uses a large part of the output of the numerous orchards and truck gardens near the city. The only wheat starch factory west of the Mississippi river is here.

Of the chief agricultural crops of California classified under thirty-six heads, twenty-eight are produced in marketable quantities near Stockton. All the chicory produced on the Pacific coast is grown near the city. In the production of wheat, barley, rye, asparagus, and potatoes, this region leads all other sections of the state. More barley is grown within a radius of twenty-five miles of Stockton than in any other area of the same size in the United States. Other leading agricultural products are alfalfa, beans, onions, truck farm products, sugar beets, table and wine grapes, almonds, and deciduous fruits. The yield and value per acre of important crops were: Beans, thirty-five bushels; onions, 402 bushels; potatoes, 124.1 bushels; barley, 17.4 bushels; almonds, 461 pounds.

Stockton is an attractive city, having eleven public parks, a well equipped electric street car system, a complete rainwater and sewer system, and 109 miles of streets, of which eleven miles are improved with macadam, five with bitumen, two with basalt blocks, and fifteen with gravel. At the southern terminus of the street car system are mineral baths from warm artesian waters. It is one of the best shaded cities in California, the most popular trees along the streets and in the gardens being the elm, the maple, the acacia, the

orange, the palm, the oleander, and the umbrella tree. From forty wells varying in depth from 250 to 1,100 feet water is pumped into elevated tanks and distributed by a private corporation. These forty wells are on a three-acre tract, and, although they supply an average of 2,500,000 gallons of water daily, they have never been pumped dry during the twenty years the system has been supplying the city.

In 1843 Captain C. M. Weber, the founder of Stockton, secured a grant of 48,747 acres from the Mexican government. This grant, known as the Campo de los Franceses, included the site of the present city of Stockton.

In 1850 Stockton was incorporated with a population of 2,000. It was named in honor of Robert Field Stockton of the United States navy

VACATION OPPORTUNITIES FOR TEACHERS.

BY DAVID A. ROBERTSON,
University of Chicago.

One of the striking tendencies of recent education has been the growth of summer schools. There are at least two main causes: First, the fact that during the traditional academic year there are many persons, especially teachers, who are unable to study but who feel the need of carrying forward their education and who would be glad to avail themselves of an opportunity to study in the summer; second, a conviction that a large and expensive university plant ought not to be allowed to lie idle during three months of the year; that such a waste is uneconomic to the last degree.

In consequence of these two facts summer schools have sprung up in all parts of the country ministering to the mental needs of those whose education would otherwise end at the moment that they begin teaching. Whereas generally summer work is a mere appendix of collegiate instruction, occupying only a few weeks, and regular credit is not given, in some universities the summer quarter is as definitely recognized as any other season of study. Students receive credit for the courses which they take as in any other quarter. Many students because of this arrangement have progressed toward their degrees more rapidly than would have otherwise been possible. Some have secured the Bachelor's degree after residence for the most part only in the summer; more have secured the Master's degree after residence during three successive summer quarters.

In consequence of the importance which such universities attach to this work, instruction is offered in all departments. Finally that richness of background which breadth of culture gives to every enthusiastic teacher may be secured in the many courses allied to the teachers' special subjects or in the numerous general culture classes in literature, art, history, and science.

For these reasons a summer at a university cannot fail to be of direct material value. But summer is the season of vacation, and teachers must combine recreation with work in order to be prepared for the strain of the ensuing year's teaching

and return to it in the fall vigorous and buoyant. Residence at a university is not incompatible with that object but directly conducive to it.

TALKS ON SCULPTURE.—(XVIII.)

BY LORADO TAFT.

No doubt the Greeks liked babies as much as we do, but they do not seem to have considered them fitting subjects for sculpture, and so, from lack of practice, they did not do them very well. Even the baby which Praxiteles set upon the arm of his Hermes was not very satisfactory. The Greek idea of sculpture was something noble and dignified; they did not attempt to make it look "cunning." With the Romans there was more call for this sort of thing. Their painters and sculptors

sign" or "pattern" to the composition, even when seen from quite a distance, which is an important matter in anything intended for decoration. When the gallery was in place there were little ornamented pillars set in front of it at intervals, which seemed to divide it into panels, but the youngsters pranced and raced freely behind this decorative fence and around the ends of the balcony. Their antics are irresistible; no one can look at them without laughing.

This was not the reason, however, why they were banished from the church. It seems that some time in the seventeenth century there was to be a royal wedding there, and these rather small galleries were not sufficient to hold all of the musicians, so down they came in order to be replaced by large temporary structures. And then they



CHERUBS DANCING AND PLAYING ON INSTRUMENTS.

introduced children in great numbers for purely decorative purposes—long festoons of cupids, whole friezes of fat little cherubs. But there never was such a time for babies in art as in those early days of the renaissance, and there never was a sculptor, perhaps, who understood them quite as well as did Donatello. Other sculptors have made prettier children, but this great man caught the zest and spirit of their play, and has given us some of the most joyous glimpses of young life that the world has ever seen.

In 1441 Donatello was fifty-five years old, but he was not too aged to enjoy the sports of youth. I do not mean that he played "tag" and "ring around the rosy" himself, but he enjoyed seeing the little people in these immortal games. It was in that year that he finished his beautiful choir gallery in the great cathedral of Florence. There were two of these stone balconies on opposite sides of the church choir. The one was decorated by Luca della Robbia—a delightful artist, of whom we may have something to say at a future time—the other by Donatello. Della Robbia divided the front of his gallery into panels and filled them with groups of little musicians, some singing "for all they're worth," and others playing musical instruments with no less vigor. Donatello thought that he would try a different scheme. He simply turned the children loose on his gallery front and let them "perform." And what advantage they take of their freedom! Across the long space they pour, as if just let out of school, kicking up their heels and almost turning handsprings.

This beautiful frieze is one of the liveliest things in sculpture, as it is also one of the most decorative. While the children are bunched in several places, as they are sure to be in play, one sees here and there one of them very distinctly outlined in some striking position. This gives a "de-

just never happened to be put back! You might expect that people who would do a thing like this would neglect also to take care of the exiled sculptures, but fortunately some one did take care of them, and they may be seen to-day in the museum of the church across the street. There the little waifs still keep up their merry round, just as mischievous and just as gay as when the sculptor carved them. The real children whom Donatello watched at their sport grew old and died, and others came and went their way; generation after generation all turned to dust, but these marble babies are the true immortals. They do not even grow old.—Used by permission of the Chicago Record-Herald.

THE MASSACHUSETTS LEGISLATURE.

DISPOSAL OF THE MEASURES OF THE SESSION OF 1907—
THE DEFEAT OF THE COLLEGE TAXATION EFFORT
—SOME LEADING MEASURES OF THE YEAR.

State House, May 18.—All of the thirty-seven measures which were referred to the committee on education have been reported upon, and the docket of the committee is clear. Most important of all education measures of the session is one which was not before the education committee at all, but was before that on taxation. This was the proposition for the taxation of residential property of colleges. Many times this obnoxious and un-Massachusetts proposition has been brought to the legislature. This year, as in former years, it met the determined opposition of the college and university people. President Eliot of Harvard made one of his strongest arguments against it. The committee was addressed by other heads of institutions, and prominent parts in the contest were borne by President Woolley of Mount Holyoke, President Seeley of Smith, President Hopkins of Williams, and others. This whole movement gets its impetus in the western part of the state. Taxpayers in Williamstown, Amherst, and Northampton, in particular, seeing the large amount of real estate lying in a favorable location, which would yield a large sum if it

were taxed like private property, not appreciating the immense benefit to the town from the presence of the college, and ignoring the rightful claim of educational institutions to be exempted from the burdens of the public, since they are such a help to the increase of property that they ought to be promoted as far as possible, launched out into violent opposition to the present policy and did all they could to secure the passage of a bill to tax at least a part of the dwellings used by the professors for residential purposes. Even this was defeated after a long struggle. The chief promoter of the movement in the legislature has been the senator from Northampton, the home of Smith College. Last year, before the recess committee on taxation, he did his very best to secure a favorable report, and after the final defeat of his proposition this year, after it seemed at one time as if he would be able to win a small measure of success, he went so far as to put in a bill to prevent Smith College from holding any further amount of real estate. Then, a day or two after, he put in another which had the same effect for Harvard and one other college. But such a protest against his extreme course has been raised in Northampton that it seems as if the current had begun to set the other way. The people are saying now that they would not have the college removed for any imaginable consideration, and they would be glad to have it take all the real estate which it needs for the purposes of legitimate expansion. It is possible that this movement has reached its end for this generation, for in another quarter it is now said that they had better stop their agitation and keep still.

In the main, the course of the legislature upon educational matters has been conservative. In the matter of industrial education, the policy has been continued of making grants to the textile schools at Lowell, New Bedford, and Fall River upon condition that other large amounts be raised by the municipality or by friends of the schools, and authority has been granted to tax for such a purpose. But when it came to promoting industrial teaching at the Hyannis State Normal school, then they drew the line there and gave the petitioners for that purpose leave to withdraw. Plans for a higher public school education, involving a free state university, have not been favored any more than in previous years. Massachusetts with all her present first-class colleges and universities, supported by private funds, and with the state college at Amherst, largely agricultural and supported by the public treasury, does not care to enter upon a career like the western states and have a state university for a general education. This proposition stood no better chance than in previous years.

It has to be admitted that the plan of making the state board of education a sort of employment office for teachers in the public schools has not succeeded. One further effort will be made to attain success and for that end the requirement of a fee of \$2 has been abolished. With services given free, it remains to be seen whether the plan has any merit whatever in it. If this effort fails, then the state will close its educational employment bureau.

No better success than in the last four years has attended the effort to secure state supervision of music in the public schools. Secretary Martin of the state board of education is strongly in favor of promoting the musical part of public school training, for he believes that music has a decided influence for good upon the schools, but the legislature persistently refuses to commit the state to the support of a superintendent of music for the public schools.

Growth of educational institutions is shown by repeated acts which have been passed by the legislature at this session without opposition. Radcliffe College has been allowed to hold more real estate; and so have the

trustees of the Worcester Academy; more trustees in number have been permitted for Phillips Academy; Boston University is to have never less than ten nor more than fifty trustees; the town of Leicester has been regarded as complying with the law for the maintenance of high schools by towns, provided that it makes an arrangement with Leicester Academy for giving the necessary instruction. The old Bridgewater Academy finally disappears from the list of state institutions and its trustees have been authorized to turn the property over to the town and to close up the account. Dighton has been relieved from the necessity of maintaining a high school on condition that an equivalent be furnished to the children who want a high school education, and the historic Hopkins Academy in Hadley, which is not much more than a name now, has been permitted to have fifteen trustees and never less than five.

The proposition that the state establish a school of design and manual training in silverware making and things of that sort did not commend itself to the judgment of the legislature. Further legislation on the number of sessions of the public schools daily was another unsuccessful applicant for favor and the petitioners were given leave to withdraw. The petition that high schools be required to be open only thirty-eight weeks in the year was also unsuccessful. Another scheme that failed was having systems of public lectures for the public schools.

On a list of miscellaneous matters the record of action is as follows: On requiring fire drills in the public schools, leave to withdraw; on a state appropriation for the support of the public schools, reference to the next legislature; on the bill that towns may establish pension funds for public school teachers, bill rejected; ventilation of school rooms, leave to withdraw; appointment of a school physician, leave to withdraw; establishment of trade schools, reference to the next legislature; exemption of schoolhouses from payment of fees for entertainments and athletic contests, bill enacted and signed; investments by the Punchard free school, in securities in which savings banks may invest, bill enacted and signed; industrial enterprises under management of the commission for the blind, bill enacted and signed; state school of design for manual training, next legislature; increase of the number of trustees of the Lowell Textile school, leave to withdraw; change of name of school committee to school board, leave to withdraw; petition by Samuel L. Powers and other prominent citizens for a higher supplemental education, leave to withdraw; keeping high schools for only thirty-eight weeks, reference to the next legislature; addition to the normal art school building at an expense of \$75,000, bill reported by the committee on education, reported ought not to pass by the committee on ways and means, and rejected; transportation of pupils to and from the public schools, leave to withdraw; amendment of the charter of Tufts College, so that ten trustees shall be elected by the alumni, bill enacted and signed; investigation of the textile schools by the industrial commission broadly to see what improvements can be made in their administration and attainment of their object, resolve passed for report to be made to the next legislature.

R. L. B.

CREDIT TO THE ASSOCIATION.

"Directions for Home Gardening," on page 596 of the Journal, should have been credited to the Cleveland Home Garden Association.

EGG-0-SEE.

Eggs are served as food and drink in eighty-seven different ways.

Chicago uses 2,000,000 a day.

Chicago used 5,000,000 eggs on Easter. Of these 3,600,000 were eaten at table, 1,000,000 were served in drink, and 400,000 were used in pastry and sauces.

BOOK TABLE.

ORTHODOX SOCIALISM. By James Edward Le Rossignol, professor of economics in the University of Denver. New York: T. Y. Crowell & Co. Cloth. 147 pp. Price, \$1 net.

Dr. Le Rossignol is widely known both in this country and in Australia for his lectures and writings on economic subjects. He here defines clearly and dispassionately a great modern movement whose influence is coming to be felt more and more in our elections. Strikes, labor unions, the struggle of mass with class, and the perpetual questions of wages and profit come in for their share of intelligent attention. The book is worth pondering over by every earnest voter. Every one who pretends to be educated must read extensively and discriminately upon every phase of sociology, since not to do so is to make one liable to consequences disastrous to his reputation. He whose student studies were more than twenty years ago, and in some institutions if they were more than twenty months ago, is liable to use facts and theories in economics and sociology that are decidedly archaic. It is forty years since Heinrich Karl Marx wrote "Capital," and at his shrine 6,000,000 socialists are worshipping to-day. Of these one-half are in Germany. There is but one way to check the growth of Marxian socialism and that is by the immediate and adequate improvement of the laboring classes. It is an open question whether this will really meet the demands of the spirit of socialism. It certainly will not until the conditions become such that laborers receive more than they need to expend. It is entirely clear that socialism will thrive so long, also, as there is a luxurious class of non-workers. The protectionist and the Bourgeois must both alike disappear or socialism will thrive. Teachers and all others interested in the training of human nature must know the facts and fancies of socialism, and there is no better place to get a healthy view of orthodox sociology than in this book.

SCOTT'S QUENTIN DURWARD. Edited, with introduction and notes, by R. W. Bruere. Standard English Classic Series. Required for reading by the conferences on college entrance requirements in English. Boston, New York, and Chicago: Ginn & Co. Cloth. xxxi+504 pp. Frontispiece. List price, 50 cents; mailing price, 60 cents.

The present edition of "Quentin Durward" is especially designed for the use of high schools and academies. Structurally one of the best of Scott's novels, it is admirably adapted to a study of Scotch art. Moreover, it deals with one of the most interesting and significant periods in the history of Europe, when the feudal principle of society was yielding to the idea of the monarchy, and when France, through the wily statecraft of Louis XI., was acquiring that ascendancy over the European mind which she maintained until the end of the Revolution. This circumstance suggests the value of the book, not only in courses of English literature, but also to students of European history. In an essay upon Scott written apropos of "Quentin Durward," Victor Hugo said: "For our part, we fulfill a conscientious duty in placing Sir Walter Scott very high among romancers, and 'Quentin Durward' particularly high among romances. It would be hard to find a book better designed, one in which the moral and dramatic effects are better interwoven. . . . Scott has drawn from the springs of nature and truth a hitherto unknown species of composition. . . . He unites to the minute exactness of the chronicles the majestic grandeur of history, and the all-compelling interest of romance." The notes affixed to the present edition are the mature work of Scott himself. Occasional footnotes have been added as a running glossary to the text. In the biographical preface an attempt has been made to supply the student with the salient points of Scott's career as a writer and as a man.

EDISON'S HANDY ENCYCLOPEDIA OF USEFUL INFORMATION AND UNIVERSAL ATLAS. Published by Laird and Lee, Chicago, and has just been thoroughly revised and brought down to date. 512 pp. Limp cloth, 25 cents; stiff cloth, gold stamped, 50 cents.

Many new features have been added to this work, and it is now all that its name implies, a modern encyclopedia of practical every-day information. Among other invaluable subjects treated are the following: Suggestions in cases of accidents and numberless other recipes and hints of practical information on many subjects, valuable in household and shop, office and farm, school and library. The Atlas contains the maps of all the states of the Union.

NATURE ROUND THE HOUSE. By Patten Wilson. With illustrations by the author. New York: Longmans, Green & Co. Cloth. 240 pp.

One does not know quite what to say of a book like this. We would not venture to pass judgment. We would not criticize it, because we may be over sensitive at this point, and certainly we cannot praise a book for public school use, at least, in which there are expressions like this: "I don't think our maid Mary liked him at all, because, as she said, she was 'a-feared on 'im.'" This is perilously near the danger line. We opened to a page on which G. L. Tomtit figured extensively and upon investigation found that he was Gay Little Tomtit. "Our old cook told me when I was a boy that cockroaches were 'nasty 'orrid varmint.'" This also is near the border. "Some people will tell you that Mr. Cockroach will eat the edge of a razor. He must have a strong stomach—don't you think so?" "I have seen hundreds of cockroaches (in the kitchen) running like mad to their hiding-places." The tortoise is "Old Slowcoach," by which designation he appears many times. Mary, the maid, "is a-standing in her 'cheer,' as a-feared as ever was!" Of course the object of all this slang is to make the whole thing very common in the hope that it will thereby interest children. If you are looking for familiarity in nature study you have it to the limit in this book.

COMMERCIAL RAW MATERIALS: THEIR ORIGIN, PREPARATION, AND USES. By Charles R. Toothaker, curator of the Philadelphia Museums. Boston: Ginn & Co. Cloth. 117 pp. Price, \$1.25.

In this industrial age, it is absolutely essential to have reliable information concerning those materials which are of economic value, and on which the business of the world and the life of its people are dependent. It is just such information which Mr. Toothaker gives us in this publication. And it is so arranged as to be helpful to teachers of economics and industrial geography in any grade. Some hundreds of serviceable materials are carefully but not exhaustively described, and by a complete index these descriptions are made available without loss of time. To say that the work exhibits the greatest care in compilation is to say nothing but the truth. To prophesy that it will win the confidence and secure the approbation of instructors in economics is perhaps as safe as anything in the prophecy line can be. The series of maps showing the distribution over the planet of the materials described, and the pictures and diagrams, form an invaluable feature.

THE BIRTH OF THE NATION. By Mrs. Roger A. Pryor. New York: The Macmillan Company. Cloth. Illustrated. 352 pp. Price, \$1.75 net.

A graphic word picture of the scenes on and about Jamestown, of which the author has industriously gathered up all the details, and has set them in a very good light. While the style is inclined to be florid, and the author's faith is strong in the veracity of the Smith-Pocahontas story, which is certainly apocryphal, there is yet much of history about the colony at Jamestown that is of the highest value to the student of our history, and presented with a vivacity and picturesqueness that is quite attractive.

THE SPIRIT OF NATURE STUDY. By Edward F. Bigelow. New York: A. S. Barnes & Co. Cloth. 222 pp. Price, \$1.25.

The author of this truly interesting volume is an enthusiastic science lover. His attainments in this line as well as his interest in it led to the choice of him recently as president of the Agassiz Association. In this new work he has many bright and suggestive things to say about the spirit in which nature-study should be prosecuted. These have grown out of both personal experience and a wide observation, which go to make his words doubly welcome and useful. Sixteen charming pictures, each with some suggestion of woods, and brooks, and seashore add greatly to the book's merits.

SELECTIONS FROM BROWNING. By Charles W. French. Chicago: Ainsworth & Co. Paper. 145 pp. Price, 20 cents.

Mr. French has made an excellent choice from Browning's works, such as are not too far beyond the comprehension of the youthful student's mind. This work takes its place with 130 others in making up the Lakeside Series, published by the same company.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

- June 18, 19, 20: Kentucky Educational Association, Winchester.
- June 20-22: National Playground Association, Chicago.
- June 24-26: South Carolina State Teachers' Association, Chick Springs.
- June 25-27: Ohio Teachers' Association, Put-in-Bay, Edward M. Van Cleve, secretary, Steubenville, Ohio.
- July 1-3: Oregon State Teachers' Association, Western Division, Salem, Miss Aphia L. Dimick, president.
- July 1-2-3-4: American Institute of Instruction, Montreal, William C. Crawford, Cambridge street, Allston, Mass., secretary.
- July 2, 3, 4: Pennsylvania State Educational Association, Greensburg, Superintendent R. B. Teitrick, president, Brookville.
- July 9-12: National Educational Association, Los Angeles, California.
- October 17-19: Vermont State Teachers' Association, Burlington, Vt.
- October 17-19: Northwestern Iowa Teachers' Association, Cedar Rapids, Iowa.
- December 26, 27, 28: Montana State Teachers' Association, Missoula.
- December 31-January 1, 2, 3, '08: Colorado State Teachers' Association.

NEW ENGLAND STATES.

MAINE.

AUBURN. Robert J. Sisk of Dover, N. H., has been elected principal of the Auburn High school, the second largest high school in Maine, at a salary of \$2,000. Mr. Sisk is a Dartmouth graduate, and has been principal of the Milford, N. H., High school. For the past few years he has been a district superintendent, his present district including Alton, Greenland, Newington, Rye, and Stratham.

MASSACHUSETTS.

SOUTH BYFIELD. Charles S. Ingham has been elected principal of Dummer Academy, which is said to be the oldest male preparatory school in the country, having been founded 144 years ago by Lieutenant Governor William Dummer. Mr. Ingham is at present head of the language department at Marston's University School in Baltimore. He was born in Saybrook, Conn. After preparing at Clinton Academy he entered Yale in the class of 1891. From 1891 to 1893 he taught in Holbrook Military school, Ossining, N. Y.; from 1893 to 1894 he was a graduate student at Yale; 1894-'96, graduate student, Foote fellow, Yale; 1896, received the degree of Ph.D. (Latin) at Yale; 1893-7, traveling tutor in Europe, took lectures at Sorbonne, Paris; 1897-1900, instructor one year, tutor two years, in Latin, Yale College; member of the administration board of the Freshman class; 1900-'05, housemaster and instructor in Latin at Wash-

ington School for Boys, Washington, D. C.; since 1905, at Baltimore.

MALDEN. This exceptionally progressive educational city is putting up an addition to the high school building, costing \$400,000.

FITCHBURG. It looks as though Fitchburg would be the only city in Massachusetts to take advantage of the state aid offer for a trade school. The cities do not welcome the scheme as yet.

E. Adams Hartwell has been assistant principal and teacher of science in this high school for thirty-two years. He is succeeded by James M. McNamara of Gardner high school.

GARDNER. Under Superintendent Judson I. Wood this town comes very near having the record as a source of supply of A No. 1 teachers for places that pay higher salaries. He gets talented young teachers, helps them to become extra good teachers, and then they go up higher and he gets others of equal talent.

CAMBRIDGE. John M. Wood, Jr., is head master of the Rindge Manual Training school, succeeding Charles H. Morse, at a salary of \$2,700. H. Warren Foss is to be principal of the Kelley school.

MOUNT HERMON. The Mt. Hermon (Moody) school has received \$50,000 from the heirs of William E. Dodge. A new dining hall is to be built therewith. The great value of this school is more and more in evidence.

BROOKLINE. This town is to have a fully equipped commercial department in the high school in charge of Edward S. Colton, who has been at the head of the same department in Lowell.

AMHERST. The Agricultural College has established the first department of agricultural education on a broad foundation in the country. Professor W. R. Hart, who is to develop it, is an unusual man. He spent his boyhood on an Iowa farm and received his education in Iowa Wesleyan University, Iowa State Law School, and the University of Nebraska. He has had teaching experience in country schools and also in high school and normal and college work. He will make a thorough study of all phases of agricultural education and will be of especial help to the teachers, principals, and superintendents in introducing agriculture into the elementary schools and high schools, and in the establishment of agricultural high schools. The summer school of agriculture is to be part of the work of this department of agricultural education.

MIDDLE ATLANTIC STATES.

PENNSYLVANIA.

HARRISBURG. Superintendent R. B. Teitrick, long county superintendent of Jefferson County, succeeds Dr. Henry Houck, who took up his duties as secretary of internal affairs on May 1. Dr. Houck was deputy state superintendent for nearly forty years, breaking all records in the United States. Mr. Teitrick is exceptionally well qualified for the place.

NEW JERSEY.

NEWARK. In his sixth annual report, Dr. Addison B. Poland, superintendent of the Newark schools,

completes a series of fifty consecutive annual communications, beginning with that of Stephen Conger for 1857. It presents a consecutive account of the growth, development, and progress of the city's school system from ten schools, enrolling 4,752 pupils and employing seventy-eight principals and teachers, to one enrolling nearly 50,000 pupils and employing nearly 1,200 principals and teachers. During this half century, the population of Newark has increased from 64,000 to more than 300,000. The average annual increase for the past five years has been 2,216. Newark's accommodation problem is shown as follows: Number of classrooms in courts, hallways, etc., 23; rented annexes, 20; portable buildings, 7; unsatisfactory buildings, 6. Number of children enrolled in court rooms, etc.,

SUMMER SCHOOLS.

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EDUCATIONAL REPRINTS

No. 1. Report of Massachusetts Committee on Industrial Education, 50 cents.

Descriptive circular on application

JAMES E. RUSSELL, LL.D., Dean

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Harvard University

Summer Courses, 1907

July 2—August 9

For particulars apply to the Chairman
J. L. LOVE, Cambridge, Mass.

1,726; rented annexes, 782; portable buildings, 309; unsatisfactory buildings, 241; half-day classes, 1,832.

The Summer at Madison.

The University of Wisconsin is to have an exceptionally important session for teachers and librarians from June 24 to August 3. There will be sixty-nine professors and instructors on duty. Think of the privilege of listening to Van Hise, Ely, Bardeen, Turner, Freeman, Dennis, Fenneman, Graves, Harper, Hubbard, O'Shea, Snow, and Voss!

The ninth summer session provides graduate, advanced, and elementary instruction in many departments, of the same grade and largely of the same content as that given during the university year proper. The session is planned to satisfy the needs of graduate students, high-school instructors who desire to test their qualifications for graduate work, and ultimately for college teaching, school superintendents, principals, and teachers. In addition to the regular and special graduate and undergraduate courses, which provide adequate instruction in the subjects taught in the schools, courses are offered which deal with the theoretical and practical problems of those directing secondary education.

Programs N. E. A.—(II.)

Department of Higher Education.

President, William Lowe Bryan, Bloomington, Ind.; vice-president, George A. Gates, Claremont, Cal.; secretary, Oscar J. Craig, Missoula, Mont.

Topic: "The Preparation of High School Teachers."

From the Standpoint of the Normal School—Lewis H. Jones, president State Normal College, Ypsilanti, Mich.

From the Standpoint of the High School—Report of the committee on the preparation of high school teachers—Reuben Post Halleck, principal Boys' High school, Louisville, Ky.

From the Standpoint of the University—Alexis Frederick Lange, dean of the faculty of the College of Letters, University of California, Berkeley, Cal.

WEDNESDAY MORNING, JULY 10.

"The Care of Freshmen," William O. Thompson, president Ohio State University, Columbus, Ohio.

Discussion led by Fletcher Bascom Dresslar, associate professor of the science and art of teaching, University of California, Berkeley, Cal.

"Religious Education in the State Universities." Professor Wallace N. Stearns, Wesley College, Grand Forks, N. D.

Department of Manual Training.

President, Frank M. Leavitt, Boston, Mass.; vice-president, R. Charles Bates, Port Deposit, Md.; secretary, Oscar L. McMurry, Chicago, Ill.

TUESDAY AFTERNOON, JULY 9.

Topic: "The Development of an Adequate Course of Study in Manual Training for Elementary Grades."

From the Point of View of the Teacher of Manual Arts—George W.

Eggers, head of department of art, Chicago Normal School, Chicago, Ill.

From the Point of View of Child Study—Fletcher B. Dresslar, associate professor department of education, University of California, Berkeley, Cal.

From the Point of View of the School Superintendent—(Speaker to be announced).

Discussion led by Thomas A. Mott, superintendent of schools, Richmond, Ind.

THURSDAY MORNING, JULY 11.

Topic: "The Relation of Industrial Education to Public Instruction."

Manual Training Versus Industrial Training in the High School—B. W. Johnson, director of manual training, public schools, Seattle, Wash.

Can the School Life of Pupils be Prolonged by an Adequate Provision for Industrial Training in the Upper Grammar Grades?—Jesse D. Burks, principal of Teachers Training School, Albany, N. Y.

Industrial Training as Viewed by a Manufacturer—Magnus W. Alexander, engineer in charge of drawing, office General Electric Company, Lynn, Mass., vice-president National Society for the Promotion of Industrial Education.

FRIDAY MORNING, JULY 12.

"Rational Art and Manual Training in Rural Schools," Elbert H. Eastmond, instructor of fine and industrial arts, Brigham Young University, Provo, Utah.

"Manual Training in the Indian Schools," M. Friedman, assistant superintendent, Haskell Indian Institute, Lawrence, Kan.

(To be announced.)

Department of Art Education.

President, Eugene C. Colby, Albany, N. Y.; vice-president, Miss May Earhart, Los Angeles, Cal.; secretary, Miss Helen E. Lucas, Rochester, N. Y.

WEDNESDAY MORNING, JULY 10.

Address of welcome, Joseph Scott, president of the board of education, Los Angeles, Cal.

Address by the president, Eugene C. Colby, supervisor of drawing and manual training, state of New York, Albany, N. Y.

"The Relation of Art Education to Everyday Life."

From the Culture Side—Randall J. Condon, superintendent of schools, Helena, Mont.

From the Utilitarian Side—Arthur H. Chamberlain, dean and professor of education, Throop Polytechnic Institute, Pasadena, Cal.

FRIDAY MORNING, JULY 12.

"The University Entrance Credits in Drawing," A. B. Clark, Stanford University, Cal.

"Visualization, or Snap Shot Drawing," Langdon S. Thompson, supervisor of drawing, Jersey City, N. J.

"Object Drawing," Miss Edna B. Lowd, teacher of drawing, Los Angeles, Cal.

Discussion led by Mrs. H. T. Jenkins, director of drawing, Pomona College, Claremont, Cal.

Department of Business Education.

President, H. M. Rowe, Baltimore, Md.; first vice-president, James T. Young, Philadelphia, Pa.; second vice-president, W. H. Wagner, Los Angeles, Cal.

les, Cal.; secretary, Horace G. Healey, New York, N. Y.

TUESDAY MORNING, JULY 9.

President's address, H. M. Rowe, Baltimore, Md.

Topic: "Preparation and Improvement of Commercial Teachers."

Present Standards of Commercial Instruction with Present Requirements for Commercial Teachers—James J. Sheppard, principal of High School of Commerce, New York City.

Discussion led by James Ferguson, department of commerce, Mission High School, San Francisco, Cal.

Available Means and Additional Means Required for the Preparation of Commercial Teachers—H. B. Brown, president of Valparaiso University, Valparaiso, Ind.

Discussion led by E. K. Isaacs, Woodbury Business College, Los Angeles, Cal.

Ways for Improving Commercial Teachers Now at Work—F. C. Weber, Polytechnic High School, Los Angeles, Cal.

WEDNESDAY MORNING, JULY 10.

Topic: "A Study of Methods as Applied in Teaching the Commercial Branches."

Necessary Adaptation of General Pedagogic Practice in Teaching the Commercial Branches in High Schools and in Private Schools—D. W. Springer, director of commercial department, high school, Ann Arbor, Mich.

Co-ordination of Individual and Class Instruction in Commercial Branches—F. F. Showers, Stevens Point Business College, Stevens Point, Wis.

Discussion led by Thomas H. H. Knight, Girls' High School, Boston, Mass.

Rational Development of the Practical Features of the General and Special Commercial Branches to Meet the Requirements of Present Commercial and Industrial Conditions—J. M. Green, principal of State Normal School, Trenton, N. J.

Discussion led by J. H. Francis, principal of Polytechnic High School, Los Angeles, Cal.

Department of Child Study.

President, Edwin G. Dexter, Urbana, Ill.; vice-president, Henry H. Goddard, West Chester, Pa.; secretary, Charles W. Waddle, Austin, Texas.

TUESDAY MORNING, JULY 9.

A Study: The Delinquent and Dependent Child in Its Home Environment as a School Problem—J. K. Stableton, superintendent of schools, Bloomington, Ill.

Child Study in the Education of Women—Miss Jessie B. Allen, State Normal School, Los Angeles, Cal.

The Training of the Child's Emotional Life—Henry Suzzello, Assistant professor of education, Leland Stanford Junior University, Stanford University, Cal.

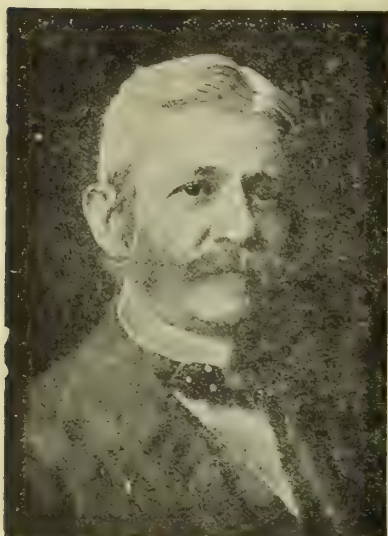
The Relation of Child Study to the Moral Training of the Child—C. C.

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Van Liew, president of State Normal School, Chico, Cal.

THURSDAY AFTERNOON, JULY 11.

Topic: "The Contributions of Twenty-Five Years of Organized Child-Study in America to Educational Theory and Practice."

As Applied to the Kindergarten and the Elementary Grades—Ella Flagg Young, principal of the Chicago Normal School, Chicago, Ill.

Discussion led by Manfred J. Holmes, professor of psychology, State Normal University, Normal, Ill.

As Applied to the Grammar Grades—Professor F. B. Dresslar, University of California, Berkeley, Cal.

Discussion led by Margaret E. Shallenberger, State Normal School, San Jose, Cal.

As Applied to the High School—A. H. Yoder, superintendent of schools, Tacoma, Wash.

Discussion led by E. O. Sisson, professor in the University of Washington, Seattle, Wash.

The Child-Study Movement in Los Angeles—George L. Leslie, director of science department, city schools, Los Angeles, Cal.

THE WEEK IN REVIEW.

(Continued from page 661.)

that category,—the London Times among them,—which have done a great deal of mischief in the cultivation of international ill will. Last year, a party of influential German journalists visited England, for the express purpose of getting a closer view of things English and of contributing something to a better understanding between the two peoples. They were warmly welcomed, and their visit was accounted a great success. Now a party of English journalists, thirty-nine in number, has been visiting Germany upon a similar mission of conciliation. They have been hospitably treated by the Germans, from the Kaiser down, and will be able, on their return, to bear witness that not even the Kaiser is so black as he has been painted. The Kaiser made them his guests at a military review at Potsdam and joked with them in a friendly way; and they listened at Berlin to an address by the German under secretary of state, who deprecated all misun-

derstandings, and explained the German naval program in a way calculated to relieve apprehensions of a sinister purpose.

LIMITED TRADE RECIPROCITY.

The President has issued his proclamation, announcing the conclusion of a commercial agreement with Germany under the third section of the Dingley act. The concessions are mostly on the part of Germany. The German products which will come in to this country under more favorable terms under this agreement represent only 1.4 per cent. of the whole volume of German imports; while the American products which get the benefit of the German minimum tariff include 96.7 per cent. of the German importations from this country. France is now agitating for a similar arrangement; and the British government has opened negotiations for like benefits. These last, however, are foredoomed to failure, for as Great Britain, under her free trade policy, has no special concessions which she can offer, there is no basis for an exchange.

IRISH QUESTIONS IN PARLIAMENT.

The severity of the blow dealt to Irish interests in parliament by the unqualified rejection of the Irish council bill by the recent national conference is made manifest by the formal announcement by the premier of the government program. Not only is the Irish council bill wholly abandoned, and with it any attempt to legislate toward a larger measure of self-rule, but the long-promised Irish University scheme shares the same fate. The premier, however, intimated a purpose to introduce an evicted tenants' restoration bill, with provisions for the compulsory purchase of land. There is to be no autumn session, and, ostensibly for that reason, the government will drop the proposed licensing bill, and also the measure designed to relieve the "passive resisters" from paying education rates for religious instruction. It gives promise, however, of a complete educational bill at the next session. A resolution on the restriction of the powers of the House of Lords is promised for this month.

UNEASINESS AT TOKIO.

Despatches from Tokio report that

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there is a good deal of uneasiness there over the relations existing between Japan and the United States. It is added that actual hostilities are not thought of, but a painful impression has been created by the recent attacks upon Japanese in San Francisco, and the peculiar position in which our federal government is placed with reference to local autonomy is not understood. This is not strange. If we had reports of street rioting in Tokio and of attacks upon unoffending Americans in connection with it, we should feel a good deal of disquiet and should want rather full explanations from the Japanese government. It would not allay our irritation to be told that the disturbances were merely local affairs which the Japanese government could not suppress. Very likely we should want to know, in that case, how Japan expected to maintain her standing among civilized nations.

THE HAGUE CONFERENCE.

On the eve of the assembling of the second peace conference at The Hague, it becomes increasingly evident that the question of the limitation of armaments will receive scant consideration, if any. Germany, France, and Russia have declared plainly against its discussion, and Italy has taken a middle course, designed to conciliate both those who want the discussion and those who do not. As nothing can be done either to limit armaments or to restrict the budgets out of which they must be paid for, little is to be gained any way by taking up the matter. But that the conferences can be made a regular international institution, recurring at stated intervals instead of now and then at the caprice of the powers, and that something like a permanent peace tribunal can be constituted at The Hague with large powers and ample compensations seems probable. Lovers of peace must learn the lesson of not attempting too much, lest their efforts lead to dissension rather than harmony.

The man who is all the time urging others not to weary in well-doing ought to take a day off occasionally and do some good himself, or people will accuse him of having selfish motives.—Somerville Journal.

THE MAGAZINES.

—Any one of the four things in the June American Magazine would have made the number a good one: Edwin Lefevre's character sketch of Harri-man, Ellis Parker Butler's story of "Wetter New York in 1913," Ray Stannard Baker's account of "The Negro in Southern City Life," or Ida M. Tarbell's story of Grover Cleveland's great fight of 1887. In the same number the author of "Emmy Lou" tells another Letitia story. Elizabeth Irwin writes of the most famous artists' model in the world. F. Marion Crawford goes on with his serial, and David Grayson writes of "The Tramp" in his "Adventures in Contentment" series. "The Interpreter" talks about socialism.

—A happily timely sketch in June St. Nicholas is J. L. Harbour's "The Author of 'The Story of a Bad Boy,'" a sympathetic study of Thomas Bailey Aldrich. Without losing any of its appeal for the older boys and girls and the grown-ups of the family, St. Nicholas this year is adding, more and more, pages especially for the wee ones. Everett Wilson supplies amusement for the entire nursery this month in his information, helpfully illustrated, of "Flat Paper Houses." There are four serials now running in St. Nicholas—Mary Catherine Lee's quaint "A Little Field of Glory," Ralph Henry Barbour's "Tom, Dick, and Harriet," Agnes McClelland Daulton's charming "Fritzi," and Captain Harold Hammond's wholesome "Pinkey Perkins: Just a Boy," but the magazine seems richer than ever in short stories, pages of pictures, and jolly jingles.

—A popular and seasonable article in the June Century is Charles D. Stewart's account of "The United States of Baseball," a semi-humorous but careful and detailed narrative of the status of the national game in America; how the major and minor leagues are made up, and much other information sure to interest intensely all boys and most men. A "star article" is a practical discussion by Mme. Melba of "The Gift of Song," her first contribution to the literature of her art. Published now and probably for the first time is a letter of Victor Hugo's, forming the leading article of the number, a letter written in response to an inquiry from Count Victor A. Pepe, of Italy, as to Hugo's purpose in writing his great romance. This authoritative personal statement of Hugo's object in "Les Miserables" and its relations to social problems has special interest in connection with current social discussion; and to add to this interest are three drawings by Castaigne of scenes in "Les Miserables," two in tint. Mention of Henry Tyrrell's article on "Garibaldi in New York" by no means exhausts the month's list of good things.

—Among the contributors to Putnam's for June are H. W. Boynton, who writes of the late Mr. Aldrich; G. K. Chesterton, whose subject is "The Book of Job"; G. W. E. Russell, who deals with English politics in social life; Henry W. Lucy and Maurice Hewlett, who respectively conclude their accounts of Lord Randolph Churchill and the fictitious Countess of Picpus; Frederick Trevor Hill, whose theme is "Legal Defeaters of the Law"; George E. Ide, president of a New York company, who treats of

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the life-insurance situation in that state and the country generally; G. B. Lancaster, Edith M. Thomas, Ruth Putnam, and Robert F. Gilder, discoverer of the "Nebraska Man."

—The special features of the American Monthly Review of Reviews for June are a group of illustrated articles on Canadian interests, including "To Europe, by Way of Hudson Bay," by Agnes C. Laut; "Western Canada: Its Resources and Possibilities," by John W. Daffoe; "The Mineral Industry of Canada," by Frank J. Nicolas, and "The Relations of Canada and the United States," by P. T. McGrath; two articles on wireless telephony,—one by Professor Kennelly, of Harvard, on the general progress of the system, and one by Herbert T. Wade, describing the De Forest invention specifically; and biographical sketches of the American delegates to the Hague conference. Besides the usual departments, there is a special illustrated survey of the season's fiction.

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BOSTON THEATRES.

KEITH'S.

There will be several events of more than passing interest at Keith's next week, with the first appearance in vaudeville of Lawrence D'Orsay as the one of the most importance. Since this clever English actor made his debut in this country he has been connected with several great successes, notably "The Earl of Pawtucket" and "The Embassy Ball," and he has become an established favorite in comedy roles of a certain kind. Mr. D'Orsay is to play a sketch written especially for him, called "The Crafty Earl," and those who have had the good fortune to see it in rehearsal predict that it will become a vaudeville classic. "Billy's Tombstones," as presented by Mr. and Mrs. Sidney Drew this week, has proved to be one of the hits of the season, so much of a hit that it will be retained among the leading features for a second week. Winona Winter, one of the most versatile of entertainers, whom Boston has applauded during the season just passed and whose first engagement in the realm of musical comedy proved that the promise she showed when in vaudeville was of the real kind, will present a new specialty. Another young woman who is a great favorite in Boston, her home city, by the way, is to play her last engagement in America before sailing for England. Vinie Daly is her name and she will dance as she alone can. The balance of the bill will include Seymour and Fill, acrobatic comiques; Kathryn A. White, a soprano vocalist from Lawrence; a new program by the Barlehen string quartette; the Kemps, colored entertainers of note; Brady and Mahoney, conversational comedians; Jack Lorenze, a great dancer; the Healys, versatile entertainers; Frank Bowman, magician, and the kinetograph.

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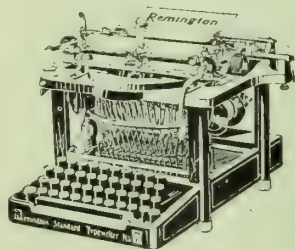
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THE WEEK IN REVIEW.

THE COAL TRUST NEXT.

The anthracite coal monopoly, which, to the average citizen, is perhaps the most obnoxious of all the great combinations, is the next to be prosecuted by the national government for conspiracy in restraint of trade. The government has filed a petition in the United States circuit court at Philadelphia, asking an injunction against the Reading Company, a holding corporation, half a dozen railroad companies and their affiliated mining companies. These companies are charged with stifling competition in the mining and transportation of coal among themselves, and of preventing the output of the independent companies from coming into competition with their own product. There are numerous specifications as to the practices resorted to for the maintenance of this monopoly, and the court is asked to enjoin the continuance of these operations, and to cancel the contracts and dissolve the mergers by which the monopoly is maintained. Probably there will now be renewed clamor against the President for disturbing the business of the country; but the average citizen would greatly like to see the coal trust smashed.

THE WHEAT CROP.

As was the case with cotton, the government crop reports, while they do not bear out the pessimistic guesses of the speculators, disclose unfavorable conditions and point to a crop much lighter than that of last year. The bad weather has occa-

sioned a considerable decrease in the acreage planted, both as regards winter-sown and spring-sown wheat. As to the first, the June figures put the condition at 77.4, as compared with 82.9 in the May estimate and 89.9 in the April estimate. Here is a reduction of 12.5 in two months. As to spring wheat, the estimate is materially better, 88% per cent. Taking the estimates together, they point to a total wheat crop less by 100,000,000 bushels than the unusually heavy crop of last year. But there is no ground in these figures for serious apprehension or violent speculation.

SENATOR MORGAN'S DEATH.

The death of Senator Morgan of Alabama, which occurred when he lacked but a few days of completing his eighty-third year, removes from public life one of the most distinguished and respected of the Democratic leaders. Mr. Morgan had served thirty years in the Senate, and, in spite of his great age, had just been elected for another term. Like most prominent Southerners of his age, he saw service in the Confederate army, and, enlisting as a private, rose to the rank of brigadier-general before the great struggle was over. In the Senate he was a sturdy fighter and an interminable debater, but he fought fairly, and his speeches, even when obviously intended to obstruct pending measures, were sensible and dignified. He was one of the last survivors of a generation of statesmen who inherited the traditions and helped to settle the questions of the war and reconstruction periods.

AN ATTEMPT TO STIR UP STRIFE.

The irritation in Japan, occasioned by the treatment of Japanese in San Francisco, to which reference was made in this column last week, is being assiduously cultivated by the political party which is hostile to the present government. It would appear that the Japanese understand the game of politics, as well as Americans, and that they are not above making political capital out of whatever comes to hand, without much regard to remoter consequences. They have been aided in their work of stirring up strife by Japanese residents of San Francisco, who have sent to Japan exaggerated reports of the indignities which they have suffered, and personal representatives to present their grievances. These efforts, operating upon a people abnormally sensitive and flushed with pride over their victory over Russia, may work considerable mischief.

FRANCE AND JAPAN.

The text of the agreement between France and Japan, recently concluded, has been published. It consists of a declaration, followed by a statement. The declaration is, in substance, that Japan and France, having examined their interests in the Far East, including, on one hand, the sovereignty of France over Indo-China, and the occupation of Kwang-Chau-Win by France, and on the other the occupation of Port Arthur by Japan and the protection over Korea by Japan, have

[Continued on page 711.]

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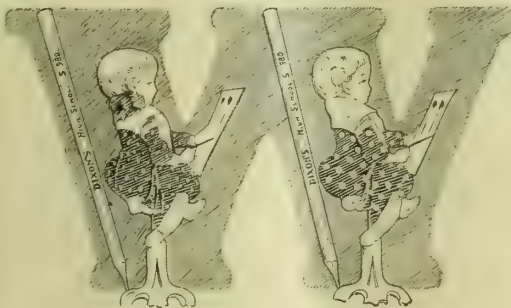


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A. E. WINSHIP, Editor.

MORE MONEY FOR THE PUBLIC SCHOOLS.*

BY PRESIDENT CHARLES W. ELIOT OF HARVARD UNIVERSITY.

The expenditure per pupil in the common schools of the United States is altogether insufficient.

In the state of New York, nearly a quarter of what was called the school expenditure in 1900-'01 went to sites and buildings; and in New Jersey, Minnesota, Kansas, and Washington more than a quarter. It seems to me that method of accounting should be used which would not seem to throw this sort of expenditure or any part of it on the school resources of a single year. When a city obtains a new water-supply, or makes important additions to its old one, or builds a new city hall or a costly bridge, it meets the outlay by an issue of long bonds, which really spreads the expenditure over many years. When the Boston Metropolitan district wanted parks it was at pains to spread the original expenditure for those parks over many years. The same method would be perfectly just in regard to school sites and school buildings. These are expenditures made for future generations, as well as for the present; or, rather, they are made in much larger proportion for the benefit of the future than of the present. While, therefore, everything which relates to the maintenance of schools, as of parks or water supplies, should be chargeable as expenditure of the current year, outlays for new sites and buildings ought not to appear in the annual school accounts. At the outside, only interest and sinking fund charges on such outlays ought to appear in the annual accounts. In studying the total annual school expenditure per pupil in any one community, and particularly in making comparisons between different communities in regard to school outlays, it is important to bear in mind this too common practice of including expenditures for sites and buildings in the reported annual school expenditure per pupil.

Water-supplies yield an income in a proper financial sense, so that it is worth while to keep an account with them as municipal investments. Not so with school plants—the return on them being beyond the reach of computation.

In many American cities it is now the private school which receives the children of well-to-do parents; and

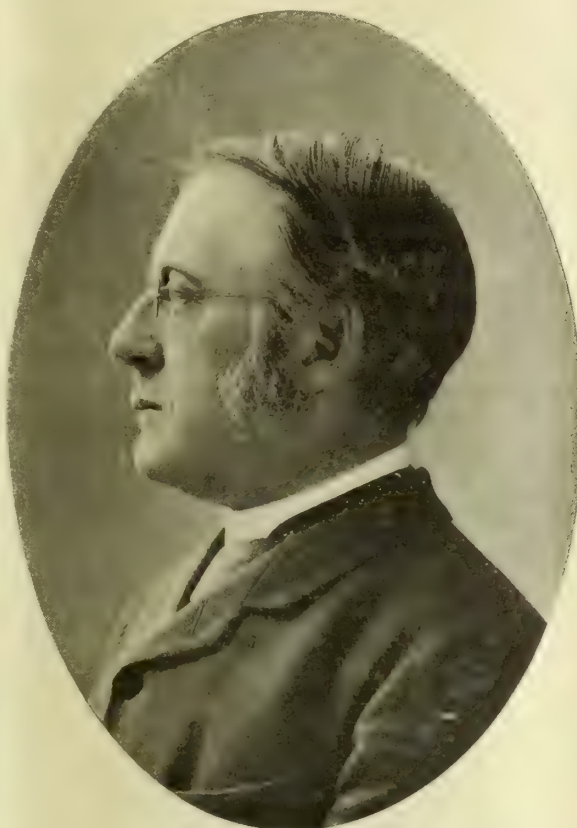
this school charges a tuition fee of from \$100 to \$500 a year for day pupils.

Compare now a tuition fee of from \$100 to \$500 with the annual expenditure on the public school child in the most liberal states; with the expenditure, for instance, of \$30 per child per year in Massachusetts, or of \$32 in New York, after deducting in both instances from the total expenditure the cost of sites and buildings. Compare these high tuition fees again with the total expenditure per child and per year of \$4.32 in South Carolina, or of \$8.32 in Kentucky, or of \$9.77 in Texas—the expenditures on sites and buildings being in each case deducted from the total expenditure. Is it not plain that if the American people were all well-to-do they would multiply by four or five the present average school expenditure per child and per year? That is, they would make the average expenditure per pupil for the whole school year in the United States from \$80 to \$100 for salaries and maintenance, instead of \$17.36 as now.

It is a huge and novel problem with which education in our country has been struggling from the first starting of schools and colleges in the American wilderness; and the problem has all the time become larger, and still persists decade

after decade in proving novel. We are trying to prepare all American boys and girls for a life of unprecedented freedom—freedom of thought and speech; freedom to travel, to change the place of abode, and to change the occupation; freedom to enter into any sort of public or secret association or union; freedom from everything resembling castes or insurmountable social or political barriers.

The task of American schools and colleges has, indeed, been a novel one from the start; for they must not only train the intelligence of every pupil, but implant moral restraints and ideal standards, which will help him through the perils of an unexampled liberty. It is then for a society of unprecedented mobility and unprecedented freedom of action that the American schools and colleges are endeavoring to prepare their pupils. Good results of this extreme mobility and freedom, as well as bad, are evident on every side. The son of a shiftless, roving, pioneer farmer becomes through extraordinary gifts of body and soul President of the United States;



CHARLES W. ELIOT,
President Harvard University.

*Selected from "More Money for the Public Schools," by Doubleday, Page & Co., being two addresses before the state associations of Connecticut and New Hampshire while he was president of the National Educational Association.

an illegitimate boy in an obscure country town becomes a preacher, teacher, and author of distinction; innumerable men of humble origin, brought up in narrow conditions, become leaders in industry, trade, finance, and the professions. The population is characterized by restless ambition, the spirit of adventure, the love of things new, and irrepressible personal initiative. It is for a community different from any that ever before existed in the world that the American schools and colleges are trying to educate all the children.

American schools and colleges have a task without precedent, because of the extraordinarily varied nature of the families to which their pupils belong. It is impossible for a day school to replace family culture, or to make good the lack of a sound intellectual and spiritual influence at home. In all our cities, even the oldest, the schools have to deal with families of various races, religions, and social histories.

Our schools and colleges have been trying to prepare

their pupils for a subsequent life out in a world which has itself been shifting and changing with an unprecedented rapidity. The life for which the American schools should now prepare their pupils is an utterly different life from that for which the schools were preparing the children forty years ago—or even twenty years ago. All the scenes have shifted within a single generation.

Could anybody imagine it to be unreasonable to spend for the mental and moral training of a child as much as is spent on his food? If that equality in expenditure could be established all over the Union, there would result a prodigious improvement in the public schools. Well-to-do families spend a great deal more on the education of their children than on their food and lodging, and this is undoubtedly family wisdom, whether it be viewed from the material or the spiritual side. In all probability, what is wise for a well-to-family would be wise for the nation as a whole.

LATEST IN COLLEGE PEDAGOGY.

BY ANDREW D. WEST.

Professor Andrew D. West, dean of Princeton College, who declined an offer of a fabulous salary as president of the Massachusetts Institute of Technology, said many mighty good things at the Massachusetts Schoolmasters' Club recently. Here are a few of them:—

Many schools and teachers stimulate the mind without educating it. Many schools are more concerned with the accomplishments than the attainments of the pupils.

A class, like a fish, is of three parts, head, body, and tail, and like the fish the body is of greatest interest.

The ordinary scheme concerns itself with either the head or tail of the class, whereas the chief concern should be for the body of the class.

Woe to the college or school that loses sight of manhood in seeking intellectual power and skill.

It is as vicious to lecture to the tail end of the class as to the head.

The large college must recover what the small college has lost.

The large college has lost the definiteness which the small college had.

Directness is better than intensity in teaching.

No method is valuable in teaching unless you are in close touch with the child.

For every three hours of class recitation, there should be one hour of direct, definite work with the individual at close range.

In a class of three hundred Freshmen in Latin, Princeton has every third hour for special work, for which the class is divided into twelve divisions of twenty-five each, the division being based on achievement or power of achievement.

The first division is homogeneous. They know their Latin, they have the same point of view, they strike the same pace, they can be handled by one instructor, who simply encourages and inspires their homogeneity.

Down the line the difference is more marked, until in the last group there is a tutor for every four or five boys and even then there must be a subdivision. Of four students no two can work together, each has a fourth of the hour. Soon two can be taken together for half the hour and the other two have a quarter of an hour each,

Then they can be in two groups of half an hour each and by and by the four can be taken as a group of four, and the work goes on until the heterogeneity lessens and the homogeneity increases.

At the top of the class we can deal with students on the basis of what they know and can do, but at the bottom it must be on the basis of what they do not know and cannot do. Success in teaching is in securing conditions that transfer children from the "don't know" class into the "know and do" class.

The best teaching is always done at the lower end of the class, just as a physician's skill is determined by what he does in desperate cases.

The head of the class may be driven abreast but the tail end must be driven tandem.

Divinity in teaching is awaking the sleeping, in raising the dead.

There is more joy in a good school over the finding of one student who was lost in the mass than over the ninety and nine who have always been able to find themselves.

Good teaching enables a student to find himself.

A good teacher uncovers ignorance and reveals it to a student in such a way as to enable him to find his way out of it.

The class gait signifies nothing to the student who cannot take that gait.

The student who goes his own gait must have a teacher who will go that gait with him until he can go the class gait.

Class work is for those who have agreements rather than disagreements.

ments.

Special needs require special treatment. Special capacities need special direction and development.

Saving the boy at the bottom of the class is like saving a boy who cannot swim from going overboard.

In a Freshman class of three hundred and fifty in Princeton there were forty cast out at the bottom of the class in 1906, and but a possible seventeen in 1907 on the basis of the midyears. Saving more than fifty per cent. from being lost overboard deserves several Carnegie medals.

The purpose at Princeton is not only to save the lower end from going overboard but to make better Sophomores than ever before, and that is what the new work at Princeton is doing.



ANDREW D. WEST,
Dean of Princeton University.

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WHAT THE PUBLIC OWES THE TEACHER.

THE GREAT WRONG TO TEACHERS.

Teachers do not whine; they must not. They do not rebel; they cannot. They have a right, however, to say that they know when they are deeply wronged and that they understand how it is and why.

If they are merely underpaid and underfed, if they are merely insecure in their position, and unprovided for when age or other infirmities afflict them, there is no peculiar wrong done them, for it is true of other unfortunates. Their great wrong must be other than along these lines.

Their case is in no sense personal, it is institutional and public. A husband may neglect or abuse his wife, or a mother may wrong her children, and these are personal, not institutional or public, for the ideal is love and protection of a husband for his wife, or a mother for her child.

When, therefore, teachers as a class, because they are teachers, are wronged, it is in no sense personal but purely institutional and public. Do teachers suffer such wrongs? They certainly do.

The greatest of these wrongs is that deliberately exercised, directly or indirectly, by the selfish tax-payers against altruistic teachers.

Other things being equal, the same ends would be attained if all persons were ideally selfish or ideally altruistic. For example: Let us suppose that Mr. B and Superintendent H are equally and supremely selfish, and that in ability, experience, and otherwise they are equal. Mr. B has a dictionary that he must sell, and Superintendent H must have it. Mr. B knows that Superintendent H must have it and so he sets his price at \$14. But Superintendent H knows that Mr. B must sell, and so he offers but \$10. They spar for a time until B consents to sell for \$13, and H consents to give \$11, and ultimately they both agree upon \$12.

Again, Mr. L and Professor M are both ideally altruistic, and are in all other respects equal. Mr. L has gazetteers for which there is always a good sale, and Professor M would like one to give away. Mr. L tells him that he will let him have one for \$10, at which Professor M remonstrates, because he realizes how much it must mean to get up and keep on sale such a work as that, and he refuses to pay less than \$14. Out of a desire of each to do the best possible for the other, one gives up to \$11 and the other comes down to \$13, and ultimately they agree on \$12.

If, however, the ideally selfish man gets the ideally altruistic man in his grasp, there is a great wrong sure to follow:—

If Mr. B must sell and no one must buy, then Superintendent H could and would squeeze him and ruin him. If Professor M must buy and no one must sell, then Mr. B could and would ruin him. The altruist would sell his gazetteer for \$10 and the selfish man would get \$14 for his dictionary.

The tax-payer is always selfish, the teacher is always expected to play the altruist. This is a great wrong.

Let a school board raise the pay of teachers, and tax-payers can organize, can bolt party tickets, can campaign, threaten all sorts of dire consequences upon school board members and it is all right (!).

But woe to the teachers if they organize, if they hold public meetings on the salary question, if they write letters to legislators in favor of pensions!

It is highly honorable (!) for a man to protect his pocketbook from the tax collector. This is the highest

virtue of selfishness, but the teacher, beautiful soul, she must teach for love of the dear children.

She must teach because it is the one employment for which she is fitted and in which she is experienced, while the tax-payer can hire "any old thing." The altruist is at the mercy of the selfish creature, and this is a great municipal, state, and national outrage when applied to teachers.

OF GREATEST IMPORTANCE.

In educational economics the most important factors are tenure, salaries, freedom, and pensions, and in that order.

A teacher's tenure must be secure or there is nothing in the profession worth while. No young person of promise to-day can afford to enter the profession and be at the mercy of an ever-changing board of education.

The salaries of two-thirds of the teachers of the United States are so low that it is not worth while for young persons of talent to devote their lives to this service.

Without freedom for growth, for effort, for investigation, and, within reasonable limits, for experimentation, no self-respecting young person can make teaching a life work.

The case with pensions is not so clear in the mind of teachers or publicists, but to my mind it is just as clearly a necessity to have a pension provision, though it is not so important as either of the others.

THE DECEPTIVE MAXIMUM.

The public prides itself that it is doing much better by the teachers than it really is because of the deceptive maximum. For illustration, a city is advertised as paying \$60 a month for nine months, or \$540 a year. But a woman must begin at \$35 a month and teach nine years before she reaches the princely salary of less than \$1.80 a day by the year. In other words, for nine years she will average but \$47.50 a month, or \$427.50 a year, or \$1.40 a day.

SALARIES.

The time has come for a more intense salary campaign than has ever been waged. As a rule it is not a question of ten per cent. or of twenty per cent. but of giving all teachers a decent salary in view of the demands made upon them.

No teacher in the United States should be allowed to receive less than \$400 a year. It is not possible in any place in the country to get a competent teacher who has any right to live on less than \$400 a year.

No teacher in any small city or village with modern demands has any right to teach for less than \$500. No teacher in the suburbs of a city of 100,000 should receive a minimum of less than \$600. No teacher in a city of 50,000 or upwards or in the suburbs of a city of 300,000 should receive a salary of less than \$700, and so on up to \$1,000 in any city of half a million. Any city or town of exceptional wealth should pay in proportion to the largest cities.

Two general principles are worth considering: First, a teacher should have a salary twice as large as her weekly expense for good living, that is, she should have as much for all of her other expenses as the material expenses. This means as many hundred dollars as she pays weekly for board, lodging, and laundry.

TENURE.

Every patriot, every friend of children should enlist in the campaign for securing tenure for teachers and superintendents.

There are objections. It may work great wrong to the schools in special instances, but these are as nothing in comparison with the greater wrong done through uncertainty of tenure.

A teacher unemployed to-day finds it exceedingly difficult to secure a position. This is peculiarly true if he is much above forty years of age. It is practically impossible if he has been thrown out of his position.

Without tenure any young person hazards altogether too much when he enters the profession of teaching. But tenure should be so hedged about that it will be impossible for it to operate in the case of a teacher who ceases to grow, who becomes cranky because secure in his position, who develops moral laxity. "For cause" should be so liberally interpreted as to protect children from freaks and loafers, for the professionally petrified and the putrefied. But at the worst it is infinitely better to take the chances of evil with tenure than without it.

PENSIONS.

There is something unAmerican at first thought in a professional pension. It is all right for a soldier, or even for a fireman or a policeman, but we do not take kindly to the pensioning of teachers. The public does not like the idea, no more do all teachers themselves. The idealism of the protestants must be respected. They take the attitude of being willing to make the sacrifice for a principle, and this always commands respect. If they are right in principle and the pensionists are merely pleading as opportunists, then we are with the objectors.

Teachers occupy a position radically different from any other class of public servants. Policemen, firemen, clerical people of all kinds and conditions, postmen, custom officials, and others have but to get votes or favor or pass an examination that is general in character. They are not called upon to specialize for from two to four years in preparation for their peculiar service, a preparation that does not specifically fit them for any other life work. They take the years that might have been otherwise utilized with some other phase of occupation, trade, or profession in mind.

Secondly, there is a growing and insistent demand that women teachers retire by the time they are sixty and men by the time they are seventy. There is little hope that these ages will be exceeded except in rare instances. Indeed, more teachers will be retired ten years earlier than that they will be much extended. The reason given for pensioning policemen and firemen is that they are retired because of advancing years and have been unfitted by their service for other remunerative employment.

It is a universally recognized principle that the public has no moral right to retire a long-time faithful servant without some provision for his future. Any teacher would gladly forego a pension provision if he could have a contract at full salary as long as he chose to retain his position. It is the right to retire a teacher for "the good of the service" at any time after thirty years that gives the teacher the right to a slight income because retired.

In most other employments of a professional nature age enriches one's earning powers. The problem is not primarily what to do with the present men and women of age, but how to get young persons of talent and promise into the service. Pensions are specially attractive to those who would like to devote themselves to educational activity.

PROFESSIONAL FREEDOM.

The teacher's main mission is one of inspiration to gain knowledge, attain power, and be manly and womanly. This is impossible through mechanical conditions. You may hatch chickens in an incubator, but you cannot leave them in a machine to grow. They must be mothered for development.

Teachers without freedom to give personal inspiration and initiative may appear to have a school of ideas but it is the same idea, yesterday, to-day, and forever—one that prances around in door yard with no road quality, a trick horse for the ring, doing wonderful stunts for a few minutes in one act, but must never be misplaced in the show.

Power, poise, and alertness are only developed by teachers of talent, adequately nourished in their own personal and professional life, with freedom to inspire children by direct touch of individual thought and life.

ARE SCHOOLS AN EXPENSE?

The distinction between expense and investment is vital. An expense is that use of money which one pays for current bills, for the necessities of life, or for the maintenance of a plant. It is that outlay of money for which there is no dividend or kindred return, on which there is to be no profit. In municipal life it comes under the head of maintenance. If one buys a house for a home, furniture for use, a horse for pleasure, or if he has his house painted, his fields fenced, his carriages repaired, all goes into the expense account, but if he buys a house because he thinks it will increase in value, so that he can sell to advantage, or fences his land and paints the house because he thinks the place will bring a higher price, then such outlays, though the same as before, are investments.

The difference between expense and investment is determined by the purpose for which the money is paid out and not the amount paid out nor that for which it is paid out.

If schools are supported merely to prevent pauperism and crime, if schoolhouses and teachers are no better than are necessary for the teaching of the rudiments of an education, if school buildings are so poor and children so lawless that property is worth less in the neighborhood, then the school buildings are an expense.

Poor teachers, poor schoolhouses, and meagre equipment are an expense and a burden upon the community.

BEST SCHOOLS BEST INVESTMENT

Other things being equal the best schools are the best public investment.

Study the average taxes per capita in ten cities in any one of the states of Massachusetts, New York, Pennsylvania, Ohio, Indiana, etc., through to California. Select a series of cities from the most penurious to the most luxurious in educational provisions, and other things being equal, the more generous and intelligent the provision for education the larger the per capita tax.

There may be modifying conditions, as in the case of a few extremely rich people, or there may be a striking absence of persons who pay large personal taxes, but given the same general conditions tax paying rises with the toning up of the schools.

The notable effect is upon the number of humble persons who pay increased rents, in the improvement of business houses, and in professional men's houses and offices.

No city or town has noticeably improved its schools for eight years without the material improvement of the tax-paying business house and professional men.

WHAT DOES A HIGH SCHOOL DO FOR A YOUNG MAN ?

One of the most absurd of the old-fogy notions is that the high school does not pay.

First, that it does not pay the student.

Second, that it does not pay the public.

Look at the absurdity of these propositions.

Without the equivalent of a high school education one cannot enter any college, university, or first-class professional normal school; cannot become a physician, lawyer, preacher, or teacher, civil engineer, mining engineer, architect, or enter any other profession.

Hereafter, not to go to a high school or academy is to close the door of hope, prospect, or aspiration for professional life.

There are a hundred thousand of the best business positions in mercantile houses, manufacturing plants, and railroad corporations in the United States for which no young man will be considered at all unless he has the equivalent of a high school education.

There are a hundred thousand of the best places in industrial establishments in which a young man will get extra good pay and a sure job immediately upon graduation because he has graduated.

Andrew Carnegie has given as the reason for the great success of his steel plants that he was the manufacturer to buy scholarship and pay a premium on it.

When a prominent railroad man said that he would employ no young man for any position that had promotion ahead who had not at least a high school education, asked what he meant by it in view of the fact that neither he nor any of his associates had had such an education, he replied: "There was no high school for me when I was a young man, but to-day a high school education is so easy that a boy who will not get it shows that he cares more for getting to work than he does for getting ready to work."

The four years that a boy works while he might be in a high school amount to little. Few boys of this class have a hundred dollars in the bank by the time they would have graduated, and that means not more than \$6 a year for life, whereas in any line of work a fellow can earn from ten to fifteen times \$6 a year more if he has made good use of his high school opportunities.

There are several cities in which the business houses have a standing offer for earnest high school graduates whom the principal will recommend, and at a wage greater to start with than they would be getting if they had been out and at work for the four years.

In a variety of ways it is easy to demonstrate that a young man gains for life, financially, by getting ready for life work.

Second, does it pay the public?

On the average graduates of the high schools pay ten times as much taxes, directly and indirectly, as those who have not had any education above the grammar school, taken as a whole.

Of course this can only be applied where there has been a good free public high school for at least thirty years, but it is true wherever there has been a high school for ten years, if we take only persons of the age that would have given them an opportunity to have gone to the high school.

Or if you confine the comparison to those who actually graduated from the grammar school and went to school no more, with those who did go to school for a higher preparation for work, and the taxes they pay into the treasury, directly and indirectly, are decidedly greater than that by the former class.

This is easily demonstrated if we consider the taxes on the houses in which they live, the places in which they

do business, and on the various places of business and professional men whom they patronize.

Indirect taxation is all too little considered in educational economics.

FIFTH TO EIGHTH GRADE AS INVESTMENT.

If in a city of 200,000 and more inhabitants a careful study could be made of three classes of citizens, there would be some highly interesting revelations.

In the lowest class put all those who have had not more than the first four years of school life. In the second class those who have mostly graduated from the grammar school, but have gone little farther than that. In the third class put those who have had a high school, normal school, or commercial school course.

In that lowest class find out how much they average paying in taxes, directly and indirectly. They find out how much they cost on the average in pauperism, benevolence, and crime. Strike a balance and see what the net income is to the public per individual from those who have left school by the fourth grade.

Do the same by those who average taking a complete grammar school course, both as to direct and indirect taxes on the one hand, and what they have cost as a public and philanthropic charge on the other per capita. Strike a balance. The result will show that they average paying more than three times as much in taxes and that they average costing the public less than one-third as much. The treasury will show a remarkable return on the investment in the second four years of the public school.

WHEN IS A SCHOOL AN INVESTMENT ?

An investment is that use of money from which one expects a special return. He loans it for the interest, he buys stocks that he thinks will enhance in value, he buys land, or wheat, or cattle and holds for increase price, and such use of money is investment.

If children, because of the public schools, make men who pay more taxes than they otherwise would, or if they earn more money and buy of better grocers and tailors, patronize better physicians and dentists, rent a better house, and furnish it better, indirectly the city gets more taxes. Then the schools are an investment.

If schools are so good that men of means move into the city and buy or rent property near some school, then the value of property is enhanced and the schools are an investment.

If two thousand dollars are spent for teaching drawing and for beautiful art works in school, so that furniture dealers, carpet stores, paper-hangers, house-painters and decorators, picture dealers sell a higher class of goods, and if all those who cater for patronage must fit up their places more attractively, thereby patronizing all sorts of decorators and furniture dealers, it does not take long for a city to get back more than \$2,000 in taxes, if assessments are honestly made.

If domestic science is so taught that the homes buy better meats and groceries, patronize better restaurants, have better furnished kitchens and dining-rooms, it does not take long for a city to get back in taxes, indirectly, more than the investment.

If school gardens are introduced and children learn how to raise small fruits and rare vegetables and love to do it, so that as men and women they will not live in the congested district, will not live where they can have no garden, but will move out where land has been taxed by the acre and they cause it to be taxed by the lot, it does not take long for a city to get back a large return on the investment in school gardens. Whatever is put into a school that increases the earning capacity of the people, that heightens the taste that makes people more appreciative and discriminating, is an investment and not an expense.

THREE HUNDRED DAYS IN THE YEAR.

A teacher's salary is for 300 days in the year and not for 200 days or less, as some chumps—the word is used advisedly—would have us believe. Whoever teaches well ought not to earn money the rest of the year. Of course there are a few exceptions, but they are so few as not to signify and they are always the best paid men and women who can do it. Not one teacher in a hundred, not 5,000 in the 500,000, earn their board in the time they are not teaching. Teachers' salaries, then, must be divided by 300 days. See what this means. Of course the number of months eliminates fractions.

Fifty cents a day = \$25 a month for six months.

Sixty cents a day = \$25 a month for seven months.

Seventy-five cents a day = \$37.50 a month for six months, or \$30 a month for seven and one-half months.

\$1.00 a day = \$35 a month for nine months, or \$40 for seven and one-half months.

\$1.25 a day = \$45 a month for eight months, or \$40 for nine months.

\$1.50 a day = \$45 a month for ten months, or \$50 for nine months, or nearly \$55 for eight months.

\$1.75 a day = \$52.50 a month for ten months, or \$58 for nine months.

\$2.00 a day = \$60 a month for ten months, or \$65 for nine months.

\$2.25 a day = \$67.50 for ten months, or \$75 a month for nine months.

\$2.50 a day = \$75 a month for ten months, or \$84 a month for nine months.

Seventy-five thousand teachers in the United States do not get more than fifty cents a day.

Seventy-five thousand other teachers do not get more than seventy-five cents a day.

Seventy-five thousand other teachers do not get more than \$1.00 a day.

Seventy-five thousand other teachers do not get more than \$1.25.

Seventy-five thousand other teachers do not get more than \$1.50.

Not 75,000 women teachers in the United States receive \$2.00.

What kind of a woman teacher can one expect at fifty cents a day?

At seventy-five cents even?

At \$1.00 even in a city? Or even at \$2.00 in such cities as they live?

BRICKS OR BRAINS.

There are many cities and towns dominated by material considerations chiefly. I know a city with a quarter of a million schoolhouse that pays more than half of its teachers less than \$1.25 a day each!

Millions for bricks, nickels for brains!

Is it any wonder that in some communities brick bats are supposed to be arguments?

Garfield said that Mark Hopkins on one end of a log and a boy on the other made a university, but there are men and even communities that think it makes little difference who is in the teacher's place provided only there are handsome brick walls and costly equipment.

Teaching must be by teachers.

Brains, not bricks, must teach.

The place to put money is into the living and training, the health, comfort, and cheer of the teachers.

DESSMAKERS.

Half the professional dressmakers in any city as a whole get twice as much per day as half of the women teachers get.

In the United States, as a whole, two-thirds of the pro-

fessional dressmakers get three times as much per day as two-thirds of the women teachers get.

Both of these statements is as true of milliners as of dressmakers. If the women teachers had money alone in view not one woman could be found for ten schools.

STENOGRAPHERS AND TYPEWRITERS.

There are half a million women typewriters and stenographers in the United States who have more total income than the half million women teachers.

There are in every first-class city twice as many women earning what half the teachers earn as there are teachers.

If women taught for money alone, teachers would be at a high premium.

SALESWOMEN.

The best schools for saleswomen graduate their students in three months, and the women earn \$3 a week while they take this course, and they are guaranteed a position in a first-class store when they graduate.

Half the women teachers had they chosen to be saleswomen might be earning to-day twice as much per week as half the teachers of their city earn.

How long will it be possible to find women who will sacrifice so much for the privilege of teaching?

SCRUB WOMEN.

In every city in the United States there are five times as many scrub women as there are women teachers earning as much a day as half of the women teachers earn.

Half of the scrub women in the United States earn more per day than half of the women teachers earn.

DOMESTICS.

The wages of half the domestics in the many communities have increased fifty per cent. in five years.

Where have teachers' wages increased fifty, or forty, or thirty, or twenty per cent?

Domestics in the homes corresponding to those from which teachers should come, reckoning board at much less than teachers' pay, receive \$1.50. Not one woman teacher in five in the United States receives so much as this.

Any able-bodied woman teacher in the United States would be twice as well off at the end of the year as she is now if she would go into homes to work.

If women teachers lived for money alone there would not be found one woman for every ten positions.

NURSES.

A woman can become an expert nurse in three years. She gets more than her board, clothes, and spending money from the first.

A woman cannot become an expert beginner in teaching without boarding and clothing herself and without having many special expenses for at least three years.

A nurse has no special professional expenses after she begins her life work.

The teacher has many professional expenses as long as she teaches.

The nurses of the United States as a whole receive on the average four times as much per week as the women teachers receive.

In the one hundred most favored communities in the United States the nurses receive on the average twice as much per week as the women teachers receive on the average.

If women teachers taught for money alone our children would fare ill.

PENSIONS.

PRESIDENT GEORGE HARRIS,
Amherst College.

The importance of pensions for school teachers cannot be overestimated. The Providence plan is the best I know,—a percentage of a salary laid aside as a pension fund,—but the salary should be made so much larger.

PRESIDENT A. T. HADLEY,
Yale University.

The importance of pensions for teachers is, I think, much more clearly recognized than it was ten years ago. When Yale University in 1896 and 1897 took the lead among the universities of the United States in establishing a pension system, it was regarded as an experiment. The theoretical arguments for it seemed strong, but people distrusted their practical workings. A few years' trial showed that the actual results were good. Many colleges and universities had waited for a special endowment fund in order to put the pension system into effect; but it was found that, even without a special fund, the increase of efficiency which was created by making room for new men fully warranted the universities in the moderate expenditure which the system involved. It was only two years before Harvard followed Yale's example; and the establishment of the great Carnegie pension fund in 1905 marks the adoption of a system of retiring allowances for professors as an integral part of the college and university system of the country.

How far it will be possible to apply the same system to the teachers in the secondary schools is a question which the school administrators themselves must discuss. The differences between schools and colleges in the conditions of tenure of office are such that the experience of the one cannot be applied without reserve to the other. But I think that there can be no question that some means should be found for ensuring proper retiring allowance to those who give their life to a profession which, under existing circumstances, is worse underpaid than any other in the country.

PRESIDENT A. R. TAYLOR,
The James Millikin University.

Pensions will enable teachers to devote themselves more unreservedly and exclusively to their profession and thus make them more efficient in every way. It will be a just supplementation of remuneration usually far below that due for the service the better class of teachers generally render the public. It will place the teachers in an independent position and add to the dignity of their calling in the eyes of their fellow men. It will assure the continuance in the profession of many men and women who otherwise would feel called upon to leave it for some more remunerative occupation.

EDWARD D. COLLINS,
Principal State Normal School, Johnson, Vermont.

The question of pensions for teachers presents many openings for approach. It seems to me that to inspire the best and not the poorest members to enter the profession of teaching, to develop strength and not weakness in service, and to render aid at the expiration of service without pauperizing the beneficiary, these present the problem to those philanthropists who wish to take this latest step in educational endowment. Without the right teachers, institutions might as well be rated as so many thousands of brick and so many pounds of mortar. But is not the servant worthy of his hire? And is it not the business of the public which de-

mands the education of its youth, to pay for that which it demands? Is not democracy pauperizing itself when it leaves to the mood of a few individuals its opportunity to deal generously with those who deal most generously with it. Much depends upon your point of view. You remember the public schools of the Revolutionary period were "pauper schools," because the theory was that a man should provide his own children with their education, the same as he would provide them with anything else. Now these pensions will be so desirable that we shall not dub them with opprobrious terms; but the principle is there just the same. Privately endowed pensions are not bad; public pension endowments are better; but a fair wage is best of all. Let the teacher have a chance to develop thrift. The hope of a pension is a mighty poor substitute for a decent salary.

PROFESSOR CHARLES DAVIDSON,
Department of Education, The University of Maine.

Are pensions for teachers just and advisable? The demand for pensions is a just claim. The state never has given and never can give to teachers salaries commensurate with the service rendered. It cannot do this because the service given by the best teachers will ever rise in quality more rapidly than payment for service, and the proportion of such teachers in the mass will increase more rapidly than salaries can advance. Furthermore, there is no limit to possible improvement in the profession of teaching. The whole life of the child, physical, mental, and moral, is plastic, and the possibilities of modification through the science and art of teaching are limitless; hence, increasing knowledge and skill mean advancing quality of service with no ultimate goal attainable. The state can never pay for what it receives, therefore it should in justice provide pensions for the old age of its servants.

Provision for pensions is advisable. Since the increment of value received will always outrun the advance in reward for service, the state is wise which makes the service attractive. There is no question but that a provision for old age will add attractiveness beyond any other investment of equal amount that the state can make. The state desires permanency of service to the age limit of high efficiency. This pensions will promote, and wherever they fail to secure permanency the state is in no wise the loser. The state desires consecration and devotion, a singleness of aim which will enable the teacher to give his best thought to his profession. No man can so serve and count off the years to old age and poverty. The populace now recognizes its indebtedness to the teacher and therefore often retains the teacher after old age has impaired efficiency. The pension is the just provision for such teachers and prevents a grave injustice to the children, who have a right to the best teaching the state can provide. As a matter, then, of increased attractiveness through relatively small expenditure, and as a measure for increasing the effectiveness of the teaching force by making the retirement of superannuated teachers more easy, pensions are desirable.

Shall pension funds be provided by assessment of salaries, by accumulations from private and incidental sources, or by taxation? The argument for assessment of salaries might possibly be stated as follows: Because the community pays inadequate salaries it desires to hold back something from this pittance to provide pensions for those who are tough enough to survive its treatment but who are not sufficiently enterprising to

transfer their services to some community that will treat them better. I know nothing more paradoxical than the claim of many communities that such compulsory assessment is a state provision for pensions. At best, it is only a mutual insurance compact among the teachers, provided by the community. If pensions are a just reward for service, the provision for them should not be left to teachers, to private or irregular sources of income, but is as just an obligation against the community as the salary budget.

Shall pensions be provided by the local community, the state, or the nation? Perhaps not exclusively by any one of the three; surely not wholly by the community. The best teacher is the teacher of broad experience. The community should seek teachers of diversified experience, those conversant with education in other communities. It is unjust that one should forfeit all right to pension because he has transferred from one community to another during his years of service. Pensions can be best paid by the state and from the annual state school fund with aid from national funds for interstate service. The time is coming, I firmly believe, when all the states will recognize their indebtedness to teachers as servants of the state and will provide a fixed pension after a suitable length of service as a portion of the recompense for labors that cannot be suitably rewarded.

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CHARLES F. EMERSON,

Dean of Dartmouth College.

If the pension system is to be regarded as an act of charity, I am opposed to the system. If it can be recognized as an act of justice in those professions where the salaries are inadequate to the demands of living, I most heartily approve the pension system. After an experience of nearly forty years I am convinced that the college teacher receives the smallest compensation in a pecuniary way of all the professional men. From positive knowledge I can assert that strong men have been turned away from the profession of teaching on account of the low compensation received. Since the establishment of the Carnegie foundation I have heard young men say: "I feel now that I can prepare myself for the work of teaching in a college." My candid opinion is that Mr. Carnegie could not have placed his money where it would do more good for the cause of higher education than in the establishment of the pension fund. Believing that this underlying principle is already established, or will be soon, and will become recognized the world over, I am in favor of the system.

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JOSEPH KENNEDY, M. A.,

Dean Teachers' College, The University of North Dakota.

I have been for many years an advocate of the idea of pensions, under proper safeguards, for teachers who have done long and faithful service in the public schools. The pension idea systematized need not and, of course, should not pauperize. It is evident that the element of self-sacrifice, both in work and salary, is large in the true teacher; he works primarily for others—for the public—and the public does not give adequate compensation during the teaching period. The teacher finds himself in old age without the means of living as he should live—an independent, dignified life. He has distributed himself freely to thousands and finds himself at last humiliatingly dependent. He has been as truly a soldier as those from the more spectacular battle field; he has actually shed blood, for pallor has come to the teacher's face in the confinement and duties of the schoolroom. Under a good pension system the teacher could feel that he is getting something of his just balance, and that he is in no sense a beggar or a pauper. Society could also feel that it has done something to make a reparation for past delinquencies. Moreover the teacher would feel an easement of mind that would be a tonic in his work, in-

stead of, as now, living under an ominous cloud that must unconsciously have its weakening effects. If it be said that other public servants could also put in a claim on the same basis, we reply that teaching is exceptional on account of its altruistic self-sacrifice, its meagre pay, and the value which should be put upon the educational ideal and work. If it be true that some teachers receive as much or more than they deserve, the pension conditions could be made such that a minimum of the underserving will be pensioned.

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PROFESSOR PAUL H. HANUS,

Harvard University

1. Pensions for teachers are not based on charity or philanthropy, but they are a means of securing, maintaining, and improving a high grade of efficiency in the teaching force.

2. More important as a guarantee of efficiency in teaching than in many other salaried occupations because:—

(a) The salaries are low, and high grade service can not be secured except temporarily and occasionally, for small pay with its implied impossibility of saving for disability or old age.

(b) The nature of the teacher's calling usually precludes the possibility of making money by investments even when the teacher is able to save. He or she can know little or nothing about "safe investments."

(c) The harassing anxiety of threatening want in sickness or old age, for one's self and one's dependents, undermines the natural enthusiasm and buoyancy of temperament that are indispensable elements of a teacher's progressive efficiency.

(d) At the same time the demands for a more expensive preparation for the work of teaching, and for continued study, also expensive, after the teacher enters his profession are steadily rising, and justly so.

(e) It is well known that in the absence of some recognized scheme for retiring disabled or superannuated teachers, otherwise worthy, from the public service, such teachers are retained in the teaching force to the great loss of the children and the community—a loss both educational and financial.

(f) Finally, a pension scheme promotes what has been well called "human conditions of employment"—conditions which are known to be essential to the highest efficiency of the employed.

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HOMER H. SEERLEY,

President Iowa State Normal School.

The doctrine of pensioning public school teachers may be possibly attractive to the humanitarian who desires to reward and protect those who give their lives for the benefit of man. It is true, however, that such a policy would make a bad state of affairs worse and worse. The teacher has a right to a fair remuneration and should never be regarded as an object of charity. American teachers should never surrender their freedom. Their pay should be liberal, their recognition should be equivalent to that granted other good, successful persons, while the business they follow should be so dignified by a public policy that it is out of place to bestow pity for their lot or sympathy for their vocation. A pension is no substitute for a fair income, as it does not come when it is truly serviceable to a career.

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HENRY WHITTEMORE,

Principal Framingham [Mass.] Normal School.

Pensions should be granted to teachers because they become incapacitated in public service. My observation as superintendent of schools for twenty-three years is that women teachers break down from overwork, worry, and abuse after about eight years of continued service. It is impossible for a grade teacher to save enough

from her salary to support herself after she is obliged to give up work. As a matter of fact, few teachers are able to save anything. If this state of affairs continues it must come eventually to a pension for service or a condition very much to be feared; namely, a very marked deterioration in the character of the women who go into public school teaching. All signs at the present time point to this. The patriotism of American men and women should anticipate such a dreaded emergency.

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G. STANLEY HALL,
President Clark University.

I am glad to record my vote in favor of pensions for teachers; coupled with it, however, I want to see as stringent provision as possible to distinguish between the good and bad teachers, with suitable preference for the former. The difference between the value of these two classes to the community is so immense that it should be recognized and emphasized in every possible way.

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ANNA J. McKEAG,
Department of Pedagogy, Wellesley College.

In my opinion the strongest argument for the establishment of a state system of pensions for teachers is the need of so increasing the attractiveness of the teacher's position that young men and women of high ability will not hesitate to enter upon teaching as a work worthy of their best efforts. The college graduate who thinks of becoming a teacher knows that he must thereby limit a large part of his vocational life to contact with the crude and immature minds of public school children, that he is entering upon a work which has not the definite and generally recognized professional standing of law or medicine, that he will have as his colleagues and sometimes as his superior officers men who owe their appointments to political influence, that his own tenure of office is less certain than that of a government clerk, and that in all probability his most serious and devoted service will be remunerated with a salary barely adequate for his support. A pension will not remove all of these drawbacks to the attractiveness of the teacher's position. It will, however, do two things. It will recognize the teacher as an officer of the state, and it will to some degree offer compensation for the inadequacy of teachers' salaries. From these two benefits will come a third—an increase of professional spirit among teachers themselves.

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PRINCIPAL J. R. FLICKINGER,
Lock Haven [Pa.] Normal School.

I have no very definite opinions on the subject of pensions for public school teachers. From my own point of view, I favor pensions for a limited number of teachers who have given faithful service for a definite period of years (say twenty-five). I have never been in favor of indiscriminate pensions, but I am beginning to feel that merely as a matter of recognition of service rendered by teachers it would be a good thing. The sentimental reasons I do not now consider, although doubtless they are convincing to those who have given the subject more profound study than I have. My present position might be expressed in the statement that, apart from any other question, teachers have an undoubted right to be on the same plane along with other public servants, at least until their salaries are sufficient to permit them to accumulate for old age.

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ROMANZO ADAMS,
University of Nevada.

The questions of teachers' pensions may be viewed from the standpoint of justice to the teachers or from that of public interest. Much in favor of a good pension system can be said from either viewpoint, but the really vital interest is that of the public. If we are to furnish anything like adequate educational opportunities to the boys and girls of the land, we must see to it that condi-

tions are such as to attract strong and well-equipped men and women into the teaching profession and to keep them there so long as they render high-class service.

Many of our most capable teachers leave the profession after a number of years because the salaries are not large enough to provide properly for their families and for old age. Many of the leaders of the bar in this state were successful teachers before they were lawyers. One man who in fourteen years' service had put himself at the head of his profession, and who was in a position to render a very high service to education in this state, quit school work to practice law and in doing so said that he did it with extreme reluctance, because he could not be blind to his duty to his family. His resolution to make the change was strengthened by the fact that a friend who had taught for forty years with unusual success and scanty savings had recently lost his position. A certainty of a moderate income such as a pension would bring would remove some of the anxieties as to old age and would be the means of keeping many highly efficient men and women in the teaching profession, and the public would gain greatly thereby.

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W. S. SUTTON,
Department of Education, The University of Texas.

I have not yet been able to reach the conviction that teachers should be pensioned. I rather incline to the view that teachers should receive sufficiently large salaries to pension themselves.

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PRINCIPAL F. F. MURDOCK,
North Adams [Mass.] Normal School.

Nothing lessens the efficiency and professional ambitions of teachers more than low salaries and insufficient, because impossible savings for self-maintenance during the elder years. Many conscientious, devoted teachers remain in the schools during their later years because of the necessity of the daily wages, although they recognize that the work could be done better by younger, more virile, and oftentimes better trained teachers. Pensions would add very greatly to the comfort and efficiency of all who make teaching their life work and elevate the standards of the profession to a high degree.

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MELANCHTHON F. LIBBY,
Professor of Philosophy, University of Colorado.

I do not "believe in pensions" for teachers. I have no "principles" on the subject. I merely feel that, in the West, the idea of pensioning any one class of servants of the great democracy is almost laughably absurd. It was so received by the legislature of Colorado. Pensions would undoubtedly tend to promote permanent professional interests, but the large class of young women who use teaching as a path to marriage would take little interest in the question.

I fear that teachers would actually lose more in regular salary than they would gain by pensions. The gain would be in enforced saving, and this means in being treated like irresponsible.

On the whole, I favor all wise means of raising teachers' salaries, rather than the campaign for pensions. I wish I had a pension, though.

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EDMUND D. MURDAUGH,
Principal State Normal School, Frostburg, Md.

Shall the teacher be pensioned by the state? Yes. Why? For exactly the same reasons that we pension old soldiers and sailors. The teacher has served the state at an inadequate salary, and it is not right that one who has spent life and health in the service of the public should suffer from want in his old age or after affliction has befallen him.

But the granting of the pension should be carefully guarded. Pensioned teachers should be held as a legion of honor; whose ability has been tested; whose honors have been worthily won. Therefore, only the successful, meritorious teachers should be pensioned. Hence, school boards under which they have taught must recommend.

In Maryland, we pension after twenty-five years of good service and upon the recommendation of the school board.

CALIFORNIA ANNUITY FUND.

California has a complete and valuable new scheme for the Annuity Fund. It provides for all who have taught thirty years and have paid into the fund for that time. These receive \$50 per month in cities and \$30 outside of cities. Those who have taught for thirty years but have not contributed for all that time because there was no organization can draw the same as the others, after paying five years, provided he joins soon after an opportunity was afforded, provided he shall pay a sum equal to thirty annual assessments. If at the end of any quarter year there shall not be a sufficient amount of money in the "annuity fund," or in the "distribution fund," as the case may be, to pay all warrants and demands of annuitants in full, then the money in that fund shall be divided pro rata among them, and the sum received by each annuitant shall be in full discharge of all claims against said fund to that date. The fund shall consist of the following, with the income and interest thereof: (I) Twelve (12) dollars per school year shall be deducted from the warrants for salary and paid by the treasurer to the Public School Teachers' Retirement Fund, and it shall be the duty of the secretary to note on each warrant the amount to be so deducted therefrom by the treasurer. (II.) All moneys received from gifts, bequests, and devises, or from any other source. (III.) All moneys, pay, compensation, or salary forfeited, deducted, or withheld from the warrant or demand for salary of any teacher or teachers for and on account of absence from duty from any cause, which may be appropriated and set apart for said fund.

The fund shall be divided into two distinct funds, or accounts, (1) the permanent fund, and (2) the annuity fund.

(1) The permanent fund.

(a) The permanent fund shall consist of: (I.) Twenty-five per cent. of all contributions from those affected by this act. (II.) Twenty-five per cent. of all gifts, bequests, or devises unless otherwise ordered by the donor or the testator. (III.) Twenty-five per cent. of all money deducted from the salaries of teachers because of absence from duty.

(b) When the permanent fund shall amount to the sum of fifty thousand (50,000) dollars, then all moneys thereafter received shall go into the annuity fund, except such gifts, devises, or bequests as may be specially directed by its donor or testator to be placed in the permanent fund.

(2) The annuity fund.

(a) The annuity fund shall consist of: (I.) The income derived from the permanent fund. (II.) All other moneys belonging to the public school teachers' annuity and retirement fund, not hereinbefore directed to be placed in the permanent fund. (III.) All moneys in the fund provided for in the act to which this is amendatory.

(b) The annuity fund shall be the only one from which annuitants shall be paid.

(c) If at the end of any fiscal year there remain any surplus in the annuity fund, said surplus shall be deposited in a savings bank, or savings banks.

The fund shall also be divided into (1) the reserve fund, and (2) the distribution fund.

(1) The reserve fund.

The reserve fund shall consist of:—

(a) All moneys collected from the unclassified contributors for the first five years after the creation of said fund.

(b) Sixty (60) per cent. of all moneys collected from the unclassified contributors for the second five years after the creation of the fund.

(c) Fifty (50) per cent. of all moneys collected from un-

classified contributors for the third five years after the creation of the fund.

(d) Thirty (30) per cent. of all moneys collected from the unclassified contributors for the fourth five years after the creation of the fund.

(e) One hundred per cent. of all collections from the classified contributors during the first period of their classification, as hereinafter classified.

(f) Ninety per cent. of all collections from the classified contributors during the second period of their classification, as hereinafter classified.

(g) Eighty per cent. of all collections from the classified contributors during the third period of their classification, as hereinafter classified.

(h) Seventy per cent. of all collections from the classified contributors during the fourth period of their classification, as hereinafter classified.

(i) All collections from sources other than said collections from contributors; all donations, and all interest accrued on such reserve fund for a period of twenty years from the creation of said fund.

NEW PENSION LAW FOR CHICAGO.

BY JOHN T. RAY.

The new pension law for teachers of the city of Chicago just passed by the legislature makes many radical changes from the old law that has been in force for the past twelve years. Its salient provisions are as follows:—

1. It leaves it still optional for teachers now in the employ of the city to remain in, or to withdraw, but all teachers, principals, or other employees entering the employ of the school board after July 1, 1907, must be contributors on an equal basis of \$1,000 salary, each to receive an equal pension, not to exceed \$400.

2. The assessments are on a sliding scale by four groups, viz., first five years of service, \$5 ($\frac{1}{2}\%$) per annum; second five years, \$10 per annum; third five years, \$15 per annum. All years exceeding fifteen the teacher contributes \$30 (3 %) till she retires.

3. After the fifteenth year a disability pension may be granted on examination by medical board. Action can be begun either by the board of education or by the teacher. Disability pensions shall be such a proportion of a full pension as the sum contributed at the time bears to a full pension contribution.

4. The time of service required for both men and women before receiving a pension is twenty-five years, but they may continue in the service longer if they desire, contributing \$30 per year until they retire voluntarily. If a teacher leaves the system voluntarily before the fifteenth year she will be paid back one-half of her contributions; after the disability time—nothing.

5. The board of directors are nine in number. Six of these are elected by the contributors, two elected each year and serving for three years. The other three members consist of the secretary of the board of education ex-officio and two members of the board of education appointed by the board of education.

6. The trustees or directors are clothed with full powers to adjust amount of pensions, determine disability, adjust equitably the pensions to be allowed present annuitants under the old law, invest funds, etc. The city treasurer is the custodian of the funds; the secretary of the school board is secretary of the pension board.

7. The companion bill that provides for contributions to the pension funds, while not providing for a very large sum or anything very definite, establishes precedent of giving something to the fund. More will surely come later. This bill makes it the duty of all city treasurers to pay into the fund all interest received from

banks for school funds (educational or building) deposited in banks. This will be about two-fifths of all of the interest received by the city treasurer, and is estimated will run from \$30,000 to \$80,000, or an average equal to about the contributions of the teachers.

This law was framed by a delegate body of about 275 teachers—one from each school of the city—who worked on it for months. It comes as near representing the wishes of the teachers as any law can so far as the general plan is concerned. The new city charter, if adopted, will not disturb the law in any way.

NEW JERSEY RETIREMENT FUND.

Any teacher, principal, or superintendent who shall have been employed in the public school system of this state not less than thirty-five years shall, upon application to the board of education or other body, or by resolution of the board of education or other body by which such teacher, principal, or superintendent shall be employed, be retired from duty on half the average annual salary during the last five years of service; provided, such teacher, principal, or superintendent shall have been employed at least twenty years by the board of education or other body which he or she shall be retired, and the payments to such persons shall be made at the same time and in the same manner as to teachers regularly employed.

TEACHERS' PENSIONS IN OHIO.

Whenever the board of education of any school district shall declare by resolution, adopted by a majority vote of the members of said board, that it is advisable to create a school-teachers' pension fund for such school district, said school-teachers' pension fund shall be under the charge, management, and control of a board to be known as the board of trustees of the school-teachers' [pension fund for such school] district, which board shall be composed of not less than three, nor more than seven, members, as said board of education shall by resolution declare; if composed of less than five members, one of the members of said board of trustees of the school-teachers' pension fund of such school district shall be elected by the board of education of such school district, and the remaining members by the teachers of the public schools, including the teachers of any high schools of such district, who have accepted the provisions of this act, as hereinafter provided; if such board is to be composed of five or more members, two of the members of said board of trustees of said school district shall be elected by the board of education of such school district, and the remaining members by the teachers of the public schools, including the teachers of any high schools of such school district, who have accepted the provisions of this act, as herein provided; such election of the members of said board by the teachers to be at a meeting called by the superintendent of schools of such school district, the first election to be at a meeting to be called by such superintendent when one-third of the teachers of the public schools of such school district shall have accepted the provisions of this act; the members of said board of trustees of the school-teachers' pension fund shall be elected for such length of time as the board of education of such school district shall by resolution declare, to serve not less than one, nor more than three years, and shall serve until their successors are elected and qualified, such service to be without compensation.

Whenever the board of education of any school district shall have declared the advisability of creating a school-teachers' pension fund, the clerk of said board of education shall notify each and every teacher in the public schools and high schools, if any, of said

school district, by notice in writing of the passage of such resolution, and require said teachers to notify said board of education in writing within thirty days from the date of said notice whether they consent or decline to accept the provisions of this act; and from and after the election of the board of trustees herein provided for, the sum of \$2 shall be deducted by the proper officers from the monthly salary of each teacher who may have accepted the provisions of this act, and from the salary of such new teachers as may hereafter accept the same, as herein provided, said sum to be paid into and applied to the credit of said school-teachers' pension fund, and shall continue to so deduct said sum during the remainder of the term of service of said teacher. All teachers hereafter appointed in said public schools or high schools, if any, in said school district, shall be notified within thirty days after their appointment by the clerk of said board of education of the election of said board of trustees of said school-teachers' pension fund, and they shall be required to notify said board of education within six months thereafter whether they consent or decline to accept the provisions of this act. All moneys received from donations, legacies, gifts, bequests, or from any other source shall also be paid into said fund, or into a permanent fund, and if paid into a permanent fund, the interest only of said fund shall be applied to the payment of pensions. Said board of trustees shall have power to invest said pension fund in the name of said board in bonds of the United States, or the state of Ohio, or of any county in this state or of any municipal corporation in this state, or of any school district in this state; and said board shall have power to make payments from said pension fund for pensions granted in pursuance of this act. Said board of trustees shall also have power from time to time to make and establish such rules and regulations for the administration of said pension fund as they shall deem best.

Said board of education of said school district, and any union board, or other separate board, if any, having the control and management of the high schools of said school district, shall each of them have power by a majority vote of all the members composing said board to retire on account of physical or mental disability, any male or female teacher under such board who shall have taught for a period aggregating twenty years, whether before or after, or partly before or after, the passage of this act; provided, however, that three-fifths of said period of service shall have been rendered by said beneficiary in the public schools or high schools of said school district, or in the public schools or high schools of the county in which said school district is located, and the remaining two-fifths of said period of service in the public schools of this state or elsewhere.

The term "teacher" under this act shall include all teachers regularly employed by either of said boards in the day schools, including the superintendent of schools, all superintendents of instruction, principals, and special teachers, and in the estimation of years of service only service in public day schools or day high schools, supported in whole or in part by public taxation, shall be considered. Any teacher shall have the right to retire and become a beneficiary under this act who shall have taught for a period aggregating thirty years, whether before or after, or partly before or after, the passage of this act; provided, that three-fifths of said term of service shall have been rendered in the public schools or in the high schools of said school district, or in the public schools or high schools of the county in which said district is located, and the remaining two-fifths of said term of service in the public schools of this state or elsewhere. Each teacher so retired or retiring shall be entitled during the remainder of his or her natural life to

receive as pension, annually, the sum of \$10 for each and every year of service rendered as teacher, but in no event shall such pension paid to any teacher exceed the sum of \$300 in any one year, and said pensions shall be paid monthly during the school year; but in no event shall such pension be paid to any teacher until such teacher shall contribute, or shall have contributed, to said fund a sum equal to \$20 a year for each and every year of service rendered as teacher, but in no event shall this sum exceed \$600; but should any teacher retiring be unable to pay the full amount of this sum before receiving a pension, the board of trustees shall, in paying the annual pension to such retiring teacher withhold on each month's payment twenty per cent. thereof, until the full amount as above provided shall have been thus contributed to the fund; provided further that if said pension fund shall at any time be insufficient to meet the pensions so provided for, that during the period that such fund is insufficient to make such payment, the amount in said fund during said period shall be prorated between the parties entitled thereto.

Said board of trustees shall have the power to use both the principal and income of said fund for the payment of the premiums herein provided for, and the expense thereof, but this shall not apply to the principal of moneys received from donations, legacies, gifts, bequests, or other such sources. No portion of such pension fund shall, before its distribution and payment by said board of trustees to the beneficiaries, be liable to be taken or subjected by any writ or legal process against the beneficiary.

The clerk of the board of education of said school district, and the clerk of the union board of high schools, or other separate board having the control and management of the high schools of said school district, if any, shall each of them certify monthly to said board of trustees all amounts deducted from the salaries of the teachers as aforesaid, which amounts, as well as all other moneys contributed to said fund, shall be set apart as a special fund for the purposes herein specified, subject to the order of said board of trustees. All moneys belonging to said fund shall be paid only on the order of said board of trustees, entered upon its minutes on warrants signed by the president and secretary of said board.

The treasurer of said school district shall be the custodian of said pension fund, and shall keep the same subject to the order, control, and direction of said board of trustees. He shall keep the books of accounts concerning said fund in such manner as may be prescribed by said board, which books of account shall always be subject to the inspection of said board of trustees or any member thereof. Said treasurer shall execute a bond to said board of trustees with good and sufficient sureties in such sum as said board of trustees shall require, which bond shall be subject to the approval of said board and be conditioned for the faithful performance of his duties as custodian of said board and treasurer of said board. He shall always keep and truly account for all moneys and profits coming into his hands as such treasurer belonging to such fund, and at the expiration of his term of office shall pay over, surrender, and deliver to his successor all securities, moneys, and other property of whatsoever kind, nature, and description, which, may be in his hands or under his control as treasurer aforesaid. Said treasurer shall be paid for his services under this act as compensation not to exceed one per cent. annually of the amount paid into said fund during the year.

Any teacher who shall resign or be removed for cause, as aforesaid, shall, upon application within three months after such resignation or removal takes effect, be entitled to receive one-half of the total amount paid by such

teacher into such fund. In case of the death of any teacher, the heirs, legatees, or assigns of the deceased teacher shall be entitled to receive one-half of the total amount paid by such teacher into such fund upon application therefor, with proof of claim to the satisfaction of the board of trustees.

The board of trustees shall make such rules and regulations as it may deem expedient or necessary for its government; which rules and regulations must be adopted, and when adopted, may be amended, by a vote of not less than two-thirds of all the members of said board of trustees.

Upon the election and organization of a board of pension trustees in any school district of this state, any school-teachers' pension fund heretofore created for said district under any former act shall be transferred to the board of trustees created under this act by the board or persons having control thereof; and all beneficiaries now receiving pensions from the fund transferred as aforesaid shall continue to receive pensions.

The board of education in any school district which has created, or shall hereafter create, a teachers' pension fund, shall pay monthly into said teachers' fund all deductions from the salaries of teachers on account of tardiness or absence of such teachers.

The board of education in any school district which has created, or shall hereafter create, a teachers' pension fund, shall pay, semi-annually, from the contingent fund of such school district into said teachers' pension fund not less than one per cent. nor more than two per cent. of the gross receipts of said board of education raised by taxation, which shall be applied to the payment of teachers' pensions, as herein and hereinafter provided.

When territory is attached to a city school district for school purposes, it shall be the duty of the board of education to assign such territory to the sub-district or sub-districts adjoining the same, and a map showing such assignment shall be made a part of the record of the board; the electors residing in said attached territory shall be entitled to vote for school officers and on all school questions in the sub-district to which they are assigned, and in the election precinct nearest their residence; and in case the board fails to perform this duty, the electors residing in said attached territory shall be entitled to vote in the sub-district and precinct nearest their residence. An elector residing in the city, but not in the city school district, shall not be entitled to vote in said city school district.

PENSIONS LAW FOR RHODE ISLAND.

AN ACT PROVIDING FOR THE PENSIONING OF SCHOOL TEACHERS.

Any person of either sex who on the passage of this act or thereafter shall have reached the age of sixty years, and who for thirty-five years shall have been engaged in teaching as his principal occupation, and have been regularly employed as a teacher in the public schools or in such other schools within this state as are supported wholly or in part by state appropriation, and are entirely managed and controlled by the state, twenty-five years of which employment, including the fifteen years immediately preceding retirement, shall have been in this state, may at the expiration of a school year, unless his private contract with his employer shall otherwise provide, be retired by his employer or voluntarily retire from active service, and on his formal application shall receive from the state for the remainder of his life an annual pension equal to one-half of his average contractual salary during the last five years before retiring, but in no case shall such annual pension be more than five hundred dollars; provided, however that no such employment as teacher within this state after this act shall be

included within its provisions, unless the teacher shall hold a certificate of qualification issued by or under the authority of the state board of education.

The state board of education shall make all needful regulations for issuing certificates of qualification and carrying into effect the other provisions of this act not inconsistent with the act itself, and shall examine into and determine the eligibility of each and every applicant to receive a pension under the provisions of this act.

For the purpose of carrying this act into effect the sum of \$10,000, or so much thereof as may be necessary, is hereby appropriated out of any money in the treasury not otherwise appropriated, and the state auditor is hereby directed to draw his orders on the general treasurer in favor of such persons and for such sums as shall be certified to him by the state board of education, according to the provisions of this act.

This act shall take effect on the first day of January, 1908.

PENNSYLVANIA PENSION SCHEME.

Boards of education in cities of the first and second class are empowered to appropriate moneys out of the general school fund or otherwise to establish and administer a teacher's retirement fund in the school district in which said appropriation is made provided that the total appropriation for said retirement fund shall not in any one year exceed five per centum of the total amount paid in the previous year for the salaries of teachers in the school district concerned. The said fund shall consist of all funds available for like purposes at the time of the enactment of this law together with such additions thereto as the boards of education may from time to time prescribe and such moneys as may be donated or bequeathed for such purposes.

In all school districts where appropriations have been made to a Teachers' Retirement Fund a retirement board shall be formed under such conditions and in such manner as the board of education and those contributing to said fund shall decide.

The retirement board shall have charge of the retirement fund and shall formulate such provisions as may be necessary to govern its actions in fixing methods of receiving other contributions in determining the eligibility of applicants for retirement in paying annuities and otherwise carrying on the work of the board under this act.

Any teacher, principal, or supervising official in the public schools in cities of the first and second class shall be eligible to receive an annuity under this act provided they have fulfilled the conditions prescribed by the retirement board in the district in which they were teaching at the date of retirement.

NEW JERSEY TEACHERS' RETIREMENT FUND PROVISION.

"The Board of Trustees of the Teachers' Retirement Fund" shall be composed of the state superintendent of public instruction, three persons, not teachers, and not eligible to membership in said fund, to be selected by the governor, and five persons, members of said fund, nominated as is hereinafter provided. The eight persons so selected or nominated shall be appointed by the governor.

The annual convention of the Teachers' Retirement Fund shall be held each year. Said convention shall be composed of delegates from each county in the state. Each county shall be entitled to be represented in such convention by one delegate for each one hundred teachers in said county who are members of the fund; pro-

vided, that each county shall be entitled to at least one delegate. Said delegates shall be elected by the vote of a majority of the members of the fund in the county. The board shall administer the fund and order all payments therefrom. The state treasurer shall be, ex-officio, treasurer of the Teachers' Retirement Fund.

Whenever any member of the Teachers' Retirement Fund shall have taught or shall have been employed in the public school system in this state, or in any school in this state supported wholly or in part by public moneys raised under the authority of any law of this state, for a period or periods aggregating at least twenty years, and shall, in the judgment of the board of trustees of said fund, have become incapacitated from performing the duties of a teacher, or of such other employment as aforesaid, such person shall, at his or her request, be retired, and shall thereafter receive an annuity out of said fund equal to six-tenths the average annual salary received by such person for the five years of employment next preceding the date of retirement; provided, that no annuity shall be less than two hundred and fifty dollars nor more than six hundred and fifty dollars. In case the amount paid to the fund by any applicant at the time he or she shall apply for retirement shall not be equal to at least the amount of his or her annuity for one year, said applicant shall, before he or she shall be paid any annuity, either pay into said fund such sum as shall, together with the sums theretofore paid by such applicant, equal one year's annuity as aforesaid; or, in lieu thereof, shall give to the board of trustees authority in writing to withhold all payments due to him or her on account of such annuity until the sum so withheld shall be equal to the amount due the fund as aforesaid, and to credit his or her account with the sum so withheld as full satisfaction of the amount owing the fund by said applicant. The payment of any annuity shall be suspended whenever the annuitant has resumed teaching or such other active employment as aforesaid, but such payment may be renewed whenever evidence shall be presented to the board of trustees that such annuitant has again discontinued teaching or such other active employment as aforesaid. Any member of said fund who shall discontinue teaching or such other active employment as aforesaid, for any cause other than by reason of having become incapacitated as aforesaid, shall cease to be a member of said fund; but upon resuming teaching or other active employment as aforesaid, the deductions thereafter made from his contractual monthly salary shall be based on his length of service in teaching or other active employment as aforesaid at the time he resumes teaching or such employment.

The retirement fund herein provided for shall be made up as follows:—

Two per centum of the contractual monthly salaries of all members of the fund who were or who shall have been teachers, or shall have been employed as is hereinafter provided, ten years or less when they became or shall become members of the fund.

Two and one-half per centum of the contractual monthly salaries of all members of the fund who were or who shall have been teachers, or shall have been employed as is hereinafter provided, over ten years, but less than fifteen years, when they became or shall become members of the fund.

Three per centum of the contractual monthly salaries of all members of the fund who were or who shall have been teachers, or shall have been employed as is hereinafter provided, fifteen years or more when they became or shall become members of the fund.

No deduction made under the provisions of this article from the salary of any teacher shall exceed fifty dollars

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ATTENTION TO NATURE AND HUMAN NATURE.

There is a liability, just now, that we shall teach the child to attend more to nature than to human nature.

Attention to nature is merely a by-path on the way to attention to human nature, which is the highway to knowledge.

Attention to mud pies is delightful and valuable when it symbolizes the real housework for which the little ones are not prepared, but only an imbecile will spend hours in adult life in a mud puddle instead of the kitchen.

Mud pie school life is glorious when it is training attention through childish imagination into activities that will later be directed to the feeding of humanity in any line of endeavor.

The study of soils, of metals, of precious stones as to their hardness, cleavage, and lustre is an important directing of attention, but if it leads the child into manhood merely as a collector of specimens, as a skilful classifier of inorganic things with no power of discrimination as to their relative value in creation, in the industries, or in commerce, then the teacher has merely made a mud-pie among men.

Agassiz's greatest gift to the world was a son who opened the copper earth to man, who can electrify it, and a daughter who has set in motion humanizing forces that are transforming multitudes of homes into a modern paradise.

The glory of the Audubon Society is its transference of human taste from admiration of the dead birds' plumage beauty to affection for its song, its flight, and its life.

Sometime the poets will sing of the mission of

the school in transfiguring the vile passion of women for feathers from slaughtered birds into a glorious love of life in its beauty.

Sometime there will be monuments to Ernest Thompson Seton and William J. Long, who have already used the schools for the making of the huntsman's slaughter hideous in the eyes of the nation.

In many ways the attention of children in the American schools is upward in its spirit.

Attention is away from selfishness, away from love for cruelty, away from sports that are brutal and brutish.

The schools are putting shooting animals for fun where dueling has been put, so that men no longer shoot each other for "honor."

We have entered upon the noblest of missions, and the day is not distant when nations will cease to kill each other's citizens for "honor."

What a glorious mission for the school to focus the attention of twenty million children upon the hideousness of milliners' depravity, the huntsman's sport, and the warrior's honor.

The King's Daughters are on the King's highway, when they say:—

"Look up and not down,
Look forward and not back,
Look out and not in,
And lend a hand."

FOR THE COLLEGE FEW.

It has been said, times out of number, as was said the other day by a grammar school principal, that "It has always been true, and evidently is to-day, that high schools are planned to benefit the small per cent. who wish to go to college." Isn't it too late in the world's progress for educational people to say that? That statement is without any substantial foundation as to its spirit.

What is a small per cent.? Certainly the inference is that something like ten or twelve per cent. only go to college from the high school, whereas in all progressive communities from thirty to forty per cent. go to some higher institution of learning, not always immediately, but ultimately, and because of the high school course.

No more true is it that the high school is for those only who are to go to college. Only Greek and Latin—and there is little Greek—can be said to be exclusively for those who are to go to college. German and French, algebra and geometry, history and literature, and all the sciences are primarily for a cultured life and only incidentally for college.

The truth is that the whole spirit of the high school is to make a college course relatively unnecessary. The four years are focused for culture getting. A young man or young woman graduating from a classical course in a first-class high school can maintain a position in cultured society with no unreasonable effort. There is nothing in the best

classical high school to-day that does not contribute to the social and cultural advantage of any person who does not go to college. The higher the standard of the college for which the high school fits its students, the greater the service rendered those who are not to go to college.

Nor has this non-going college advantage merely a culture and social value. There is nothing in the classical training of the high school that does not materially advance one in the class in which he is to play the game of life as a business man or skilled mechanic. A modern language is always likely to place one to advantage. Geometry and algebra enable one to take a better view of any practical subject. History and literature give a business man or a skilled mechanic a power he would not otherwise have, and everything in science and art puts him in a better class in business and mechanical life. All that these folly statements can possibly mean is that the high school atmosphere makes one wish to go to college, wish to know more, seek higher standards of knowledge, and that this is a mistake. If he thinks that is a civic, industrial, or commercial crime let him say so, and that will place him in the class where he belongs, namely, among those who rebel that we have no caste in the educational possibilities of the United States.

AN ACCIDENT IS NO ACCIDENT.

There is an industrial plant that employs several thousand men, women, and young people. Wages are high, work steady, tenure permanent, barring accidents, and that is no joke. An accident of any kind, trifling or otherwise, that could have been avoided by any amount of skill or attention causes immediate dismissal. Everything is pardonable except accidents. These are excluded, and as a matter of fact they are almost eliminated. The loss from accidents is so slight as to be inconsequential. And what is more to the point, every person who is employed there in youth is a much better workman ever after. He is careful to the limit.

In this is a suggestion as to the importance of developing carefulness in school life. In that establishment the help is not allowed to sacrifice alertness over much to carefulness. The principle is that one must have ever in mind, until it becomes subconscious, attention to every detail at all times where inattention would mean accident.

REMOVING HATS.

Of all the rich experiences that I have seen the best was in a city teachers' meeting. The superintendent is admired and loved by his teachers as are few men in the service. There was no spirit of rebellion involved.

As he rose to lecture he made a sarcastic request for the removal of the hats. Most of the hats came off. He then made some exceedingly

sarcastic remarks, and all hats came off but one, the owner of which was perhaps twenty, and sat near the front, and her hat was extra large. Then the superintendent launched story after story at that hat, which remained serenely poised. Finally he said: "If you don't take off that hat I shall stand up in this chair and look over it."

The hat was not removed, and so the superintendent stood up in the chair and began his speech, whereupon the hat came off. "I wanted to hear those stories, that's all," she said, and the laughter ran wild.

JOHN A. WALKER.

A notably successful, useful, and friendly man has gone from earthly activities, and life means less to some of us because of the going of John A. Walker, who had for forty years been vitally identified with the Dixon Crucible Company, and earnestly devoted to the highest public interests of Jersey City, where he was ever concerned, often officially, with the educational activities in the schools and public library. He was ill but a few hours.

MILWAUKEE IN LINE.

By an overwhelming vote the Wisconsin legislature has given Milwaukee a school law, in place of the one that the courts declared unconstitutional, every way as good as the one that was lost. An intense panicky local prejudice was created for a large board of education elected in the old-fashioned ward election way, and it was currently reported that this view, disastrous as it would be to progress, would prevail in the legislature. Not a leading educational thinker in the entire country would tolerate such a law anywhere if he could help it. From Harris and Brown, Eliot and Hall, Maxwell and Cooley, all along the line went in opinions for progress, and the wise Solons at Madison said: "So mote it be." This is a good age in which to be alive educationally.

BANKING IN SCHOOL.

One of the great features of the Francis W. Parker school of Chicago is the banking scheme, not a savings bank, but a personal banking scheme. Beginning with the second grade each child opens an account with the school bank. He must deposit \$3 at the start and add to this from time to time to keep his balance good. Everything in connection with the school must be paid by check. His pencils, stationery, books, daily purchases at the luncheon counter must be paid by check. Monthly he receives his statement. It is a complete banking scheme, and he has seven years of actual banking in the elementary school.

NOBLE GEORGE FRAZER.

George Frazer, a schoolmaster in Brooklyn, saved the lives of two women and lost his own. It was one of the most heroic acts on record. He

could easily have lived had he been willing to see them die. He could save them, but it must be at the risk of his own life. He had no time for meditation. Two lives were saved; his own was lost. Edmund Vance Cook says:—

"It's not the fact that we are dead that counts,
But how did we die?"

MONGREL LEADERSHIP.

In this age of worshipping at the shrine of blood it is well to remember that the record is always held by the mongrel, in nature and human nature.

This is best illustrated in milch cows, where the testing can be specific. At Champaign, Ill., Rose, a handsome mongrel, last year, her tenth year, gave 11,146 pounds of milk and 580.9 pounds of butter fat; and her average for the ten years is 7,686 pounds of milk and 384 pounds of butter fat.

This proves nothing, for her offspring have more of her record-making power. She is a freak—a good one—and nothing more. On the other hand you know what blooded stock will do. It will never produce a freak, good or bad, but will maintain its average, a high average, under all reasonable conditions.

ITALY'S SALARIES.

No less than 251 out of the 508 Italian deputies have agreed to support the motion urging the cabinet to introduce a bill for raising the salaries of university professors before the end of the present year. The economic situation of the professors is serious, for their salaries were last fixed more than forty years ago. They find themselves placed on the same scale as the harbor-master or a third-class official in the government lottery, while by a recent enactment they are in some cases less well paid than the masters in secondary schools. It is better, therefore, to be a school-master with a stipend of \$700 a year than a professor extraordinary with only \$600, while even a fully-fledged professor aged thirty-five is not passing rich on \$1,000 with an increase every five years of \$100. His education has cost him a considerable sum, and he has certain appearances to keep up.

Speaking of the late District Superintendent E. C. Delano, Superintendent Cooley says: "Mr. Delano was the ablest man in the public school system. He was gentle and strong at the same time. No matter what happened he always preserved the same calm exterior, which inspired confidence in everybody associated with him. He did not know what disloyalty meant."

Boise, Idaho, has lifted the teachers' salaries in a noble fashion. The salaries this past year were: \$617.50 to \$712.50 per year. Some individual teachers are increased as much as \$150 for next year. This is making the pay for teachers so

that they may live as their neighbors live. Superintendent J. E. Williamson led in the movement.

Superintendent E. A. Gastman of Decatur, the senior in service, with one exception, in supervision in one city in the United States, recently tendered his resignation as chairman of the State Board of Education, but the board emphatically refused to accept it.

California has taken a new and heroic stand for teachers' salaries, by providing that all state school money and 60 per cent. of the county school money shall be applied exclusively to the payment of teachers' salaries of the primary and grammar grades.

Music teachers must have some pedagogy as well as music before they can be employed much longer in the public schools. There is a science and art for teaching music as well as mathematics.

The Chicago Record-Herald says: "The simplified spelling board has incorporated under the laws of New York, the said laws being formulated in the customary style of spelling."

Commissioner Elmer E. Brown is visiting the large cities and leading institutions upon invitation, and is receiving a hearty welcome.

President McLean of the Iowa State University is one of the best fighters in the educational field.

Chicago has a board of education of notably successful business men and distinguished women.

Don't form over hasty conclusions about the Chicago Federation. The leaders are not quitters.

In San Antonio, Texas, salaries have been increased about twenty per cent. all along the line.

Dr. David Felmley of the State normal at Normal, Ill., has his salary raised to \$4,500. Next.

The commercial high school idea has certainly taken hold of the business men of the country.

The Illinois normal schools are now empowered to grant scholastic degrees on a college basis.

A federal child labor law should be advocated by every friend of the child.

The greatest problem in American life is the troublesome boy.

Adequate school grounds is to be the next forcible demand.

A schoolhouse in the heart of a city is an outrage.

Denver also has raised the salaries of the teachers.

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PENSIONS.

[Continued from page 689.]

in any year. The total amount of deduction on account of any member shall not exceed the sum of one thousand dollars.

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favor of the custodian of the school moneys of the district or school in which such member shall be employed, and the said custodian shall, immediately upon receipt of any such warrant or order, forward to the state treasurer the amount of money named therein, together with a list of the names, the monthly salaries, the amounts deducted, and the percentage rates, respectively, of the persons from whose salaries the deductions represented thereby have been made.

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All interest on investments and other moneys which may be raised for the increase of said fund.

SALARIES.

EFFECT OF SALARIES HIGH AND LOW.

BY FRANK E. SPAULDING,
Newton, Mass.

Some of the most important policies and principles worthy to guide our efforts in the immediate future and some of the objects to be sought are these:—

1. Superior teachers should be retained by salaries as large as they could command elsewhere for the same services they are rendering here.

2. Whenever feasible, vacancies should be filled by young teachers of exceptional ability but limited experience, attracted here by a moderate initial salary and the prospect of steady and liberal advancement as a result of meritorious service.

During the past year we have been trying to work out this program.

TEACHERS.

During the past year thirty-three teachers left the employ of the city. Of that number

- 15 left wholly or partly because larger salaries were offered them elsewhere;
- 7, because a change seemed desirable, both to them and to the school officials;
- 3, on account of ill health;
- 3, because needed at home;
- 3, to accept positions that seemed to them preferable to the ones occupied here;
- 2, to be married.

Not more than four or five of the eighteen who left for reasons other than increased compensation could be classed among the distinctly superior teachers whose departure involves a real loss to the school system. But at least eight of the fifteen who got more money by going elsewhere were in that superior class. They were worth to the Newton schools as much as they were to get elsewhere, and most of them even more.

We could not retain these teachers because we could not pay them what they were worth to us, what others thought they would be worth to them, and at the same time observe justice and good policy in the treatment of our other teachers. Any one of them might have been offered here as large a salary as was offered elsewhere; but all of them, and more especially all other teachers in our schools doing similar work equally well, in some cases better, could not be paid like salaries.

We lost those eight superior teachers because we were not in a position to pay them a fair market price for their services. But we have left ten times that number who are giving their services to the schools for less than the market price of those services. I refer to the market price deliberately, the price which could be secured elsewhere, and not the price which such services ought to command, if paid as well as service in many other occupations.

We have done what we could with the funds at our

disposal to get and to keep superior teachers. During the past year, the salaries of ninety teachers now with us, or about forty per cent. of the entire corps, were increased. Most of the increases were necessarily small, both absolutely and relatively,—the majority of them less than ten per cent. Three-fourths of the increases, and among these all the larger ones, were given to teachers who were not receiving what is considered the regular maximum salary of the position,—a salary which all teachers of the given department or grade are expected to merit and to receive after a few years' successful service. One-fourth of the total number of increases were given to teachers already receiving as much as the regular maximum. These increases were given for special merit, and were very small, most of them less than five per cent.

Such increases in salaries as we have been able to give, last year amounting all together to about \$5,000, have not been met by increased appropriations on that account. In fact, while we have made many increases in individual salaries, there has been no increase in salary, on the whole; the average salary remains almost exactly where it was three years ago, when practically all positions of like kind, regardless of the efficiency and length of local service, paid the same salaries.

The increases which we have made in certain positions have been made possible by savings in other positions. In no single case, however, has a saving been effected by reducing the salary of any person; all savings have resulted from reducing temporarily the salary paid in certain positions, when those positions became vacant and were filled with new teachers, most of whom were of limited experience. Thus, while many gain something, none can be said to suffer by this plan.

This policy regarding salaries and appointments, described a little more fully in my last report, has now been in operation about two years. It was adopted, let us bear in mind, not for the purpose of raising the salary schedule thereby, nor of reducing the salary expense, but solely as a plan for expending the total regular appropriation for salaries in the most effective way,—in the way that would give to the schools in the long run the best quality and the largest measure of service. It is perhaps too soon to claim the realization of great advantages from this plan, whose effectiveness, for good or ill, will evidently be manifested best through a long period; it is not too soon, however, to point out conclusively the demonstrated baselessness of the apprehensions with which the announcement of the plan two years ago was received by many teachers and their friends.

It was feared that teachers then in service would suffer a reduction in salary, or even the loss of position in

[Continued on page 696.]

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SALARIES.

[Continued from page 694.]

the interest of economy; it was feared that none of them would be granted an increase in salary, at least not before an offer had been received to go elsewhere at an advance. As already stated, not one of those teachers has yet suffered a reduction; not one has been displaced except for inefficiency, and only two for that reason. But sixty per cent. of the grade teachers in service two years ago and still continuing here, have received an increase in salary as one result of the present salary plan; and in not a single case has the increase been forced by any immediate fear of the teacher being attracted elsewhere by a larger salary than she was receiving here. These increases have ranged from four to about twelve per cent. And it is especially gratifying to record the fact that among those whose salaries have been so increased are several of the oldest teachers in the city, in point of service,—teachers who would hardly think of going elsewhere even if an opportunity offered. Their increases were granted solely on the basis of merit, not of length of service.

One other fear of our present plan of filling vacancies and adjusting salaries was occasionally expressed. It was to the effect that the high standard of the teaching body, for which the Newton schools have long been justly celebrated, would suffer by the introduction of a considerable number of teachers of limited experience, or such as would be willing to come here at less than the maximum salary. Whether this fear is being realized I am quite willing to leave to the judgment of those who are in a position to know the conditions intimately, and who may not be suspected of any bias in favor of the plan. I will merely venture to mention the fact, which is of no little significance in this connection, that of the fifteen teachers who went elsewhere last year at an advance in salary, eleven were teachers who had come into our service within two years, and, except in one case, at salaries considerably below our maximum. These teachers did not leave for salaries a little larger than we were paying them, but yet smaller than our maximum; with perhaps one exception, they went to positions half of them paying at the outset more than our maximum, and all of them promising much more than that in the near future.

Indeed, I believe we have here an indication of what will prove to be the chief drawback to our plan of selecting new teachers, which consists in seeking those of superior ability, coupled with sound education and thorough professional preparation, but with so limited experience that they are willing to begin their work here at salaries ranging from ten to twenty per cent. below our maximum. If we are wise in our selections, these teachers will soon demonstrate ability which will command salaries much higher than we have thus far been accustomed to pay. In consequence, we shall suffer from frequent changes of teachers.

To avoid frequent changes of teachers on account of salary, there are two alternatives open to us. We may select those of good education and training, but of such mediocre ability that they are not likely to become worth more than we are accustomed to pay; or, to eliminate all uncertainty, we may choose the best that our maximum salaries will command from those of long experience, who have demonstrated not only their capacity, but the limitations of their capacity. In other words, we may grade downward instead of upward. Such a course would tend to produce stability in the teaching corps, but it would certainly produce stagnation and death in the system.

The other alternative is to increase the salary of a teacher commensurate with her increase in value to our

schools. I do not advocate the payment of salaries at the outset larger than our present maximum for the purpose of bringing teachers here who are now getting as much as our maximum; I do not believe that to be the best policy, either financial or educational. I do strongly advocate the retention of the services of those teachers who demonstrate superior qualities of present worth and future growth. To retain the services of such as these we ought to pay at least as much as others are willing to pay for those services, and we must pay nearly as much.

Our regular maximum salary for grade teachers is \$675 per year. Of the twelve grade teachers who left last year for more money, six went to positions paying at once or in the near future from \$850 to \$1,200. Every one of these was fully worthy of the position and the salary, immediate and prospective, to which she was called. Most of them would have gladly remained here had we been able to offer them immediately and in the near future financial inducements at all approaching those offered elsewhere.

Six-hundred-seventy-five-dollar teachers are good investment; we ought to employ none who are not worth, or who do not give promise of soon being worth at least that amount. Thousand-dollar teachers are a much better investment; and we ought to secure and retain as many of these as possible. Thousand-dollar teachers are a better investment than six-hundred-seventy-five dollar teachers for two reasons. First, the best teacher obtainable is none too good for the services demanded; and, secondly, the services of the best teachers are always worth more than they cost. Thousand-dollar teachers are scarce, but when once secured, their services can usually be retained, so far as their retention depends upon salary, for not more than \$800 or \$900; this is because the value of the best service is generally underestimated. Six-hundred-seventy-five-dollar teachers are not plentiful, nor are they yet very difficult to find; but with the present generally inadequate appreciation of the difference between the good and the excellent, the six-hundred-seventy-five-dollar teacher is usually paid more nearly up to her real value than is the thousand-dollar teacher.

We are fortunate in having very few, if any, teachers in our corps who are not worth, or who do not give promise of soon being worth \$675. We have a great many, a majority of all, who are worth, or will soon be worth, more than \$675; and we have a considerable number who are in the thousand-dollar class. It will be poor economy to let our eight-hundred-dollar teachers go elsewhere for \$725 or \$750; it will be still worse to let our thousand-dollar teachers go for \$800.

We ought to spend more money in salaries, not primarily for the purpose of securing better teachers than we are now able to get for the salaries we pay, but rather to retain those who have proved their superiority in our schools. We owe it to the teachers to pay them at least the present market value of their services; but much more do we owe it to the schools to furnish and to keep the best teachers that can be obtained.

An appropriation of \$15,000 more per year for increased salaries would be a very moderate amount, equivalent to a general increase of less than seven per cent. The return in service on this increased investment would undoubtedly be in larger ratio than the returns from the present salary investment.

It is no uncommon thing in these prosperous times for corporations, which are not generally credited with motives higher than good business policy, to increase more or less voluntarily the wages of their employees. Many of the cities about us have materially increased their teachers' salaries within the last two years, so that sev-

[Continued on page 698.]

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SALARIES.

[Continued from page 696.]

eral cities in this neighborhood are now paying larger salaries than Newton; others will undoubtedly increase their salaries in the near future.

Within a few years almost everything, service of all kinds as well as goods, has materially advanced, with the result that fixed salaries have been practically growing smaller. The modest amount for increase that I suggest,—it ought to be more,—would scarcely serve to restore salaries to the real value which they had a half dozen years ago.—Report.

CONNECTICUT.

WATERBURY. Superintendent B. W. Tinker has seen the salaries of his grade teachers raised \$100 for the first and ninth grades and \$50 for the other seven grades. All other salaries have been increased. Women principals of primary schools, \$200; women principals of grammar schools, \$500; men principals from \$300 to \$600.

NORWICH. At the end of ten years of service every teacher receives an increase of \$50 in salary. This went into effect four years ago.

NEW HAVEN. A new salary schedule will be adopted about the time this number of the Journal of Education goes to press. It will mean a substantial increase along lines worked out by Superintendent F. H. Beede.

MERIDEN. Superintendent William P. Kelley has seen several important changes, not the least of which is that the maximum salary is reached in six years instead of ten. The minimum salaries are raised thirty-three per cent, and the maximum a trifle more. They are now \$720 maximum grade. This has come in two installments. Last year the increase was uneven, from \$10 to \$90. This year there is an added uniform increase of \$80.

BRIDGEPORT. Superintendent Charles W. Deane has stood by the increase proposition, and the board has twice advanced the salaries in four years. The teachers have all had substantial increase, the eighth grade teachers receiving \$125 extra and principals \$150. This year all teachers had \$50 increase.

NEW BRITAIN. Within a month Superintendent S. H. Holmes has secured an increase for the first seven grades of \$100 and in grades eight and nine of \$150. This is one of the best gifts of 1907.

MAINE.

BANGOR. Superintendent Charles E. Tilton has helped his grade teachers to an increase in 1900 and in 1904, and a third slight increase will go into effect in September. The grade teachers have had a general increase of thirty-five per cent. in the three uplifts.

LEWISTON. Superintendent J. C. Phillips has cause for rejoicing in that he has just secured the most important salary adjustment in a generation. The salaries are mostly raised \$50 to \$75, but the evening up and the general adjustment signify more than the increase.

PORTLAND. The salaries of all grade teachers were raised \$50 in Superintendent Lord's day, and now Superintendent W. H. Brownson is leading a movement that bids fair to accomplish something well worth while.

MASSACHUSETTS.

FITCHBURG. Superintendent J. G. Edgerly, the dean of New England superintendents, led in the movement that raised the salaries of several classes of teachers from \$65 to \$90.

NEW BEDFORD. Superintendent W. E. Hatch has been busy getting an increase all along the line, and it

has been done more than once. He has secured four increases. In the primary grades the total is \$150; fifth, sixth, and seventh grades, \$100; eighth, \$125; ninth, \$250; grammar principals, \$300; women assistants in the high schools, \$200; high school principals, \$500; special teachers, twenty per cent. In a word all increases have averaged twenty per cent.

WALTHAM. Superintendent W. D. Parkinson has secured a slight increase for his teachers this year with an agreement of another slight raise in 1908.

NEWTON. Superintendent F. E. Spaulding is increasing salaries on a merit system by which some grade teachers have had an increase of \$125 to \$150, while fully one-fourth have an increase of \$50. There has been an increase independent of this of \$25 to all teachers about four years ago. There is every reason to think that Mr. Spaulding will get an especial \$15,000 for increase salaries. Elsewhere in this issue we publish his article on salaries.

EVERETT. Superintendent U. G. Wheeler has secured two increases for the grade teachers each of \$50, making \$100 increase, or twenty per cent. The women in the high school have been increased \$150.

BROOKLINE. Superintendent George I. Aldrich has the satisfaction of knowing that Brookline is very near the head of the line, but she is so rich that she does not strain to do it. The maximum of the first eight grades is \$800 and the eighth and ninth, \$900. Boston alone in New England touches these figures. Colorado Springs, Newark, New York, are about the only places that do better outside of New England.

TAUNTON. Superintendent H. W. Harrub has seen the first increase in seventeen years, and in September all grade teachers will have an increase of \$50.

HAVERHILL. There have been two increases, one of \$50 and a later one of \$25.

BROCKTON. Superintendent B. B. Russell has seen a slight increase in grade teachers and other salaries. The grade teachers, \$50 on the average.

GLOUCESTER. Gloucester is planning to make amends for her delay of justice to the teachers by adopting schedules now being worked out.

CHICOPEE. Superintendent John C. Gray has helped the sentiment that has given the teachers an increase of ten per cent. within two years.

CAMBRIDGE. This city has not kept pace with the times. It was eight years ago that she raised the maximum salaries of the grade teachers to \$80. Then she was well in the lead; now she is far from holding that rank. Superintendent O. C. Bates can be counted upon to help Cambridge to the front once more.

NATICK. Increase twenty-six per cent.

BELMONT. Increase twenty and thirty-six per cent.

WINCHESTER. Increase eighteen to twenty-seven per cent.

LYNN. Superintendent Frank J. Peaslee has seen all grade teachers' salaries raised \$50 a year, and all signs point to another increase in the near future.

FALL RIVER. Superintendent Everett B. Durfee has cause to rejoice in the appropriation of \$15,000 for salary increase. The grade teachers received their advance in April just passed, while the high school teachers begin to enjoy theirs in September. The raise runs from \$40 to \$200.

SOMERVILLE. The city raised all grade salaries \$50 a few years ago and is to do so again in the near future.

QUINCY. Superintendent Frank E. Parlin helped to bring about a general increase averaging ten per cent.

[Continued on page 700.]

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SALARIES.

[Continued from page 698.]

last September. It was not uniform but was made to adjust differences and inequalities.

SALEM. Superintendent John W. Perkins has seen the grade teachers' salaries increased \$100 in the lower grades and \$50 in the upper grades, and some of the principals have been increased \$200. This was in 1902.

LOWELL. Superintendent A. K. Whitcomb rejoices in an increase of his teachers on January 1. It is \$50 for those of less than ten years' service in the city and those of ten years or more \$100. Kindergartners are raised \$50, while the principals have also had a very substantial increase.

REVERE. Increased salaries an average of twenty per cent. and Superintendent W. H. Winslow \$200. There is to be a new high school building, costing \$110,000.

STONEHAM. Increase fifteen per cent.

FRAMINGHAM. Increase eleven per cent.

WAKEFIELD. Increase nine to twenty per cent.

ARLINGTON. Increase eight to twenty per cent.

MELROSE. Increase from eighteen to thirty-six per cent.

MEDFORD. Increase thirteen per cent.

MARLBORO. Increase from five to ten per cent.

WOBURN. Increase seven per cent.

Middlesex County, Mass., 600,000 population, has raised salaries ten per cent. in ten years.

WORCESTER. Superintendent Homer P. Lewis has started the good work. For some time previous to July, 1906, grade teachers were appointed at a salary of \$450. Six months from date of appointment they were elected at a salary of \$500. Two years from date of election the salary was increased \$25 per annum until the maximum of \$600 was reached for teachers of grades one to eight, and the maximum of \$700 for teachers of grade nine. In July, 1906, the maximum was made \$650 for teachers of grades one to eight and \$750 for teachers of grade nine, the maximum being reached at the rate of \$25 per annum, the increase beginning two years after date of election as before. In January, 1907, the rules were amended so that the minimum salary should be larger, thus bringing the maximum salary earlier. Now, teachers are appointed at a salary of \$500; after one year, they are elected at a salary of \$525; one year from date of election, the salary begins to increase at the rate of \$25 per annum, until the maximum of \$650 for grades one to eight and \$705 for grade nine is reached.

NORTH ADAMS. Superintendent I. Freeman Hall has a promotion class scheme as follows: After six years of service, merit and grade will determine the teacher's salary, according to a carefully prepared scheme of special promotion. Under this plan any teacher may try to secure an increase in salary by joining what is called "The Promotion Class." This class is required to do special work in educational, scientific, and literary lines, subject to written examinations. They are credited also from time to time for work accomplished in the school-room. Discipline, management, power to teach, and personal influence will be considered and placed to the teacher's credit as well as the results measured by the tests in scholarship given to the pupils under their charge. An advance in salary will require five votes in the school board on the presentation of satisfactory facts and papers.

LAWRENCE. Bernard M. Sheridan, superintendent. This city has made great strides in salaries in the past two years. In January, 1906, the maximum salary of teachers below the grammar grades (there had been for

many years a discrimination in favor of the latter) was increased ten per cent., bringing it to an equality with the grammar school teachers' schedule. This affected about one-half of the elementary school teachers. At the same time a more equable as well as a higher schedule was adopted to govern salaries of women principals of primary schools. In March, 1907, the committee unanimously voted to put into effect in September of the present year a schedule for elementary school teachers, regardless of grade, by which the minimum salary was raised \$50 and the maximum salary increased to \$700 a year, \$150 higher than the present maximum, and \$200 a year higher than the maximum salary of primary teachers two years ago. The salaries of women principals and masters' assistants were correspondingly increased. The full maximum salary is allowed upon the completion of the tenth year of service and will be enjoyed immediately by about one-third of the teachers. The establishment of a \$700 maximum gives Lawrence the distinction of paying her teachers more generously than any other city of her class in Massachusetts. In May the minimum and maximum salary of women teachers in the high school was increased \$100, the maximum salary under the operation of the new schedule being reached at the end of five years of teaching. The minimum salary was fixed at \$600, the maximum at \$1,000. At the same meeting four women teachers in the high school were granted salaries in excess of the maximum, on the score of long and valuable service.

NEW HAMPSHIRE.

MANCHESTER. Superintendent C. W. Bickford has seen the salaries of grade teachers go up \$100 already and there is every reason to anticipate another raise of \$50 this year.

NASHUA. Superintendent J. H. Fassett has seen his grade teachers' salaries increased \$75, or nearly twenty per cent.

RHODE ISLAND.

NEWPORT. Superintendent Herbert W. Lull led his board to increase the teachers of the first five grades \$60 in 1903 and the high grades in 1905.

WARWICK. Superintendent Elwood T. Wyman has secured many increases for the teachers, but always on individual merit.

WOONSOCKET. Superintendent F. E. McFee saw the primary teachers' salaries increased \$75, and the grammar grade teachers \$100 two years ago.

CALIFORNIA.

SAN FRANCISCO. The board of supervisors has appropriated \$100,000 for the special purpose of raising grade teachers from ten to twelve per cent. This is heroic under existing conditions. It is the first increase in many years.

San Francisco has a maximum salary for grade teachers of \$960.

COLORADO.

DENVER. L. C. Greenlee, superintendent. A substantial increase has just been voted all along the line. The details are not at hand.

ILLINOIS.

CHICAGO. E. G. Cooley, superintendent. In 1905 there was a uniform increase of \$50—for the grade teachers. Since that date the minimum salary is \$550, and the maximum \$1,000.

PEORIA. Superintendent Gerard T. Smith has been doing business since he came upon the scene, advancing all grade salaries twenty per cent., all being \$750 except the eighth, which is \$780.

[Continued on page 702.]

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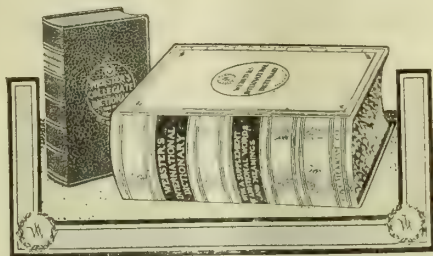
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SALARIES.

(Continued from page 700.)

INDIANA.

Indiana has a minimum salary law of \$40.

EVANSVILLE. Superintendent Frank W. Cooley has in three years secured a total advance of about \$10,000, which means an increase of \$55 to \$65 for many of the teachers. The promotion is on merit. In the highest class grade teachers receive \$650 after the first year, in the second class it is \$600 from the beginning, in the lowest or third class it is \$550 after the third year.

INDIANAPOLIS. Superintendent C. N. Kendall has seen his efforts crowned with success, every teacher having had an increase of \$100.

KANSAS.

KANSAS CITY. Superintendent M. E. Pearsons has seen one increase of twelve per cent. for grade teachers and is now hoping for a second advance this year.

KENTUCKY.

LOUISVILLE. Superintendent E. H. Mark continues to direct affairs skilfully and in addition to an increase of \$25 a short time ago all the grade teachers have recently had an increase of \$50.

LOUISIANA.

NEW ORLEANS. The maximum salary for grade teachers has been made \$700. The increase has been made in each of three years—1904, twelve per cent.; 1905, paid for ten months instead of nine and one-half; 1906, twenty per cent. more for all grade teachers.

MARYLAND.

Maryland has a state law which says that no teacher of a white school with fifteen or more pupils can receive less than \$300 a year.

BALTIMORE. Superintendent J. H. Van Sickle has seen the initial or minimum salary raised forty-eight per cent. and the maximum salary thirty-nine per cent., which is one of the best advances in the country.

MICHIGAN.

DETROIT. W. C. Martindale, superintendent. The salaries have been adjusted so that the maximum is \$900 a year in the grades, with \$975 for the first assistants.

GRAND RAPIDS. Superintendent William A. Greeson starts in with an advance of all grade teachers. After one year the increase is \$50, the next four years \$25, the seventh \$50, the eighth \$75.

MINNESOTA.

MINNEAPOLIS. Superintendent C. M. Jordan, who is never indifferent to the interests of his teachers, had an increase of \$50 for each grade teacher put in effect in February, notwithstanding they had all signed a contract till July on the old schedule.

MISSOURI.

ST. JOSEPH. Superintendent J. A. Whiteford secured an advance of \$3 per month for all teachers the past year.

ST. LOUIS. Superintendent F. Louis Soldan has always kept things moving in the interest of the teachers. No superintendent has been more insistent that every good thing done for teachers was for the children. Nearly every year for six years salaries have been adjusted upward. Last year it averaged ten per cent., and next year's plans include an equally important advance.

KANSAS CITY. J. M. Greenwood, superintendent. Advance in 1904, first year of service, \$50; second, \$55; third, \$60; fourth, \$65; fifth, \$72. This is the natural maximum and is \$720. All teachers having taught one year at \$720, upon passing a first professional examination shall receive \$760, and after teaching one year at \$760 and taking a second professional examination shall receive \$800; and after teaching one year at \$800, shall, upon recommendation of the superintendent, receive the maximum salary of \$825.

NEW JERSEY.

JERSEY CITY. The increase has been material, but the board of education asks for an average of twenty per cent. increase for the coming year. In 1900 the salaries of grade teachers went from \$400 to \$624 in thirteen years, now they go from \$456 to \$936 in eleven years. Then the gain was \$8 from the second to the third year, and \$20 from the fifth to the sixth, and no other rise till the thirteenth year. Now there is an increase each year of \$48. The vice-principals have an increase of \$196 the first year, \$256 the second, \$316 the third, \$376 the fourth, above that of 1900. The primary principals had \$1,020 as maximum, now they rise from \$1,200 to \$1,500 in four years, or \$100 a year. The grammar principals had \$2,000 maximum, now they go from \$1,800 to \$2,500 in eight years, \$100 a year. Superintendent Henry Snyder has led this movement every time.

PATERSON. Superintendent John R. Wilson has seen the salaries increase in two years so as to require \$31,750 extra appropriation in 1906 and \$13,600 in 1907, or a total of \$45,350, and now \$5,200 more is to be added in September.

CAMDEN. James E. Bryan has lifted the salaries in 1900, in 1903, and in 1907. The first was largely by way of establishing a square deal. The second was a lift all along the line, and now a third raise of from ten to twenty per cent. is to go into effect. In the three many salaries have gone up forty to fifty per cent.

NEWARK. Superintendent A. B. Poland has reason to congratulate himself upon what has been done and more upon what he has every reason to anticipate. He has reduced the probation period to the minimum, which means a decided raise in the average salary, putting Newark in line with the best cities in the country. His normal school principal receives \$3,300, high school principal \$4,000, grammar principals \$2,500, grade teachers \$900 to \$1,000. If the proposed schedule goes through the grammar principals will receive \$3,000, grade teachers, first to sixth, \$1,100; seventh and eighth, \$1,300. This will probably make Newark not lower than the third city in the country and, all in all, practically a rival to Boston as the second city. It is a noble record that Newark has made.

HOBOKEN. Superintendent A. J. Demarest has good results to show for his persistence in well doing. In ten classes of teachers the increase is \$100, in five others it is \$48.

TRENTON. Superintendent E. Mackey saw all salaries raised three years ago and anticipates a more important increase in the near future.

ELIZABETH. Superintendent W. J. Shearer has had the salaries of all teachers in the city and ninety per cent. of the teachers in Union county, of which he is also superintendent, raised the past year.

New Jersey as a whole has raised salaries ten per cent. in ten years.

OHIO.

Ohio has a minimum salary law of \$40 a month and a minimum school year of eight months, or \$320.

COLUMBUS. Superintendent J. A. Shawan, salaries of the first six grades raised \$50 and of the seventh and eighth grades \$100.

CLEVELAND. W. H. Elson, superintendent. The promotions have been put on a merit basis, but the salaries are all increased, the maximum for grade teachers having gone up from \$700 to \$900.

DAYTON. J. W. Carr, superintendent. Minimum salaries thirty per cent. increase. All salaries paid for ten months instead of nine and one-half months. Supervisors raised \$150. Women teachers in the high school raised \$200 and made equal to the men. Best of all, there is to be a regular scheduled increase until the maximum for grade teachers is \$700. The superintendent has been raised to \$4,500.

TOLEDO. Superintendent H. J. Eberth is to be congratulated in seeing his grade teachers' salaries raised \$100 and his principals \$300. That is among the best in

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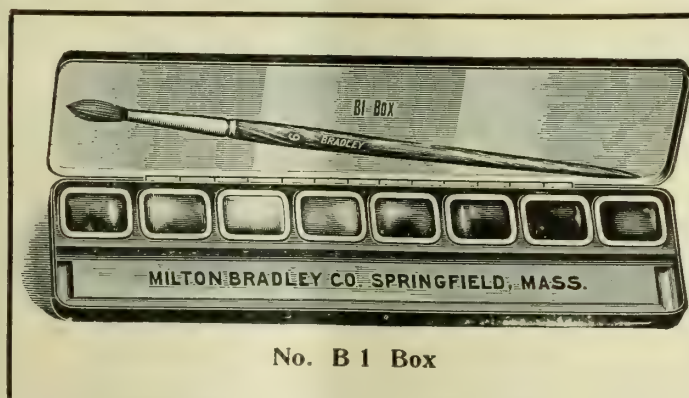
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SALARIES.

[Continued from page 702.]

increase; \$850 is now the grade teacher's maximum and \$1,500 the principal's.

CINCINNATI. The University of Cincinnati has added \$500 each to the salaries of Professors B. B. Breese and Herman Schneider, making them \$3,000.

PENNSYLVANIA.

Pennsylvania has raised the minimum salary to \$40 a month for those holding a provisional certificate and \$50 for those holding the higher grade. Heretofore it was \$35. In the past four years Pennsylvania as a whole has raised salaries more extensively than any other state in the Union.

Pennsylvania has a minimum salary law of \$35 a month, but the required school year is only seven months, making \$245 a year.

PHILADELPHIA. The teachers have had a substantial increase in the past three years. The maximum of the upper four grades is now \$920. There is more to follow when Superintendent M. G. Brumbaugh sees all of his plans materialize.

SCRANTON. George W. Phillips led the movement that gave every grade teacher an advance of ten per cent.

WILKESBARRE. Superintendent James M. Coughlin is having salaries raised almost every year in some cases. This year he got a flat \$50 increase for all.

HARRISBURG. F. E. Downes has waged a vigorous campaign for his teachers, and as a result his primary teachers have been put on a level with the grade teachers. The increase ranges from eight to forty per cent.

PITTSBURG. The minimum increase is \$100, the maximum \$200 in the grades. Graduates of normal schools receive \$50 more than other teachers the first year. Superintendent Samuel Andrews can make as good a report as any large city.

ERIE. Superintendent H. C. Missimer has been constantly at it until the high school teachers average twenty-one per cent. increase and the grades twenty-four per cent.

ALLEGHENY. Superintendent John Morrow, always the teachers' champion, rejoices in an increase of \$100 for all teachers within the past year.

READING. Under Superintendent C. S. Foos Reading has raised salaries from twenty to thirty per cent.

TENNESSEE.

NASHVILLE. H. C. Weber, superintendent. The pay is the same for women and men. The minimum salary for a grade teacher is \$350, and increases \$50 a year to \$500. For extra success there are higher positions at various advances, the highest being \$1,200. There are principalships that go as high as \$2,000.

MEMPHIS. The first act under the administration of I. C. McNeill is the increase of all salaries of teachers by paying for ten months instead of nine and one-fourth months. The heavy taxpayers and other business men of the city led in the demand for the advance.

WISCONSIN.

MILWAUKEE. There have been many increases ranging from ten per cent. to fifty per cent in rare instances. Principals of districts receive \$300 increase, and most other principals receive \$200 increase.

LOOKING ABOUT.

BY A. E. WINSHIP.

INDIANAPOLIS.

For many years Indianapolis has been famous for its class work. Superintendents have come and gone but the good work has gone on all the same, and to-day there is here as satisfactory work in English as I have anywhere seen. It would be more emphatically stated but for the fact that as between different cities, all doing excellent work, it is unreasonable to be over confident in one's estimate, but the teaching of English in Indianapolis is highly satisfactory. One full half day was given to studying this phase of the work in one school, in all grades.

It is not easy to report on such work. The vocabulary is remarkably extended; the enunciation and pronunciation clear and correct; the signification of words keenly appreciated; the grammatical use skilful and graceful.

How are all of these results secured? This is not easily stated. Best of all, they are aimed at from first to last. They build words, build them rapidly, pronounce them rapidly, enunciate them so that every sound is clear even in rapid expression.

They know the meaning of the words and use them discriminatingly in quick transition. Pupils, teachers, principal, and district superintendent help each other with definite and constructive criticism. There is a community of interest, a genuine life in thought and expression. The children are ambitious to talk and write well.

The class does the work. I have seen the teacher, the principal, the district superintendent, and the visitor sitting about the room while one of the class told a story out of his own experience. When he was through, all

the class and all the extra persons questioned and criticised vocabulary, pronunciation, grammar, interpretation, emphasis, rhetoric, spirit, and taste, while the pupil defended himself, accepted the criticism gracefully, or made the critic defend himself as the case might be, and he was no more disconcerted when the district superintendent or visitor was criticising than when it was one of his classmates. And any member of the class was at liberty to defend the leader against any critic.

The analysis and parsing are admirable. There was no waste of time and energy in diagramming non-essentials. Only words were put on diagram, or parsed, about which there could be any probable question.

The best feature of the work was the habit of discriminating as to essential difficulties in construction. All leadership in recitation in the upper elementary grades was by some student who could recite or question the class and the class could question her. Whatever the teacher, principal, assistant superintendent, or visitor does is on the same plane as that of any pupil.

Every reading lesson is analyzed, parsed, and interpreted before it is read—not every phrase or word but every phase of the lesson that any pupil thinks needs such study. Such preparation for the reading is simply glorious.

A feature of the work that greatly interested me was the way the class would turn on the leader or any pupil, or even one of the visitors if the question was regarded as senseless, needless, or foolish. The whole atmosphere of the work is perfection in essentials but the ignoring of non-essentials. The teacher appears never to be the

[Continued on page 706.]

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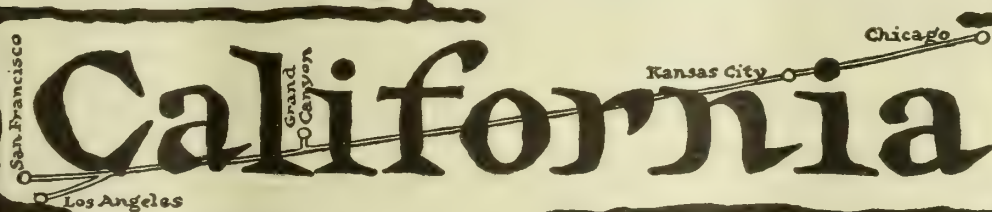

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Trail and to the
Grand Canyon
of Arizona

LOOKING ABOUT.

[Continued from page 704.]

teacher, but one of the workers. She is never there as an autocrat, not even as a leader. The responsibility is with every one. Each child feels that he is in the game.

Here is a sample of the criticism of a boy who told of an experience he had when he went into the country to see some relatives:—

"He told it too much as a book would tell it."

"Not a bit of it. No book would use those words. You would know his words anywhere."

"None of us have told a story as smooth as that."

"You better learn to say 'none has.'"

"The thing I liked about it was the fact that he went straight ahead as though he knew where he was going, and did not jump about."

"I liked it because he looked at us as though he wanted to interest us."

"That's right, I caught his eye."

"He did not use 'glade' as I understand it."

Then followed a discussion by the class and the visitors about the use of "glade," which ended in consulting the dictionary.

"I don't think I know what a 'squire' is."

"Better look it up then"—several voices.

"I liked it because I saw the picture all the time and felt that he knew what he was talking about."

"I guess his sentences were too short. It would do him good to write it out."

"He ought to have made a noise like a lamb and not like a sheep."

"'Awe-stricken' is too big for a boy, even if it was well used."

"Guess you would have said it if you had been there."

Learning English rather than teaching English seems to be the ideal.

The child's English as against teacher English or book English is a noticeable feature.

That learning English is intensely emphasized may be appreciated from the fact that every child has a dictionary at his own desk, and uses it repeatedly.

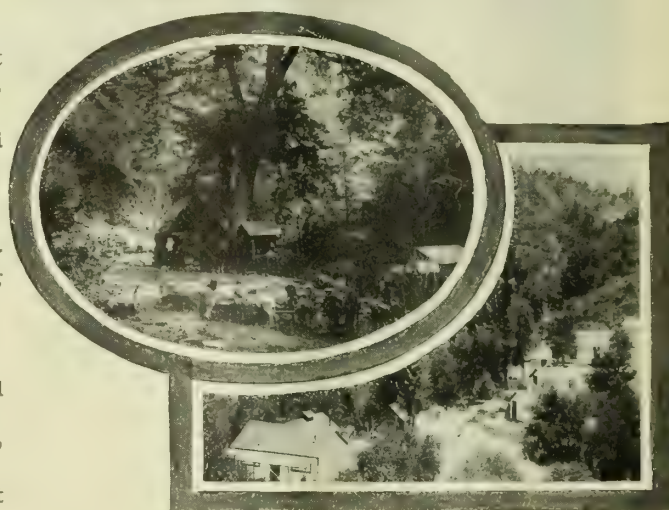
Superintendent Kendall has two assistants, Miss Nebraska Cropsie with the primary grades, and Mr. Hoyt with the upper elementary work. Each has \$2,500. There are special supervisors, chief of whom is Wilhelmina Seegmiller, of national fame. There are twenty district superintendents with \$1,500 salaries, and fifty-eight principals, ranging from \$800 for a four-room building to \$1,200 for a twelve-room building. These salaries have been raised since I was there.

The supervision is probably closer than that of any other city.

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Los Angeles is the playground of the country because there are so many inviting mountain, valley, and seaside resorts to charm and divert one. Many of these are reached by the great electric system of the Pacific Electric railway.

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CAMPING GROUND ON MT. WILSON.

Gabriel Mission, gray with its one hundred and twenty-five years of antiquity and rich in relics and mementoes, Baldwin's ranch, Monrovia, Alhambra, Sierra Madre at the foot of the great trail up Mt. Wilson, Casa Verdugo, the quaint Spanish restaurant out among the lemon and olive groves of the great San Fernando valley, all these and a hundred other inland resorts and attractions present themselves,—Rubio canyon, Sawpit canyon, Pasadena, the ostrich farms, Indian village, etc. And then to the westward the great glorious sea with its shimmering coast line of white sand, its splendid bathing resorts, its fishing and sailing, all within forty-five minutes by the dustless trolley ride than only costs fifty cents for the round trip.

Most notable of all the scenic trips is that up Mt. Lowe, a wonderful trolley ride, famous throughout the world. The road is remarkable as an engineering achievement. Its bridges, its grades, its curves,—all signalize triumphs. It is not merely a matter of great height. It is not a question of bulk that appeals to the slow mind, but it is because its pictures contain all the gracious loveliness of valley vistas, all the languorous charm of sapphire seas, all the majesty of mountain masses, that fade into the mysterious vapors on the far limit of vision. And how sight carries here! From these pinnacles of granite about which the car sweeps, we look for two hundred miles, seeing dim blue ranges in far Mexico,—seeing islands sleeping in the summer seas of the Santa Barbara channel, seeing the twin peaks of Catalina, and the yet more distant sentinel, San Clemente, and in the same scope seeing all the intervening plains, dotted with orange and lemon groves, cities and villages, riverbeds that lie like yellow ribbons on the far field of green, range upon range of mountain and foothills, with valleys between, and at our feet great canyons yawning, at our hand buttresses of primeval rock, and whispering oaks, and silent, sentinel, century-old pines, grim, moss-be-decked, storm beaten!

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Boston (b)	5	Elected at large
Baltimore (b)	9	Appointed at large
Cleveland (a)	7	Elected at large
San Francisco	4	Appointed at large
Washington, D. C.	9	Appointed at large
Minneapolis	7	Elected at large
Indianapolis (b)	5	Elected at large
St. Paul	7	Appointed at large
Rochester (b)	5	Elected at large
Denver	5	Elected at large
Kansas City	6	Elected at large
Toledo (a)	5	Elected at large
Syracuse (b)	7	Elected at large
New Haven	7	Elected at large
Los Angeles	9	Elected at large
Grand Rapids (b)	9	Elected at large

(a) Two of the members elected from districts.

(b) Changed within a few years from a large board selected by wards or districts.

(Continued on page 708.)

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THE PLAYGROUND OF THE COUNTRY.

[Continued from page 706.]

After leaving Los Angeles the way lies by the ostrich farm, some charming suburbs, through Pasadena and Altadena to the foot of the mountain in Rubio canyon, at an elevation of 2,200 feet.

We dare not digress to tell you of the beauties of Rubio canyon. We are bound for the summit and the way lies straight ahead—up the incline which reaches Echo mountain, 3,500 feet in altitude. The incline is over 3,000 feet long and in direct ascent is about 1,400 feet. The grade begins at sixty per cent., is sixty-two per cent. after passing the "turnout," then drops to fifty-eight and forty-eight per cent. That means that on the steepest grade the car rises sixty-two feet in every 100 feet traveled. The cars, which seat about twenty-eight people, are permanently attached to a cable of the finest steel, tested to 100 tons, never loaded to exceed five tons, and protected by devices which make accidents impossible. From Echo mountain the view is superb. Here is located the observatory, the great World's fair searchlight, the electrical machinery for operating the incline, etc. And from here starts the electric road that winds for five miles to Alpine Tavern. It is a substantially built road, with grades rarely exceeding seven per cent., for the height to be attained is only about 1,500 feet. The diversity of view is the wondrous charm. We admire the skill and daring of its construction, but we are awed by the sublimity of range which it affords us from a hundred points of vantage. At one point, by looking up and down the mountain, the different tracks can be seen. Its ties are laid upon a solid granite shelf. It skirts the vast depths of Millard's and Grand Canyon, it passes

through the "Granite Gate," and as it climbs upward it continually reveals changing pictures of great scope—now to the south, the west, or the north. At times it runs amid groves of gnarled and knotted oaks, again amid great pines, whose rugged sides are green with moss and whose giant tops tower far a-sky.

And so at last we come to Ye Alpine Tavern, a rare bit of Swiss architecture, nestling in a glen of exceeding



CHALET, MT. LOWE.

beauty, watched over by great trees where innumerable squirrels and birds make their home. Here one wants to linger, and many do for weeks, to drink in the pure balsam of the air and the restfulness of these calm heights. The "trail" starts from here—that wonderful path three miles in length that winds to the summit 1,100 feet above. The journey is made by burro, is perfectly safe, though one is thrilled by the sense of adventure and enthralled by the novelty of the ride and the glory of the widening landscape.

BOOK TABLE.

HERRICK'S TEXT-BOOK IN GENERAL ZOOLOGY.

By Glenn W. Herrick, B. S. A., professor of biology in the Mississippi Agricultural and Mechanical College. New York, Cincinnati, and Chicago: American Book Company. Cloth. 386 pp. Price, \$1.20.

The arrangement, presentation, and selection of the subject-matter in this text-book have been determined by the experience gained from the labors of ten years in the classroom with high school students, for whom this work is intended. The author, in his work with these students, has attempted to interpret, with much thought and care, the zoological demands of such students according to their average receptivities and practical needs rather than by any preconceived ideas of what constitutes a knowledge of zoology. The aim has been to create an interest in nature, beget an acquaintance with the lives, habits, and activities of animals, train the powers of observation, quicken the judgment, widen the horizon of environment, augment the capabilities for independent thinking, and inculcate an unswerving regard for the truth. The instruction that a potential citizen receives in zoology must give more than a mere acquaintance with animals. The author has been led, from his experience in teaching, to include in a zoological course a goodly amount of natural history and comparative anatomy, a large share of animal ecology, economic zoology and physiology, a moderate amount of classification, embryology, and paleontology, something of the history of zoology, and, through all, a persistent presentation of the relationships of animals and of the manner in which they have been evolved. In this book, each branch of the animal kingdom is introduced by a familiar and accessible type. The discussion of this type expresses in an organized form the details of the work already supposed to have been done in the laboratory and field and brings out the characteristics of the branch of which the type is an example. After the various forms of the branch have been studied, their characteristics are summed up, their adaptations to environment and their economic significance are discussed, and lastly, a clear, concise classification of the group is given. The book is suited for use in any sec-

ondary school, and meets fully the requirements of the New York state education department's course in zoology. It will create an interest in nature, train the powers of observation, and give a good acquaintance with the lives, habits, and activities of animals.

SOURCE BOOK OF GREEK HISTORY. By Fred Morrow Fling, Ph. D., professor of European history in the University of Nebraska. Boston: D. C. Heath & Co. Illustrated. Cloth. 380 pp. Introductory list price, \$1.

This is a masterpiece, the most carefully winnowed and most valuable of the source books that we have seen. To the modern world the Greeks are attractive chiefly for their attainments in art and literature. Greek history has important lessons for modern democracy. Modern methods of study seek to connect in thought the political, social, literary, and artistic life of the people. Fling's Greek History Source Book supplements the ordinary text in Greek history with important material that gives an impression that should be gained in the study of the life of the Greeks. A notable feature is its strong literary flavor. Lengthy selections are given from the works of such eminent writers as Aristotle, Aeschylus, Aristophanes, Demosthenes, Herodotus, Hesiod, Homer, Pindar, Plutarch, Polybius, Sophocles, Thucydides, Xenophon, and many other well known authors, which cannot fail to add greatly to the attractiveness of the subject, giving as it does not only Greek history at first hand, but much that is best in Greek literature. Every page is instinct with human life. The book is made especially useful for the classroom by the many pertinent questions which bring out important points that the student might easily overlook, and they help him to organize his information and to see the relations of cause and effect in historical events. In framing the questions the author seems to have considered the sources as so much evidence. He raises a question and then leads the student by a series of other questions to express the facts and opinions in the

several sources cited, to judge of their value and authenticity as evidence on the given question. This is certain to influence the student to think historically and to give him an idea of the difficulties of arriving at historical truth and of the necessity for impartiality and accuracy. The illustrations are exceptionally attractive, being real pictures—actual reproductions of historic buildings, statues, and works of contemporary artists. They illuminate the text, train the student's historical imagination, and give definiteness and vividness to his ideas of Greek life. In the appendix are given brief but valuable biographies of the authors from whose works the sources are taken. There is also an index which renders the sources easily accessible for reference. Altogether it is a very unusual book for the price—one dollar.

TABLEAUX DE LA REVOLUTION FRANCAISE.

Edited with notes by Thomas F. Crane, professor of Romance languages in Cornell University. Cloth. 311 pp. Price, \$1.

LE ROMANTISME FRANCAIS. By the same editor. Cloth. 362 pp. Price, \$1.

LA SOCIETE FRANCAISE AU DIX-SEPTIEME SIECLE. By the same editor. Cloth. 350 pp. Price, \$1.

New York and London: G. P. Putnam's Sons.

The first of these three French texts deals with that most stirring episode in French affairs familiarly known as the French Revolution. The editor has selected excerpts from leading French authors—such as Thiers, Louis Blanc, Madame Campan, Mignet, Chatrian, and several others—who in graphic terms presented some one or more features of the great upheaval. The student is borne along on the wave of excitement by the animated descriptions, and in critical places where he is likely to be stalled he is ably assisted by the abundant and discriminating annotations of the editor.

The second volume gives selections from the Romantic School of French writers, which reveal the change in style from the long established methods in French literature. Romanticism was a positive revolt against the canons of taste adopted in the seventeenth century. Here the student reader meets with Hugo, De Musset, Madame Sand, Balzac, and others, whose vivacity of style is simply bewitching. Here also the editor presents copious but needful annotations.

The third volume deals with a period in social history, not so much giving the literature of the seventeenth century as its manner of life and its important characters such as Madame Rambouillet, Mlle. Scudery, and others who figured in the salons of that period, and who redeemed the language and manners of France from their crudity and coarseness, and paved the way for the founding the renowned French Academy.

The editor is to be sincerely congratulated upon his work in making these various epochs in French politics, writing, and manners available to the French students in our American schools. And the publishers must not be overlooked, for in the printed text and general make-up they have given us most comely specimens of their art. No neater, more attractive books have reached our book-table than they.

INDIVIDUAL TRAINING IN OUR COLLEGES.

Clarence F. Birdseye. New York: The Macmillan Company. Cloth. 433 pp. Price, \$1.75 net.

The college professor or president, the student of education and the man of affairs in education who does not have this book at hand, who is not conversant with its investigations and its points of view, is lacking in a just appreciation of his responsibilities. There is no other work that can be substituted for it; no height of genius can know by intuition what is here revealed by legal investigation and professional devotion. Mr. Birdseye, a prominent New York lawyer, Amherst, 1874, has for over five years been thoroughly investigating the student's problem in our colleges. He has made a masterly analysis of the strong and weak points of college athletics, and shows clearly why what he calls "the one-horse-power professional coach" often has so much more influence with the student body than the fifty-horse-power faculty, with its archaic marking system. He also carefully analyzes the Princeton preceptorial system, the new educational methods at the Carnegie Technical

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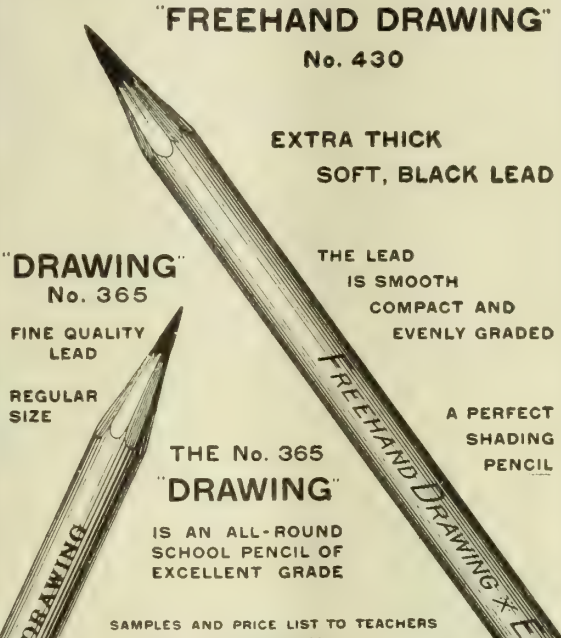
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BOOK TABLE.

[Continued from page 709.]

schools at Pittsburg, Pa., the report of the committee of the faculty as to student conditions at Harvard. At Harvard, only five per cent. of a student's whole year is spent in the lecture or recitation room, and therefore ninety-five per cent. away from the direct influence of his professors. Mr. Birdseye demonstrates that it is this time outside of the classroom which dominates the other five per cent. and hence the student's course at college; that it is this outside life which to-day we are neglecting, and that from this neglect largely comes the existing dissatisfaction with our college courses. His discussion of the student's home life, as distinguished from the college community life, is entirely novel. Mr. Birdseye shows from the history of the earlier colleges their great power in training the mental and moral character of the individual student, and how this training is now lacking in our huge institutions. He discusses present college and business conditions, the effect of the Greek-letter fraternities upon the college home life of the students, and offers many suggestions drawn from his own investigations for restoring a proper training of the individual student. The discussion of the present evils of college life is complete, and evidently made by one who knows his subject thoroughly from the student's standpoint. The true meaning of the fraternities has been worked out, and their duties and responsibilities to their members and the colleges have been set forth with startling clearness. The book abounds with anecdote and illustration.

A LABORATORY AND FIELD MANUAL OF BOTANY. By Joseph Y. Bergen and Bradley M. Davis. Boston: Ginn & Co. 12mo. Cloth. 257 pp. List price, 90 cents.

This is intended to be a working companion to the "Principles of Botany" by the same authors. This last-named work was more theoretical, while this manual provides for the more practical study of botany on the field and laboratory side. It is well arranged and covers a wide province of experiments. There are three main sections: (1) The Structure and Physiology of Seed Plants; (2) Type Studies preceded by study of the Plant Cell; and (3) Ecology. An able glossary is added, and a complete index. The botanical student may well examine it. Perhaps it is just what he has been looking for.

DE ALARCON'S EL SOMBRERO DE TRES PICOS.

Edited by Professor Benjamin P. Bourland of Western Reserve University, Ohio. New York: Henry Holt & Co. Cloth. 250 pp. Price, 90 cents.

A Spanish text designed for use chiefly by college classes as early as the second or third semester of their study. De Alarcon had a wide range in writing, in newspaper articles, plays, and short stories. The *El Sombrero* with *El Capitan Veneno* are his best works, and are really artistic literary productions. Not only is the first of these two stories admirably told, and in the choicest Spanish diction, but it is of peculiar value to the student because of its registration of Spanish manners and customs. It has been used as material for at least four comic operas.

ON THE CIVIC RELATIONS. By Henry Holt, LL.D.

Boston: Houghton, Mifflin & Co. Cloth. 667 pp. Price, \$1.75 net.

This is a third edition of "Talks on Civics," but so much extended and improved as to be, to all intents and purposes, a new work, so that what was always an exceptionally strong book is now of surpassing merit. The author has a distinct purpose in the making of the book—the development of the character of mind which is proof against political quackery, "especially the quackery which proposes immediate cures by legislation for the abiding ills resulting from human weakness and ignorance." The earlier editions were adapted to younger pupils, which necessitated a less mature treatment. By making the revision complete, dropping the chapter questions, and making new plates, the work is given a vigor of maturity that is highly important. The philosophy is exceptionally interesting and instructive. This is noticeable in the discussion of government as controlling the individual, as related to geographical distinction and the departments. "The Protection of Rights" is given 325 pages and is treated entirely apart from "The Promotion of Convenience," to which 170

lic works, municipal affairs, the care of the defective classes, education, all of which require taxation, to which 100 pages are given. Under "The Protection of Rights," which receives as much attention as all of the rest of the book, are discussed property as capital, competition, monopoly, industrial trusts, labor trusts, and socialism. The treatment of these topics is the most heroic and questionable of all phases of the book. It will be interesting to see how labor unions and trade unions take his attitude on their interests. There is no question as to the view that scholars will take on his general propositions.

THE MUNSELL COLOR SYSTEM. Children's Studies in Measured Colors. By A. H. Munsell, Boston. Wadsworth, Howland & Co.

Mr. Munsell's departure is highly interesting, and this pamphlet, which can be had for the asking, i.e., by writing to Wadsworth, Howland & Co., 82 Washington street, Boston, is most readable. The principles he states thus: Beginners should avoid strong colors. Quiet color is the mark of good taste. Balance of color is to be sought. Beauty of color lies in tempered relations. The tuning of color cannot be left to personal whim. One paragraph samples the brilliancy of the writing: "Extreme red, yellow, and blue are discordant. (They 'shriek' and 'swear.' Mark Twain calls Roxana's gown 'a volcanic eruption of infernal splendors.') Yet there are some who claim that the child craves them, and must have them to produce a thrill. So also does he crave candles, matches, and the carving-knife. He covets the trumpet, fire-gong, and bass-drum for their 'thrill'; but who would think them necessary to the musical training of the ear? Like the blazing billboard and the circus wagon, they may be suffered out-of-doors; but such boisterous sounds and color sprees are unfit for the schoolroom."

FONOGRAFIA ESPANOLA. New York: Isaac Pitman & Sons. Cloth. 123 pp. Price, \$1.25.

This is an adaptation of Pitman's shorthand to the Spanish language. It is prepared to enable any one acquainted with that tongue to accurately and rapidly write spoken Spanish. It is compiled with equal care to that which has been provided in English by this same eminent firm.

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THE WEEK IN REVIEW.

(Continued from page 674.)

agreed that the recognition of the integrity and independence of China is the best guarantee of their interests, and proclaim this principle in order to strengthen the interior peace and security of China. The succeeding statement is that, in consequence, France and Japan mutually guarantee the Continental status quo. This agreement is well enough, but there is a good deal of perplexity at Washington as to why France should have volunteered her good offices to this country in the making of an agreement with Japan.

THE IRISH-LIBERAL BREACH.

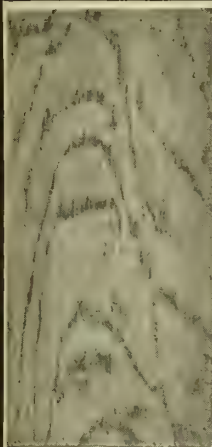
The breach between the Irish Nationalists and the Liberal government has been made complete, by reason of the rejection of the Irish Council bill by the one and its subsequent abandonment by the other. At a meeting of the Nationalist members of parliament, it has been decided not only to oppose government measures in the House of Commons, but to fight Liberal candidates at the polls. The declared purpose of this policy is to make it clear that nothing short of home rule will be accepted by the Irish people, and to use every opportunity that offers, either in Parliament or before the English constituencies, to present the grievances of Ireland. This, in brief, is the policy of the whole loaf or nothing. The opposition is not in a position to outbid the government in offers for Irish support; so the immediate result of the Nationalist policy of pitching into the Liberals will be to prevent any legislation friendly to Ireland.

THE LATEST FRENCH CRISIS.

The latest French crisis is the most curious of all. The wine-growers of the southern department are almost literally up in arms because of the distress occasioned by over-production and the competition of adulterated wines. Being, most of them, ardent Socialists, they are persuaded that the government can help them out of their troubles, if it will; and to compel it to do so, they have organized great demonstrations and have brought about a kind of civic strike, mayors and city councils through the affected departments throwing up their places and leaving their communities without local government. As usual, a leader has arisen for the occasion in the person of a wine-grower, hitherto obscure, who has the absolute confidence of his fellows, and demands and receives obedience in whatever he directs. There has been little actual disorder, but the movement has grown to threatening proportions, and it is doubtful whether the palliative measures which the government promises will avail to check it.

CONSERVATISM IN THE DUMA

Conservatism has won a notable triumph in the Duma. Two questions were forced to the front by the radical elements, affirmative action upon either of which would, in all probability, have been seized by the government as a sufficient pretext for dissolving the Duma forthwith. One of these was a proposal for the expropriation of land, without compensation. This was warmly advocated by the peasant members and their allies,



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SUMMER SCHOOLS.

whose one conception of enlarged rights is the taking possession of the great landed estates. The other was a bill which proposed to pardon all political crimes committed by revolutionists, but to exclude from amnesty crimes committed by reactionists. The first proposal was rejected by a vote of 238 to 191. The other was shelved by reference to a committee by a vote of 260 to 165.

Notable Departure in Piano Teaching.

Instrumental music instruction has been on an entirely different plan from other teaching and it is refreshing to find that W. S. B. Mathews, known to the Journal of Education readers as one of the best writers on the pedagogy of school music in the country, and Mrs. Dingley-Mathews have applied the highest pedagogy to the teaching of piano playing.

The Academic course receives pupils at any stage of progress, from the very beginning, and educates them to a point equivalent to a high-school graduation. The training is especially organized to meet what we believe the ideal of intelligent parents in giving their children musical advantages. They do not intend their children to become professional musicians, but they do desire them to acquire a practical mastery of the pianoforte for home purposes, and above all to love fine music, appreciate it intelligently, and become cultivated in it through familiarity with the best works of the great masters. In this way they expect music to become a refining and beautifying element in cultivated life and a permanent resource for personal enjoyment.

The Artist course is a professional school of the higher art of piano playing. Receiving pupils properly prepared in the foundations in technic, methods of study, a trained ear, and elementary theory and a suitable musical experience, they enter at once upon the study of the classical and concert repertory of the pianoforte, the lessons administered with reference to developing concert technic, artistic interpretation, musical feeling, concentration, and repose in playing before others. In this part of the education the musical demands are made more and more searching and vital, the quality of playing more and more sensitive, intelligent, and convincing, and at the same time brilliant and commanding, while the repertory is continually being enlarged and enriched, and at the same time kept in balance by suitable studies in the ideals, style qualities, and scope of the great masters represented in the repertory.

The Teachers' course is of the nature of a post-graduate course, affording a comprehensive view of the material of study, the principles of teaching, the qualities to be developed in each grade of progress, and the methods of awakening in the pupil these desirable qualities.

Arthur Russell made me laugh by a story of a discussion at the Lewes's. Some one maintained that everybody had written a tragedy. "Yes," said Lewes, "everyone, even Herbert Spencer."

"Ah!" interposed Huxley. "I know what the catastrophe would be,—an induction killed by a fact."—Sir Grant Duff's Diaries.

Summer School of the Michigan State Normal College

The faculty of the Michigan State Normal College will offer work in all its departments during the six weeks' summer school of 1907. The library and laboratories will be open, and all other facilities of the institution will be placed at the disposal of the students. Tuition fee of \$3.00 covers all courses and lectures.

Tuition will be free to summer school students in all classes of the Conservatory of Music pertaining to public school work.

Summer School begins Monday, June 24, and closes August 2. Monday, June 24, will be classification day. Classes will meet regularly Tuesday and thereafter.

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As the summer session is an integral part of the work of the university, all the resources of the institution are at the disposal of the students.

Schools in Afghanistan.

BY WALTER J. BALLARD.

The new Ameer of Afghanistan is determined that his people shall be educated in spite of the opposition of his nobles, to whom he recently said in open Durbar: "I know you are all against me in introducing modern education in Afghanistan, but I have determined and formed a plan, and now I will see which succeeds—I in educating you, or you in resisting my efforts in that work." The city of Cabul has been divided into forty school districts, each having a lower primary branch school. Out of these more than twenty upper primary branch schools and five middle schools are to be evolved, and their passing students will enter one or other of the two new high schools, and thence in many cases to the Habeebiah College, lately formed by the Ameer as the nucleus of a university. Technical schools are on the program and a medical school is about to be opened, with text-books printed in Persian. Promising young men are to be sent to Europe or Japan at the cost of the state for the study of law, medicine, and other professional pursuits. Religious instruction is an essential part of the educational scheme. English is one of the foreign languages to be taught in the schools. After three years' experience of the systematic plan of general, primary, and secondary education in Cabul, schools are to be established on similar lines in the large provincial towns.

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Institute of Musical Art.

The Institute of Musical Art of the City of New York, Frank Damrosch, director, will hold a summer session of the department of instruction in public school music July 17 to 31, at 53 Fifth avenue, New York. The faculty consists of Thomas Tapper, principal, lecturer at the Institute of Musical Art; Hollis E. Dann, professor of music in Cornell University; Emory P. Russell, director of music, Providence; Miss V. E. Coleman, formerly assistant supervisor of music, New York; Mrs. Thomas M. Balliet, formerly supervisor of music in Springfield, Mass.

The summer session of the public school music department of the Institute of Musical Art affords to all engaged in public or private music instruction an opportunity to study the subject in its application to public education. It appeals directly to the music director, the principal, the superintendent, and the grade teacher. The technical purpose is primarily to give a comprehensive training in the material of school music for all grades, in its methods of presentation, and in the structure and analysis of music. The recent admission of music to the list of credit subjects for college entrance examination, and its consequent admission as a credit course in the high schools, finds superintendents and principals of high schools prepared to grant credit markings for music even when pursued with the private teacher. This action practically makes the private music teacher a factor in public school work.

D. C. Heath & Co. have assumed the publication of the Boston Medical and Surgical Journal, which is perhaps the oldest medical journal in the country, having been established in February, 1828. So much has been done of late along the line of medical supervision of schools in New England, and particularly in Massachusetts, in which physicians of the state have been taking a leading part, it is pleasing to note that this publication is particularly interested in the work, and the results of medical supervision in the schools are regularly published by it.

The Boston Medical and Surgical Journal has always taken the front rank among professional publications, and it is evident that it is retaining its old-time vigor, and increasing its lines of usefulness under the able management of its present publishers.

Teachers and their friends who desire to visit Montreal and other parts of Canada this summer may find it to their advantage to inquire about the Co-operative teachers' excursion. Write to Mr. Wrightman, Faulkner School, Malden, for the particulars set forth in his advertisement.

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BOSTON THEATRES.

KEITH'S.

Stella Mayhew, who scored one of the triumphs of the season in "Coming Thro' the Rye," will return to Boston next week as the head-liner of a capital bill. During the past five weeks Miss Mayhew has been in vaudeville, having appeared in Philadelphia, Pittsburgh, Buffalo, and New York. In all of these cities she has scored very heavily with a group of songs of the kind she sings so well. Much local interest will be attached to the engagement of Wilmer Walter, who, supported by Annette Marshall and William Vaughan, is to present a dramatic sketch, entitled "Duplicity," written by Ernest L. Waite, the dramatic editor of one of the leading dailies of Boston. Other important features will include Willie Eckstein, the phenomenal young pianist; the Ellis-Nowlan troupe, in a very droll acrobatic comedy skit; Arthur Buckner, who does many sensational stunts in cycle riding; Elsie Faye, a very pretty girl and graceful dancer, assisted by Bissett and Miller, in a lively dancing act; Vanni and Ciotti, two well-known Boston vocalists, in an operatic sketch; and Keno and Rosa, in a brisk terpsichorean novelty. Baker and Jerome, who do a jumping act that is much out of the ordinary, Wynn and Lewis, the "Rah, Rah Boys," in a cross-fire conversation specialty, Morton and Diamond, in a comedy sketch, Nagel and Adams, acrobatic humorists, and new pictures by the kinetograph will round out the show for the week.

Charles E. Merrill Co.

The schoolbook publishing houses of Effingham Maynard & Co. and Charles E. Merrill & Co. united and incorporated in 1893 as Maynard, Merrill & Co.

Walter E. Maynard and Effingham Maynard have severed their connection with the company, the ownership of which now vests in Charles E. Merrill, Everett Yeaw, Edwin C. Merrill, and Charles E. Merrill, Jr., who from this date will conduct the business under the name of Charles E. Merrill Company.

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Young Genius (who has had the talk to himself, and, as usual, about himself)—"Well, good-by, dear Mrs. Meltham. It always does me good to come and see you. I had such a headache when I came, and now I've quite lost it."

Mrs. Meltham—"Oh, it's not lost! I've got it."—Punch.

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A. E. WINSHIP, Editor.

PUBLIC SCHOOLS IN THE MOVEMENT FOR INTERNATIONAL ARBITRATION

BY HON. ELMER ELLSWORTH BROWN,
United States Commissioner of Education.

[Delivered at Lake Mohonk conference of International Arbitration.]

By way of introduction, I may venture to repeat the recommendation touching this subject contained in my first annual report as commissioner of education, which is now in press. It reads as follows:—

The second recommendation which I would respectfully present is concerned with the fact, which every year makes more obvious, that our public education has passed into an international stage in its development. The approach of the second international peace conference at The Hague has turned public attention to the many-sided modern movement toward a peaceful adjustment of international relations. Governments, in striving to maintain an honorable peace, require the reinforcement of popular sentiment, and it is of the utmost importance that such public sentiment should steadily demand a peace which makes for righteousness, and no other peace than that which will make for righteousness. A public sentiment calling for such peace will be stable only when it rests upon an appreciative understanding of other nations. In this there is a great work for education the world over, that it may help the nations understand one another. Whatever the schools may do to this great end will count for real education. Can any form of learning, in fact, be more liberalizing, more expanding, more tonic, than the insight gained through knowledge of other peoples, our contemporaries, who with us are the makers of modern history?

Already a considerable movement is under way looking to the annual commemoration in the schools of the United States of the opening of the first Hague conference, which occurred on May 18, 1899. Such a celebration seems eminently desirable, by way of laying due emphasis in the schools upon the vital relations of modern peoples one to another. I would accordingly recommend that, so far as consistent with state and local conditions, the eighteenth day of May of each year be designated as a day of special observance in the schools. It is particularly desirable that in the celebration of this anniversary day, and in the instruction of the schools throughout the year, the effort be made to promote an insight into the true aims and aspirations of our own nations and of the other nations with whom we are to work together in the making of a higher world civilization. This view calls for a more thorough teaching of geography in the elementary schools, that the first notions formed by the children in those schools of our true relations with other lands and peoples may be true and temperate. . . .

This is not a foreign view of American education, but rather an American view; for it is already clear that American institutions can reach their full development only by finding their rightful place in the current of the world's history, and that only by so doing can they become fully American.

While no one will attach supreme importance to the special observance of one day in the school year, even such annual emphasis upon this theme will not be without its value.

It is clear, however, that a celebration which breaks from a clear sky on one day in the year and passes from thought when that day is past, cannot take a very deep hold on the minds of many children. Nor do I think we have a right to devote one day of the school year to a purpose which has no connection with the ends of general education. It is not with a view to propaganda of an isolated reform that this day is entitled to its special place in our school calendar, but with a view to a neglected and essential element in general education. And that element is an appreciative understanding of other peoples than our own. A people that goes on in ignorance of other peoples misses its chance of adding their civilization to its own. It is just this element of a liberal education which should be emphasized in the schools, not one day in the year, but throughout the year. Even way down in the elementary schools, the effort of our little Americans to overcome the primitive distrust and disparagement of the peoples of foreign lands is a liberalizing influence.

But this after all is but a small part of what the schools ought to do to promote international arbitration. The best that we can do in the long run is to foster the genuine spirit of arbitration, and to establish those modes of thought that dispose men to arbitrate their differences. Let us consider here three ways of settling differences among men, and see what the teaching of the schools may be expected to do by way of furthering that type of thought which lies nearest to arbitration. The primitive way of settling a quarrel is an appeal to arms, a decisive physical fight. This is the spontaneous method of uncontrolled anger. A second way is the way of compromise. Compromise has, no doubt, its rightful place, and in the daily dealings of men with men it must play an important part. A third method, a method hard to practice and even hard to define, the method which arbitration ultimately represents and re-enforces, is the method of finding some ground of positive agreement higher than the ground taken by either antagonist at the begin-

ning of the strife. In every dispute between honest and intelligent disputants we find some show of justice in each of the conflicting claims. The method of war crushes the claim of one side, with all the good and bad there is in it. The method of compromise takes the course which leads to peace, even though much of the good of either cause be sacrificed on the way. The method of arbitration would seem to be merely the method of compromise through the agency of a third party, but essentially it is more than this. For every well-conducted international arbitration contributes to the building up of a higher conception of international obligations, of world relations, and is accordingly in its effect the bringing of the disputants together on higher and more stable ground than either of them occupied when the strife began. I think this view may be abundantly justified by examples from modern history. The immediate question is that as to the relation of public schools to the type of thinking which lies back of the arbitration procedure. It seems clear that this is the very type of thinking which is characteristic of modern education at its best. It is the type of thinking which should be promoted in schools of every grade, in the interest of liberal culture rightly understood. It is by promoting such culture and establishing such modes of thought among our people everywhere that the public schools can lay the surest foundation for the arbitration principle.

The watchword of this movement may fairly be taken as the watchword of all modern education, and we may phrase it in the words: "Let us look for a better way." The spirit which it represents is at one with modern science, the science which is undoubtedly the dominant influence in the methods of modern education. For this science, with all its strength of conviction, holds its doctrines not as records of final attainment or the standards of a battle to the end, but rather as well laid steps of an ascent. It expects something better beyond, expects to rise above its present knowledge and belief, and in that expectation it is able to look upon any intelligent opposition as indicating the need of finding some higher principle which shall solve the present difference. Even in the lower schools, by ways that are often intangible, this spirit is making its way. It is not too much to hope that it will become broadly characteristic of the teaching of all of our schools, and when it has become so characteristic of that teaching, the principle of arbitration will be grounded in the education consciousness of our whole people.

Before we leave this discussion, there are two added considerations to which attention should be called. The arbitration movement looks for its success to the cultivation of a decent respect for the opinions of mankind. In the heat of national anger it is too much to expect that any people will welcome from its opponent the suggestion that there are better grounds on which they may hope to meet. If, however, our people have been

trained from their youth to recognize in every sharp difference of opinion the possibility of there being some higher and better ground of agreement, undiscovered as yet, there cannot fail to be in time a little greater readiness to appeal to an impartial world, to peoples not involved in the dispute, and to respect the suggestion from without of a better way to an honorable peace. It is here that an increased understanding of other nations than our own may be expected to reinforce the teaching that leads men to hope for a better way. It is not simply that a knowledge of other nations, well taught in the schools, will lead us to consider more carefully the claims of an antagonist in time of trouble, but that it will prepare our people, or any people, to look with more favor upon an appeal to the judgment of the civilized world.

In the second place, such an appeal to an impartial tribunal would be greatly strengthened in the minds of any people if that people were grounded in some of the elementary principles of human law. On other grounds than this, it is to be desired that the elementary principles of legal right should be more distinctly taught in our schools along with the principles of common morality. Those great elementary principles of right and justice which have been the nourishing thought of many of the greatest minds of our race are in themselves a most desirable element in the liberal culture of all our people. I cannot but think that a people trained to have respect for such principles as these will be so much the better prepared to accept in time of controversy the view that neither party to the dispute is the rightful judge of the cause.

Briefly stated, then, the contention of this paper is: That the schools of our whole people may properly contribute to the movement for international arbitration only in ways that contribute to the general purposes of education, but that positive improvements in education are called for to-day in ways that must inevitably reinforce the arbitration movement. Among these ways are endeavors to promote among a given people, as our own, a more intimate and appreciative knowledge of the character of other modern nations, with whom this people has to do; the promotion in the schools of that type of thinking which readily passes beyond its partial convictions, no matter how earnestly held, to larger views, in which opposing convictions may find their rightful recognition and come to agreement; the teaching in the schools, as a part of instruction in morals and civil government, of some of the principles of legal justice, which shall enable our people to adjust themselves freely and consciously to the reign of law in all great human affairs. The argument amounts to this, that our education of all our people shall be made at once more scientific and more humanistic in its character, and that the schools shall teach the people in all their concerns to look for a better way.

The highest culture is to speak no ill.—*Ella Wheeler Wilcox.*

THE CARICATURED TEACHER.

BY A. E. WINSHIP.

Mr. M—— is now a widely known educational leader, but there was once a first school and it was of the genuine country variety. He was nervous and anxious. He had not then attended a normal school. He had boys and girls as old as himself. Some of them were less countrified than he. They were in the silly stage. Hattie P——d was especially annoying. She was older than the teacher, had had some advantages that had been denied him, and was especially gifted with her pencil as a caricaturist. She caused him much anxious thought. One day she sketched the teacher as she assumed that he would be twenty years hence. Like a born caricaturist she had magnified his long hair and other peculiarities. It was anything but flattering, though done with great skill. He came upon it unexpectedly in the presence of the school as well as of the artist. The school snickered, Hattie turned scarlet and tried to snatch it, but he protected it and looked at it admiringly and laughed with delight, saying:—

"Oh, wad some pow'r the girtie gi'e us
To see oursel's as ithers see us."

Then the school fairly roared and Hattie blushed less and laughed a little. Then the young teacher held it up before the class, carrying it near enough for all to see it clearly. He told them how well it was done, said it was the first time he had ever seen himself in caricature, but that every prominent man was caricatured and he had sometimes wondered if he would ever be big enough to be treated in that way, saying that he should always remember that the first caricaturist he had ever known had thought him worthy this distinction and that if he was ever big enough to receive such attention in a public way he would remember that the first time was in the M——e school and Hattie was the artist. Then he told how profitable he had heard that such work was, that the people who did it had no ill will to the one whom they drew. He said the genius consisted in seeing what there was in a man that lent itself to such a purpose, and remarked that she had "caught him by the hair" and that was really the one thing in which he differed from everybody in the district. He advised her to practice this art and especially upon the older pupils, saying that he would excuse her from the spelling lesson, which she never missed, and she might have half an hour every day if she would draw all of the older pupils as she thought they would look twenty years from then.

There was never another silly minute in that school. There was almost reverence for the teacher, and the pupils came to see that there was nothing bad or unkind in having their peculiarities pictured extravagantly. In all his after success he remembered what he escaped by not scolding Hattie. When the term closed all of Hattie's drawings, including that one of himself, were passed among the visitors as the most interesting product of the year's work.

Mr. M—— thinks that was really the first sign of success in teaching that he saw in himself. It gave him confidence. It was a suggestion that he has utilized ever since. It taught him to find a way to use unexpected events, how to make the wrath of his enemies to praise him.

University professors in Prussia have their families protected by a pension for the widow and for each child. The widow of a professor receives from \$315 to \$415 a year and the oldest child \$120, and the other children \$75 a year up to twenty-one years of age.

THE BUILDING OF A CITIZEN.

BY J. MADISON TAYLOR, A. B., M. D.,
Of Philadelphia, Penn.

PARENTAL CO-OPERATION IN PRIMARY EDUCATION.

That childhood is pre-eminently the time to initiate habits which make for the conservation of human energy is an economic truth. Unless the foundations of constitutional and mental aptitudes be built early, adult perfection cannot be achieved. When this truth becomes accepted and applied the need of the repairer (the physician) will cease. The problem for the teacher will be simplified only when the pupil presents full physical and mental efficiency. The responsibility for achieving this essential prerequisite to good citizenship rests upon the parents. Yet few parents realize their responsibilities or fulfil such reasonable expectations.

It may seem Utopian to initiate all movements from this normal starting point, but it is altogether possible. Limitations consist in the wide divergencies of intelligence among parents, teachers, and legislators, as well as pupils. This again depends upon the persistence of inherited faults in children. These faults, as well as those acquired by bad habits and perverted actions, should finally disappear as advances in education secure a definite hold on human consciousness. Home-building is the foundation of society. Parents need help, counsel, and encouragement in making and maintaining ideal homes. It is obvious that human instincts unaided are insufficient. Among the best means of effecting this is the dissemination of simple, acceptable rules of conduct among parents. Boards of education should supply succinct, uniform rules of right living, physical as well as moral. Teachers should place these upon an equal plane of importance with the ordinary "rudiments of learning." Generalizations are of limited value in primary education. Specific rules are vastly better, and can be formulated suitable for all, also adapted to classified needs as to age, sex, occupation, and the like normal variants. Clarity, definiteness, and succinctness are essential.

Much of these proposed fundamental principles of personal hygiene can, of course, be learned in a well-regulated home, where parents and children constitute a mutually helpful society. Home life is, however, unfortunately, disappearing in cities, among both rich and poor. The pursuit of wealth is now so fierce that the "hearthstone," real home life, is almost a figment, a memory. It is only found in perfection in scattered countryside, in wholesome villages. In crowded centres it is practically gone. The real problems of life would seem to depend for their solution upon the cultivation of the home spirit. Education should aim to bring parent and child into an attitude of intimate co-operation, mutual helpfulness.

Specialization is now so general, commercial interests are so broad, that the individual tends to become a mere automaton, a machine. Parents tend to habitually lose sight of their highest duty, which is the equipment of children to assume responsibilities. They need to exhibit a personal interest in the health, pleasures, and mental fitness of

their offspring, who in turn shall become parents. They would achieve better results by themselves acquiring a clear knowledge on many fundamental subjects, as of sanitation and primary education. Little books supplying plainly-worded presentations of every-day subjects, containing also judicious maxims of conduct, health, character, and morals, would serve to keep these essentials before the attention. Uniformity should be adopted in rules of conduct, and by repeated enforcements, "line upon line, precept upon precept," until automatism is achieved.

Too much is sacrificed to greed of wage. The home in cities is becoming a mere abiding place whence all fare forth to earn. Unnumbered infants are brought into the world in an atmosphere of hurry and confusion, even where the father is a skilled workman, earning ample wages. These demoralizing conditions are unimagined by the relatively poorer pioneer or farm laborer, who is rich in material blessings, light, air, suitable food, peace and restfulness, and above all, in time to think and form sane habits.

If the individual is oblivious to the need of that first and greatest engine of efficiency, a sound constitution, then the municipality must supply the incentive, the specific directions, and supervise citizen building. It is well known that this individual efficiency can only be secured by the maintenance of wholesome conditions during the formative period, especially the first few years of life.

I would suggest a plan whereby several of the essential desiderata alluded to might be compassed. It will be admitted that, however much can be accomplished by the ordinary school curricula (even granting that this might be amplified), there yet remain many notable omissions. School tasks probably demand enough of the strength of the child. It may not be wise to add to them. It is obvious, however, that the parents in the home can, and should, do something on a co-operative principle. They would probably do much more, and better, if they were supplied with accurate elementary data, and were themselves taught to apply a share of simple and easy educational methods. The American citizen is eager to learn, glad to welcome useful knowledge.

The literature accessible to the home of the simpler householder is subject to far too much chance. The chief resource is the newspaper, the popular or religious magazines, and, unfortunately, a constant, varied flood of dubious advertising matter. At once it will be seen that all of these sources of knowledge, good in some respects, exhibit the common fault of irresponsibility. The partisan feature of the newspaper impairs clarity and obscures truth. Observations are herein marred by overstatements; they lack trustworthiness. The views presented are too partial; they are rarely impartial.

Wholesome truths are obtainable from any or all the accessible sources of knowledge, but it requires a pretty clear mental vision for each one to wisely differentiate. Of the perniciousness of the exceedingly clever, oftentimes brilliant, attractively presented, unwholesome advertising literature showered upon every home, the medical profession is becoming suddenly, but acutely, aware. Bound-

less harm is wrought, ineradicable havoc frequently follows, from the influence of so-called medical advertising (see article by the author, "Drug Abuses and the Public," in *Popular Science Monthly*, May, '07). To the lurid exaggerations found in the daily papers it is only necessary to regretfully allude. Those subjects are made most prominent which the lower impulses of human beings "demand." The pity of it is that a thoroughly well intentioned newspaper, attempting to present the truth as fairly as possible, omitting sensational, inferential, or definitely misleading matter, "cannot be made to pay." Of magazines many are excellent, but the best of them are not widely read, even when they are adequately supplied.

How, then, can the parents of school children acquire clear impressions on many exceedingly important fundamental subjects? If elementary points could be made attractive and succinctly presented they would probably welcome the suggestion to talk these subjects over with their children, and thereby inculcate fundamental facts and definitions.

The plan here offered has been laid before a number of intelligent men of the rank and file of wage earners, and they all endorse it. It is hoped after careful development it may meet with general approval and adoption.

The proposition, in essence, is to prepare a small book of about thirty or forty pages, consisting of short essays, descriptive of subjects with which it is important for both children and parents to become familiar. Only fundamental points should be outlined, including as little as possible of controversy or variations or fluctuations of opinions. These essays are to be written by capable persons, of sufficient distinction in each department to speak authoritatively; the phrasing to be simple and clear, within easy comprehension of a child of about ten years of age, with, perhaps, some help from the parent; the literary form and the subject matter are to be adapted to all sorts and conditions of men, of race, creed, and station in life. The cost of publication ought to be less than ten cents each. To save expense of cartage they could be distributed by the teacher to the pupils in the public and other schools; some form of blank should be signed by the parent to assure their receipt.

The intention is for the parent to read and impart the contents to the child, thus inviting some discussion, giving opportunities for the parent to amplify, or clarify, according to individual capacities. This confidence would be of value to encourage and develop the sense of mutual responsibility, the awakening of interest, the fixing of principles in the mind. However much some of the subjects included are touched upon in the curricula, all of them will not be and this syllabus will serve a useful purpose as preface or for collateral reading.

They include essays of from five hundred to one thousand words, on such subjects as rules of conduct, of morals, of health; outlines of the principles of law, business, government; the various industries, commerce, common carriers, etc.

If encouragement is given by correspondence, I may present revised recommendations on a later occasion. 1504 Pine street, Philadelphia, Pa.

WOMEN EDUCATORS HONORED.

Nor Fame I slight, nor for her favors call;
 She comes unlooked for if she comes at all.
 —Pope—"The Temple of Fame."

The Memorial Day exercises in New York this year had one pleasant and significant feature in the unveiling of three tablets in the Hall of Fame at New York University in honor of three eminent women—Emma Willard, Mary Lyon, and Maria Mitchell. These are the first three women to be accorded such an honor in this temple of renown.

It is fitting, however, to recall that it is not the honor thus done them that makes them famous, but that their honestly earned and unlooked-for fame made this posthumous recognition judicious and necessary. Long before the American Hall of Fame was thought of these three women had secured an eminent and abiding place in the regard and reverence of American educationists.

EMMA WILLARD.

Emma (Hart) Willard was a Connecticut woman by birth, and came of an educated family. Among her ancestors was the Rev. Thomas Hooker, the illustrious leader of the Hartford colony.

Her early experiences as an instructor were in her native town, Berlin, Conn., Westfield (Mass.) Academy, and Middletown, Vt. It was while in this last-named town that the conviction came to her that the educational advantages of that time (1810) were by common consent available only for young men. Deeming this unjust to her own sex, she determined to open the closed and barred door of opportunity for higher education to young women. Finding the prejudice against her plans too strong in Middlebury, she went to New York state, and published an "Address to the Public . . . Proposing a Plan for Improving Female Education," which President Brainerd has styled the "Magna Charta of the rights of woman in the matter of education."

With the strong backing of Governor Clinton Mrs. Willard opened an academy for young ladies at Waterford, N. Y., which was afterwards transferred to Troy and became the Troy Female Seminary. There were prejudices to be reckoned with in the new environment, some refined and others coarse, but she lived them all down, and won a secure place for her ideals. When she retired from the principalship in 1838, she had sent out more than 200 trained teachers, besides many other highly educated young women. Mrs. Russell Sage has said: "I owe all that I am to Madam Willard and the Troy Seminary"; and in recognition of this obligation the Seminary has shared handsomely in the Sage millions.

As asides Mrs. Willard was instrumental in establishing a school for girls in Athens, Greece; wrote a "History of the United States"; and gave the world that once popular song, "Rocked in the Cradle of the Deep."

Henry Barnard of Connecticut fame gave Mrs.

Willard his fullest and frankest confidence and his unqualified support. And Colonel T. W. Higginson has said of her: "When Mrs. Willard established her school at Waterford, she laid the foundation upon which every woman's college or co-educational college may now be said to rest."

MARY LYON.

This eminent educational pioneer was a native of Buckland, Mass., being born there in 1797. While quite young she engaged in teaching, and very soon acquired a wide and excellent reputation.

Her four years' instruction at the Adams Female Academy in Derry, N. H., and her six years as the head of a young ladies' school at Ipswich, Mass., were years of marked advancement in her educational ideals. But in neither of these schools did she find the scope to realize them.

Her largest reputation came from the planning and organizing of the famous Mt. Holyoke Female Seminary at South Hadley, Mass. This was a Herculean task, for she had serious and sturdy opposition, and this from some of the warmest supporters of educational progress. Obstacles placed in her way by some sections of the community she could easily disesteem, but to be opposed by educationists was very trying to patience. In 1840 she published an explanation and defence of her system of education, which won her high esteem and many new adherents.

Significant features in her system were the place she assigned to cultivation of "domestics" in the students' life, and the prominence to religious culture. She became an acknowledged leader and authority on the higher education of young women, and though she did not live to see it, she paved the way for the Mt. Holyoke College of today.

MARIA MITCHELL.

Maria Mitchell was born on the island of Nantucket in 1818. Her family were of the Society of Friends. Her father was given to astronomical studies, though his equipment for such research was of the humblest. He was constantly sought for by the whaling masters of the island to rate their chronometers.

When a young girl Miss Mitchell made careful records of astronomical data for her father, and proved herself an accurate registrar. Soon she began to study for herself. Harvard University heard of her and sent her some better instruments than she possessed. Then with the new facilities she began to study star-groups and especially nebulae.

In 1847 she discovered a comet, and though there were other claimants for the first discovery her claim was established, and the gold medal was awarded her. This led to a European trip, during which she met eminent astronomers, such as Sir John Herschel, Le Verrier, and

others, and by special dispensation was permitted to visit the Papal observatory at Rome. She also had the honor of visiting Humboldt in Berlin.

Returned to America, Elizabeth Peabody interested her friends in purchasing a new telescope for Miss Mitchell, which was set up at Lynn, Mass. But almost simultaneously with the founding of the new observatory came the establishment of Vassar College, and she was appointed professor of astronomy there, and director of the Vassar observatory.

She held this position until 1888, and graced and honored that chair. Her first words on meeting a Vassar class were these: "We are women studying together"; and this was the spirit in which she led class after class. She wrote many scientific articles, which were widely copied in Europe. Hanover College and Columbia each conferred upon her the degree of LL. D.

When she resigned her professorship, her many friends as a token of respect endowed the chair of astronomy, and raised \$40,000 for that purpose. She looked forward to years of quiet research and authorship, but only lived one year from her retirement, dying at Lynn in 1889.

MIDSUMMER FLOWERS.

As June passes into July we note that the white daisies are losing somewhat of their beauty. Their disks are less yellow, the rays not so pure a white, and they are inhabited by a myriad, small, active insects. But in place of these ox-eyes, we begin to find in certain pastures other showy Compositae, the cone-flowers or *Rudbeckia hirta*. I am particular to give the species, as the familiar "golden-glow" is also a *Rudbeckia*, to me, by no means so handsome.

There is no more glorious plant in our American fields, or those of any other country, I fancy, than our own "cone-flower." With conical, chocolate-colored centre, or disk, and deep orange rays, it is even more beautiful than a coreopsis, or some of the larger kinds of *Bidens*. Sometimes, in Southern New England, and no doubt in the West, from whence, like young Lockinvar, it came, it covers a meadow with cloth of gold.

I love these pasture flowers that glory in the open; the plump red tufts of common clover; the stunning pompons of Hungarian clover; the delicate pink and white of alsike; the yellow spikes of melilot, or sweet clover, with its smell of vanilla; and daintier than all, a dream of a flower, the moth mullein. A peach blossom is not more exquisite than one of these individual blooms. It is commonly white, sometimes yellow, and always clothed about the centre with a web-like mass of purple hairs. Tall, straight, and aspiring, one sees these mulleins standing in the fields. They have not the fuzzy or blanket-like leaves of the more fa-

miliar mullein of dry pastures. And, by the way, a curious fact is recorded of the real mullein. Introduced as a weed into this country in colonial times from Europe, our forefathers forgot its origin and sent specimens again to England, where it is, I believe even now, known as the "American velvet leaf."

Everywhere in midsummer the butter-and-eggs (*Linaria vulgaris*) shows its pretty yellow and orange flowers, with gaping mouths which children and bees love to open. We have a smaller wild species with blue flowers—a native (*L. Canadensis*). By sharp looking one may occasionally find a flower which has become regular, having five-lobed corolla and five spurs and stamens. Such reversions are historically interesting—as throwing light on ancestral conditions. The forbears of all irregular flowers were, no doubt, originally regular, and with no diminution of parts.

About Providence there are quantities of the great Scotch thistle (*Onopordon*). What beautiful contours have the leaves of this plant! But do not try to meddle with it; it is as prickly as a porcupine—and goes well with the motto of Scotland, "Nemo me impune lacessit."

But leaving the meadows, ash-heaps, and waste places of the city, let us now visit the swamps. There we will notice at once masses of sweet white azalea, wrongly called honey-suckle. It is curious how this name is mis-applied to columbines, azaleas, and any flowers that are replete with honey. True honey-suckles, of the genus *Lonicera* are represented by the Japanese one on our houses, by the Tartarean bush honey-suckle, and by several lovely wild species. They cannot well be mistaken for anything else, though related genera, like *Triosteum*, are now and then misleading.

We are sometimes asked in a flippant way why any plant shouldn't be called, say, a honey-suckle, or a violet, or a cucumber? Well, for much the same reason that a lion should not be called an alligator; the structure forbids. Names are man's tentative method, in part, of distinguishing the many objects of nature. If the titles become interchangeable, they cease to be designative. While by no means a stickler on matters of nomenclature, we assert that even weeds have some rights that man is bound to respect. This by way of digression.

Prominent in swamps are the spikes of yellow loose-strife, blue flag-lilies, "born in the purple; born to joy and pleasanee"; little white hair-bells (*Campanula aparinoides*); forget-me-not, and perhaps the sweet orchid (*Pogonia*). This looks like *Arethusa*, but blooms later, has a more prominent, green leaf, a more delicate, pink color, and a delicious fragrance. Often, the still prettier *Calopogon* will be found with it. This presents several flowers on a stem, with deep magenta color, and with the lip at the top of the flower, crested and ex-

quisite. Tall green flags and sedges grow to the height of a man and wave their sabres over the water. In and out among them whisks the dragon-fly—

"With steel-blue mail and shield."

On the borders of the swamp we observe the emerald beads of unripe blueberry, occasionally tinged with amethyst. Clambering over walls is climbing bitter-sweet, with potato-like purple blossom, simultaneously accompanied by deep green or translucent red berries. A poisonous plant this; do not eat the berries. The only temptation is in the color, as the taste is nauseous. But what will not children try? It is often thronged by Colorado beetles, who, good entomologists, at once know its family, and go for it.

Meadow-sweet is one of the shrubs we note as we stroll, soon after followed by its cousin, "hardhack," with tall pink or rose-red pompons, and leaves rusty red beneath. The deciduous leaved holly, too, shows its tiny white flowers, the premonition of our scarlet Christmas berries. It is locally known as black alder, but, of course, has no alnus relationship.

How the season hurries along! It makes one shiver as with September frost to see asters and golden-rods already so high, and making preparations to bloom. At present the yellow of the fields is mostly afforded by St. John's-wort and wild-indigo. Foliage is in adult perfection, every leaf a thing of beauty.

William Whitman Bailey.

Brown University, Providence.

PENSIONS.

[Continued from issue of June 20.]

SUPERINTENDENT S. H. HOLMES,

New Britain, Ct.

The strongest argument for increase of teachers' salaries is the need for better service which will be sure to follow.

MORRIS ELMER BAILEY,

President State Normal School, San Jose, Cal.

I am not much in favor of pensions for teachers. I am in favor of liberal salaries for teachers so that with a little regard for the future they may have a competence when old age comes on apace.

Lawyers receive fees commensurate with their ability. Doctors receive fees somewhat in proportion to their skill. But most of the teachers in California receive less than hod carriers, and only presidents of normal schools and superintendents of the larger cities receive as much as plasterers and brick layers.

HARRY M. SHAFER,

Principal State Normal School, Cheney, Washington.

As to pensions to teachers, I prefer mine now. In other words, the ideal plan is for the state to pay teachers salaries sufficient to enable them to live decently and to provide a competence for old age. By wise investment of savings a teacher could store up a neat sum for later life, provided salary paid was sufficiently large to leave a residue above living expenses.

With salaries as they are it is very difficult for a teacher to live according to the standards set by the profession and to save to any extent for later life. This being the case the state should provide for the teacher after he has devoted all his years and strength to the education of the children of the state.

Teaching is a profession which brings largest results in the field of ethics. From the very nature and purpose of the profession it can never bring financial returns like unto those that come from other lines of business. The state should recognize the preponderance of ethical aims and purposes in education and should provide for the teachers' last days, because of the great work he has done for the state along ethical lines.

GEORGE F. JAMES,

The University of Minnesota.

The Carnegie endowment of higher education has already produced one marked result. The institutions which come under this benefaction are at a clear advantage in securing and retaining the best men in the various departments of university teaching. A state or denominational college is forced to bid at least a thousand dollars higher in competition with another school which has an established pension system, if it desires teachers of the highest ability.

No better proof can be offered of the imperative necessity of an adequate scheme of pensions in all grades of public education. If so great a difference promptly appears in the administration of higher instruction with the introduction of pensions, a still greater difference will certainly manifest itself in elementary and secondary schools with the establishment of a similar provision against old age and disability. Our greatest need is better trained teachers, men and women who will stay in teaching. To get this supply of the right quality and to retain it, something more is necessary than even the greatest increase in wages which enlightened public spirit can be induced to grant. Better wages and satisfactory tenure must, I believe, be supplemented by a pension system, city, state, and federal, if the public schools are to meet the demands of present-day conditions.

TWENTY YEARS AGO.

BY CARDINAL NEWMAN.

I will tell you what has been the practical error of the last twenty years: Not to load the memory of the student with a mass of indigested knowledge, but to force so much upon him, that he has rejected all; it has been the error of distracting and enfeebling the mind by an unmeaning profusion of subjects; of implying that a smattering in a dozen branches is not shallowness,—which it really is,—but enlargement—which it is not; of considering the acquaintance with the learned names of persons and things, the possession of clever duodecimos, the attendance on eloquent lectures, the membership with scientific institutions, and the sight of the experiments of the platform and the specimens of the museum,—that all this was not dissipation of mind, but progress. All things are now to be learned at once,—not

first one thing, then another; not one well, but many badly. Learning is to be without attention, without exertion, without toil, without grounding, without advance, without finishing.

SUMMER WEATHER IN LOS ANGELES.

BY A. B. WOLLABER,
United States Weather Bureau.

A great many Eastern people, not familiar with the weather conditions obtaining in this vicinity, are prone to think of Los Angeles purely as a winter resort, entirely losing sight of the fact that the summers here are as near the ideal, so far as temperature is concerned, as can be found anywhere. This is not strange, however, when one stops to consider the conditions that many of these people experience at home during the summer months. A person is apt to judge the weather of a place by that experienced in his immediate locality, and many have an idea that places in the same latitude have about the same weather conditions, without taking into account the great controlling factors which modify or accentuate climate.

The prevailing easterly drift of the atmosphere is one of the prime factors in modifying the climate of the coast of California, and in this fact, together with the great expanse of water to the west, lies the secret of the difference in temperature between Los Angeles and places of the same latitude on the Atlantic coast. That same great natural conservator of heat, which tempers the coolness and renders the temperature conditions so delightful in winter, exerts an opposite effect in summer, and cooling breezes from the Pacific blow across the fertile valleys, modifying the heat and bringing a refreshing draught of pure air to the inhabitants. The general movement of the atmosphere in California is decidedly modified by topography, and while excessive temperatures occur in the interior the same conditions do not prevail in the coast districts.

The average temperature in Los Angeles for the three summer months is 70 degrees, divided as follows: June, 67 degrees; July, 71 degrees; August, 72 degrees, but it is not sufficient to consider the average temperature alone, the extremes also must receive consideration. By comparing the records of the United States weather bureau for a period of thirty years it is found that the average maximum, or day temperature, is 82 degrees, with an average minimum, or night temperature, of 58 degrees. This bare statement of temperature in figures gives only a faint idea of the conditions prevailing here. The maximum temperature is usually reached shortly or about the noon hour, so, as a rule, the heat of the day is felt before dinner. Shortly after noon, under normal conditions, the wind shifts to the westward, and a cooling breeze pours over the city, producing a marked change to cooler weather. In other words, the temperature does not reach the maximum and continue high throughout the day and well into the night, as in places having a purely continental climate, but remains at the highest point for a short time only. A glance at the average night temperature will show that the nights are always cool, insuring a refreshing rest after the toils of the day.

No, the weather in Los Angeles is not hot during the summer, as a rule, and persons contemplating a visit to this city during June, July, or August run little chance of experiencing disagreeably high temperatures.

JAMESTOWN.

BY SAM WALTER FOSS, SOMERVILLE, MASS.

A vast and lonely continent
Gazed on a lonely sea,
And bending high the lonely sky
Was cold with vacancy;
A weltering waste of breaking waves,
A wilderness untrod,
It seemed a world in darkness hurled
Beyond the sight of God.

They came, that small adventurous band,
Across the chartless seas;
Came driven by fate to build a state
To shame the centuries.
There in the woods beside the sea
The empire seed was sown,
That grew a state too proud and great
To tolerate a throne.

An untamed land to tame was theirs,
A cluttered world to sweep,
And cleanse and clear a hemisphere
Beyond the shipless deep.
To lift from out the darkened seas
A new-born world to light;
To lead the trails of a million sails
Across the seas of night.

A land of kings where all are kings,
The queenland of the West,
Looks back to day to Jamestown bay
As to her cradle nest.
Good men perchance and bad were they,
And weak and strong as we;
The plain mixed, tough, imperial stuff
Of careless destiny.

They builded better than they knew
Beside the flowing James,—
And now no rust can over-crust
The iron of their fames.
For they were younglings of a land
Whose genius is to grow,—
To build, to break, to smite, to make,
To rear and overthrow.

We build, we break, we smite, we make,
We rear and overthrow,
With that unrest that stung the breast
Three hundred years ago.
With dauntless prow we breast the years
And mountain waves we climb;
We still are westward pioneers
Upon the Seas of Time.

And larger shores loom through the mist
Than broke upon their view,
And there are stars shine on our spars
These seamen never knew.
Then hoist the anchor, let us sail,
For still the world is wide—
And empires wait of kinglier state,
Beyond the outward tide.

New Jamestowns in the wilderness
Of the seas of our desire
Still lift and loom through beckoning gloom
With many a lordly spire.
The city of our dreams recedes,
But we pursue the quest
For wider strands and lordlier lands
In ports beyond the West.

They taught the lesson—test the new,
And grapple the untried,
To launch your bark into the dark
And seek the further side.
The seas are wide, and still we sail,
Taught by their faith sublime,
To whiter strands and lordlier lands
Across the Seas of Time.

INDUSTRIES.—(XXIV.)

BY R. W. WALLACE.

COFFEE.

The United States is the greatest coffee-using nation in the world.

America drinks three cups of coffee to Germany's one, and fifteen cups to Britain's one.

Of the entire coffee crop of the world, America took eleven hundred million pounds (1,100,000,000) in 1902. Apart from the small amount received from its insular possessions (Porto Rico, Hawaii, Philippines), the United States is absolutely dependent upon foreign countries for its national breakfast beverage.

earth made up of decomposed lava. It fairly revels in the abundant equatorial rains. It is shy of excessive heat, and is peculiarly sensitive to cold. In the one case it shields itself by the shade of larger trees. In the other it resents the slightest frost, and if touched at all by it refuses to bear. The climate it prefers is that which does not run higher than 80° F., or lower than 55°.

In its cultivation it is kept by cutting within the limits of a fairly high shrub, so as to facilitate picking. When twelve years old it reaches its fullest bearing, and



A COFFEE PLANTATION.

[Loaned through courtesy of Chase & Sanborn.]

Reckoning our population at 80,000,000, our consumption of coffee is estimated at fourteen pounds per annum for every man, woman, and child in the land.

THE COFFEE OF COMMERCE

consists of the seeds of a tree botanically known as "*Coffea Arabica*." This tree is supposed to have been originally a native of Abyssinia, from which country it has been distributed throughout the tropical and sub-tropical regions the world over.

The tree was introduced into Arabia late in the fifteenth century, and reached what is probably its highest cultivation on the coast plain along the Persian gulf, which poets have spoken of as "Araby the blest." The finest hand-sorted Mocha coffee of Arabia seldom gets beyond Constantinople, Cairo, and other eastern cities, where it sometimes brings five dollars a pound. Very little of it ever reaches western Europe or the United States.

In the last quarter of the seventeenth century the Dutch introduced the tree into Java and other East Indian islands, where it found a most congenial soil and climate, and produced a berry of peculiarly rich flavor. From this time it was introduced into nearly all lands within the tropical belt—South and Central America, Central Africa, the West Indies, the Philippines, etc.

THE TREE REACHES ITS MAXIMUM of production, and the berry its richest flavor, in the red

will continue bearing for fifty years. Some trees are known to be over eighty years old, and are still fruitful.

THE BERRIES ARE BRIGHT RED

when ripe, and are about the size of a small damson plum. They have a pulp like a plum or cherry, and this pulp encloses usually two seeds which are covered by a thin integument, and which have their flat sides together. Sometimes there will be but one seed, which is round instead of having a flat side, and such is called the "male-berry" or "pea-berry." The so-called Mocha coffee is a pea-berry.

When ripe the berries are picked, then pulped by a machine, then washed, and allowed to lie in tanks until any adhering pulp softens. Next the beans are washed clean, and are spread on cement or earthen floors to dry in the sun. In Porto Rico they are dried in great trays arranged with wheels, so that the trays can be run under a platform to protect them from the rain or a heavy dew. Another machine is then used to break off and remove the dried skin from the beans, and polish them, when they are ready to be sent to the market.

THE NAMES OF COFFEES ARE ARBITRARY

and without anything like their old-time significance. The coffee dealer of to-day gives names to the brands according to his pleasure, and without any careful regard to accuracy. Much "Mocha" and "Java" coffee sold

to-day never saw Arabia or the East Indies. The time was when "Old Government Java" had a great meaning. The Dutch government controlled the coffee plantations in Java, and finding that the beans were greatly improved in flavor with age it kept them in storage for years before they were put on the market.

Yet certain commercial names of coffee are used to-day. Brazilian brands are known as "Rio," because they are chiefly shipped from Rio de Janeiro. Those of Venezuela, Guiana, and Colombia are called "Maracaibo." Central American pass under the general name of "Costa Rica." Brands from the East Indies are called "Java," and those from Arabia "Mocha." A very choice brand from the volcanic soils of Mexico is named "Oaxaca." It is very superior, approaching very closely to "Mocha" in flavor, and the bulk of it is sent to the United States and sold under the latter name.

A COLOSSAL INDUSTRY

lies between the loaded coffee tree and the fragrant coffee pot. First of all, the scarlet berries have all to be hand-picked. Then comes the lengthy and careful cleaning of the beans. Then there is the sorting of the beans, which in some countries is done entirely by hand, while in others it is done by running them over screens with different sized meshes. Then comes the sacking in bags of 132 pounds each. Next the sacks are conveyed to tide water, either by railway, as in Brazil, or some more primitive conveyance, as in Arabia. Then there is the conveyance by vessel to the great distributing centres of the world. Rio sends out 3,000,000 sacks and more in a good year, and Santos 5,000,000.

Arrived in America, there is the commercial handling by the coffee Exchange. In 1906, the sales of coffee for future delivery at New York amounted to over 18,000,000 bags. The price at which these sales were made varied from \$5.60 per 100 pounds to \$6.40.

Then comes the careful preparation of the beans for use by the consumer. There is first the final sorting, and next the roasting. When the beans arrive they are in a green state, and the characteristic flavor is developed by roasting them. This

ROASTING IS DONE BY EXPERTS.

If the beans are underdone in the process of roasting they have a wretched flavor when ground. On the other hand there is as wretched a flavor if they have been roasted too much. Then comes the grinding and blending, which requires the greatest care so as to secure a palatable blend. At this point dishonesty sometimes gets in its work of adulteration with ground chicory root, or roasted barley, or peas. It is a mean piece of business to resort to, but of late years it has been found that some men are sufficiently contemptible to adulterate any brand of food which they handle. Yet there is much of honor in preparing for us our national breakfast cup.

Then comes the packaging, and in such a way as to retain the aroma of the fragrant bean. The packages are sometimes in tin cans carefully protected against the air, and at other times in paper envelopes with oiled paper, which serve a similar purpose of protection. And now it is ready for the retailer and his customers.

It is an interesting historical fact that the use of coffee encountered at first the most determined opposition. It was a stimulant, and Mohammedans were forbidden to use it. But Islam was not to be denied such a beverage, no matter how strong the prohibition. Charles II. forbade its use and tried to close the coffee-houses of London, but utterly failed. Neither his ban nor his tax could succeed against the fragrant tropical bean. And it has continued to grow in popularity ever since.

WORCESTER ACADEMY.

More than a quarter of a century ago three undergraduates of Harvard were swapping ambitions about their future careers. One declared he would never practice law, but he is now Associate Justice Moody of the United States Supreme Court. The second asserted that his stoniest detestation was for the politician; but he is now United States Senator Isador Rayner of Maryland. The third—an Alabama youth—said: "No matter what happens, boys, I will never teach school"; but he is to-day Principal Abercrombie of Worcester Academy—one of the most successful "prep" schools in Massachusetts.

This academy has had a varied history. For years it had to struggle for its life, its only home some old dilapidated hall, or an old hospital used for sick soldiers in war time. And in such surroundings were some thirty-five boys and girls, trying amid their many discouragements and denials to be students. True it had some endowments, and these perchance saved its life,—these and an Abercrombie.

To-day on one of the sunny and breezy hills of Worcester there is a group of seven handsome and finely equipped halls, worth about a million dollars,—dormitories, laboratories, recitation rooms, gymnasium, etc. worthy of any "prep" school in the commonwealth, and here in term time may be found 250 boys—boys only, for the institution is no longer "co-ed"—from Massachusetts, New York, and Connecticut; from Porto Rico, Japan, Australia, and South America. From school rates alone the academy has an income of over \$100,000; and then there is a snug little sum besides from its endowments, which have been augmented slowly by the benefactions of Baptists who have carried it on their hearts for many a year.

Dr. Abercrombie has several ideals for his academy, which he is seeking to materialize. One is as to the size of the muster roll. He thinks that a school of 250 boys is quite as large as it should be, to be able to retain the personal contact of teacher and student, which in his judgment is of the highest value. A school smaller than that lacks a certain cosmopolitan character which is an important asset in a boy's life, while a school larger than that does not admit that personal supervision and guidance which are essential.

Another ideal is that the natural sciences may well have a large place in a "prep" school. So under his suggestion the Kingsley laboratories were constructed on a spacious scale, 110 feet long, eighty feet wide, and of three stories. Here are seven distinct laboratories, where the boys may put their book-learning to a practical test, so far as it is capable of being tested. And this convenience is said to add amazingly to the pleasure of the lads, as well as to their thoroughness,

Then, also, Dr. Abercrombie has his own conceptions about athletics, that they are to be in a boy's life copiously, without their being a boy's life. The "Megaron" is an immense recreation hall with a sense of spaciousness about it. Coziness is suggested by the huge fire-place. The athletic trophies are hung about, and the names of those who, in the eyes of the school, distinguish themselves by strenuous and honest competition are inscribed on the oak panels of the wainscotting. Only "clean sport" can secure such recognition.

For twenty-four years the principal has been industriously and patiently working on and working

out these and other healthy ideals, and has been ably seconded by his board of trustees—of whom Judge Francis A. Gaskill of the Superior Court is the present chairman, and has achieved a success of which any schoolman might well be proud.

And now Dr. Abercrombie's twenty-fifth year is—at the suggestion of his board of trustees—to be a Sabbath year. As soon as the school year ends in June, he is to sail for Greece to complete some lines of research, and to find a much-needed recreation. But whether he be abroad or at home he may think how wise it was for him to have negatived his student resolve "never to teach school," and to yield to the inevitable by becoming an educator.

PUBLIC SCHOOL MUSIC.

CORRELATION OF EAR TRAINING AND EYE TRAINING.

BY FRANCES E. CLARK,
Supervisor Music, Milwaukee.

In a recent article we discussed the necessity of making the work in kindergarten more definite and more closely allied to the work in the grades.

Nothing worth while can be done until, through the training of the ear, the mind is aroused to comprehend different pitches and to imitate tones when heard. If this is thoroughly done in kindergarten, then the ground is ready for the sowing of good songs. If it has not been done, then the same course, modified to suit the changed conditions, should be given in the beginning of first grade.

We may use the songs already learned for most excellent ear training. Sing a phrase of familiar song with la or loo, and ask the class to respond with proper words.

Use, first, phrases in the beginning; later, phrases from the middle and end of songs; the responses, first from the class, then from individuals. Ask one pupil to give a phrase of familiar song, and another pupil to respond with proper words; then make a little game of such individual effort, each child responding correctly may give one.

Just at this point comes the most important and interesting crisis in our whole system of school music; viz., the connection between the ear-training, song-singing period with the eye-training, the recognition of the printed symbol.

Just here, too, lies the bone of contention between the different factions among supervisors. All are fairly well agreed upon the value of the ear-training and note songs of the kindergarten and the first grade.

Again we come together with surprising unanimity as to the desirableness of pure tone, skill in reading, ability to sing in parts, power in interpretation, and tone of singing required in the grammar grades; but how to abstract these results still remains an individual problem, or at best, or worst, a theory of different schools.

After all our efforts to get away from the so-called "drudgery" of the "scale," in spite of our

desire to reach artistic and practical heights by "climbing up some other way," notwithstanding the great improvement in tone quality everywhere, as a result of more song singing, and the gratifying results of modern ear-training, still I am forced to believe that there is no solidity in any other foundation for learning to read music than a thorough drilling on the old, faithful, much-maligned "scale."

Further, I believe that the scale must be thoroughly taught as a whole and in all its simple relations, and used to express the child's thought long before he sees its written form; that he must make his little tunes out of its parts and locate them,—in other words he must think in terms of scale tones.

To be consistent we must insist that the thing; viz., the tones in their scale relations, must be learned and learned well before we can expect a child to sing from note representation.

We have much to learn from our tonic-sol-fa friends at this point. The people of Wales are the best sight-readers in the world, I am told. While this is partly due to the great national interest in singing, the holding of great carnivals of singing, etc., I believe that much more is due to the fact that by means of the sol-fa representation of tones the children come to know the scale tones as concrete entities, to know them thoroughly, and learn to use them accurately before being troubled with the distracting difficulties of staff notation.

The music sense develops or awakens about one and one-half or two years later than the language sense. When the speaking child starts to school, with a vocabulary of perhaps four or five hundred words, he speedily learns that they are all formed by a series of sounds, represented by a queer set of characters, called letters, named, altogether, the alphabet. Out of this set, all the words he can speak and all the words in his new reader can be formed.

Just exactly in the same way our music child finds that all the little songs he knows are made up from the ever recurring, endless variations of

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TEACHERS' EXAMINATIONS.

The next professional reform should come in teachers' examinations, many of which are so antiquated and unreasonable as to be subject for a Dickens. By universal agreement, the most important feature of public school work to-day is the selection of teachers who are to enter upon the profession. We have made a good beginning in the elimination of politics and in providing for professional training, but there are several states in which the examinations pay a premium upon the absence of thought and culture, of equipment in psychology and pedagogy. This is nowhere so noteworthy as in English and history.

In one state there was one question that counted one-tenth, and many teachers were pronounced unprepared to teach because of their answer, when authorities are equally divided on the correct answer. The examiners justified themselves on the ground that they accepted as authority the book most widely used, though many other books were in use, there being no state adoption.

Another state asked ten questions in history, several of which could not be answered correctly without having used one special book.

We have in hand a state examination paper in English that a person who has been giving attention to preparation for teaching or for educational scholarship ought not to be equipped for passing. Several of the questions cannot be answered at all if the applicant has studied any one of half the grammars in general use. None could answer these questions from anything he had studied in any normal school or in any college of which we know.

Ought not a candidate to have ground for a suit against any board of examiners that withheld a certificate because of inability to pass on any set of questions which did not give a candidate an opportunity to use the phraseology of any book in common use? Questions should not be so technical, so specific as to information or so phrased that any

adequate scholastic or professional preparation would not enable the applicant to answer. Many of these examination papers can be passed much better by an eighth-grade pupil using the books with which the examiner is familiar than a scholarly man or woman not so fortunate in the technical terms used in the papers. This is radically wrong. A candidate's scholarship is the test and not his familiarity with pet terms and phrases.

EDUCATIONAL BRICK-BATS.

[Professor Benedict, upon retiring from the faculty of the University of Cincinnati, delivered an interesting address from which we quote.]

So far as educational matters are concerned, we may characterize our age as the age of hurly-burly. In all departments of endeavor we, like the Greeks, are seeking some new thing. We are so tentative in all directions that orderly assimilation is quite out of the question. It is this spirit of unrest which brings that feature of our time which I call hurly-burly. There is an objective side to this mental unrest which is most serious in its ill effects. No truths are recognized as established realities. The world outside is just as hurly-burly as the world inside. Each department of investigation has a number of opinions which are like the heads that an Irishman sees in a melee—something to be thwacked with his shillalah.

Among the causes contributory to this state of things is the original research idea. Each student is expected to do original research. This at once makes it necessary for him to show that what has been done is defective.

It is not because I underestimate genuine original research that I have thus written, but because of the very high value I place upon it, both in itself and in its results. There ought to be in our country four or five distinct centres for the prosecution of independent investigation. An opportunity similar to that given by the Carnegie Institute should be offered in the leading territorial divisions of our country. In these centres nothing but genuine research work should be attempted, and the investigator should be relieved from all bread and butter anxieties that he might give himself unreservedly to his great work. It will be clearly seen that this activity is altogether apart from the task to be performed by the American College. In the college the first requisite is true teachers. The young of both sexes who enter the college are in need of a living acquaintance with those essential truths which are the constituent fibres of an education—truths without a knowledge of which no one can rightly be called educated. The specification and the original research when introduced into the college necessarily rob the student of fundamentally important truths which belong to his nature as a human being. Without an intelligent assimilation of these truths he must remain one-sided, narrow, and dwarfed.

It is important to observe that, just as in mathematics, chemistry, physics, biology, and philology, there are fundamental truths universally accepted, so also in ethics there are accepted guiding princi-

ples which need only interpretation and enforcement.

Original research in ethics must keep aloof until these principles have been thought through and felt through. Whatever has been distinctive in my work with you will exhibit itself in the way I have conceived these guiding principles of human conduct and related them to your experience. You know that in educational matters to-day it is the young man who is at the front. At the age of forty a man is Oslerized and at the age of fifty is fossilized.

A youth of twenty is the one most fitted to deal with all problems—the deeper the problems the greater the fitness. Now it should never be forgotten that sanity of judgment comes only with time. This sane judgment can be secured only by the reflection which life brings. All subjects need the sane judgment.

When I began my work in this university I knew, with a dead certainty, a great deal more than I do to-day. I have come to see other sides to opinions that were not then visible. Yet it has been a part of my deepening experience to be persuaded that, in this so-called real world of brute fact, there is an ideal world—a world of trouble, of character, of affection, and of beauty. The ideal is the real.

In our modern reaction from gush we have sought to satisfy ourselves with the cold fact—which is far less nourishing than a cold potato. What we want is the meaning of the fact, and this meaning no one can realize without deep feeling.

PLAYGROUNDS.

The first meeting of the National Playground Association was held in Chicago last week. It is one of the great social and educational movements of the day. There are tens of thousands of city children who never have any place for recreation except amid the dangers and dirt of the street. There are tens of thousands who find no green turf, to whom even sandpiles are barred, for whom the path of enjoyment is narrow and cheerless. There are tens of thousands of others who do not have the freedom of play which is enjoyed by the country lad or the dweller in the small place. They have no convenient ground for their sports, and so they grow up through the grammar school and the high school practically debarred from much of the enjoyment which is the natural heritage and privilege of youth. In the case of the rich it is possible to make up for the loss in the city by summer outings in the country, at the lake resorts, or in the mountains. The poor have no such outlet. Their lives remain circumscribed and joyless until the time comes for them to take their place among the wage earners of the family, whose outings are few. It is small wonder that such conditions have attracted the attention of students of modern life, and that those studies have led to the conviction that something must be done to supply a loss which is having its effects upon the future citizens of the land. It is being realized more and more that there is a vital connection between the recreation of children and the moral, social, and physical well-

being of the state. The men and women who are thinking along these lines represent the best of American thought. What they have to say is well worth the consideration of all.

THE NORMAL AT NORMAL.

The Illinois normal school at Normal, Ill., is the oldest of all educational professional schools west of the Alleghanies. Fifty years ago out of the Bridgewater (Mass.) normal school went Richard Edwards, Edwin C. Hewett, and others for the establishment of a normal school for the West. Out of that school has come many other notable professional schools to the north, to the south, and to the west. No college west of Ohio has such a distinguished body of alumni in the educational activities, past and present, as has this school, and it remains the noblest Roman of them all. The celebration of the fiftieth anniversary has brought into bold relief the grandeur of its service to the West and the intensity of its aspiration to lead to even higher influence to the country. Principal David Felmley has come to occupy as distinguished a place in leadership as did any of his predecessors, and it has been recognized in the fixing of his salary at \$4,500.

TEACHING THE USE OF LIBRARY BOOKS.

The New York city course of study specifies that teachers are to teach pupils the use of library books. This leads a somewhat frantic lawyer of that city to say, in an extended criticism of the school: "There is some absurdity in teaching children from seven to twelve years old the use of library books."

Does the lawyer know how few people who leave school by the age of twelve make any advantageous use of the libraries? Does he know how large a percentage of all who take books from the library get story books or sensational books exclusively? Does he know how few people appear to know how to use the library wisely?

This lawyer is frequently pleading hysterically for more time on the three R's. Will he be so good as to show the great value of a mere knowledge of the fundamentals of arithmetic to the vast majority of children who leave school at the age of twelve? Will he think for a little while what it might mean to these same children if they did use the libraries to advantage? Will he compare the good that the vast majority of children who leave school by twelve years of age get out of their knowledge of how to read with what they might get out of it if they had been taught how to use that ability in connection with a library?

But the absurdity of this lawyer's notions are almost infinite in number and indescribable in quality.

THE STRIKERS WIN.

The only incident we have known in which a whole body of teachers resigned, stayed out about a month, and were then invited back as a body because of a popular uprising on the part of the

citizens was the incident at Bloomington, Ind. The principal had a difference of opinion with a member of the board over the non-promotion of his daughter. There followed a "scrap" between the two over high school fraternities. The principal was instructed by the board to make some investigations, which he did. The board did not print it, but every paper in Indianapolis did, and the principal thought it wise to resign, and every teacher—about ten of them—resigned also. No outside teacher would accept a position under the circumstances. There was nothing for the board to do but invite them back. This breaks all records probably.

JESSE JAMES, JR.

Never has there been a more notable illustration of America's opportunity for a boy than in the case of Jesse James, Jr., son of our most notorious outlaw, who has been through the public schools, studied law, and now enters upon the practice of his profession. In a class of thirty-eight law students he was highest in scholarship.

A NOTABLE SCHOOL.

There is nothing between the seas more noteworthy as an educational institution than the Mechanic Arts high school on Belvidere street, Boston. Other cities have highly creditable plants for training in industrial arts, but for magnitude, for scientific development of plans and purposes, for perfection of equipment, for inspiring aspiration, for ennobling manhood, for equipping for success in life this school is practically in a class by itself; certainly there is nothing better in the country in any of these regards.

A CRITICISM.

Boston's famous commission of five expert physicians, studying the first three years of school life make this criticism as a general observation. While one section of the class was at work with the teacher at the board or desk, the others were doing so-called "busy work" at their desks. One section actively engaged in interesting work, the others marking time, as it were, at their desks, with rather dull, and oftentimes useless work. Isn't it time to make such a criticism impossible?

The silliest report ever printed was that which credited the President with saying that he expected to be president of Harvard. He hit the "lie" squarely this way: "I have no more idea of getting President Eliot's job than I have of becoming the grand lama of Thibet or a medicine man among the Apache Indians."

Miss Louie L. Kilbourn of Chicago has endeared herself to the entire teaching profession of the city through her success as chairman of the legislative committee of the pension convention. She has been feasted by the appreciative teachers in royal fashion.

The great financial success of daily medical inspection in the Boston schools has led to the in-

crease of the number of regular physicians from fifty to eighty. This carries the expense to \$16,000 a year, and it will pay in cold hard cash to the tax-payers.

The teachers of London, Ontario, eighty-three in number, went to Cleveland, O., 200 miles away, and studied the schools of the city carefully. The city made them royally welcome.

The sphere of higher education that is served by universities and colleges will not be within the scope of the Sage foundation. That is the sphere of the general education board.

A law suit for whipping a child is rarely decided against the teacher, but it usually costs much money, much anxiety, and sometimes some reputation.

Everett, Mass., has put teachers and superintendent on tenure. Few other superintendents in the United States are elected for life, as it were.

William H. Langdon, the schoolmaster district attorney of San Francisco, wins another of his notable victories by imprisoning the mayor.

If you have any interest in the college as a professor or parent read Clarence F. Birdseye's "Individual Training in Our Colleges."

President Roosevelt has boomed the sale of Dr. William J. Long's books as much as he did Watson's "Simple Life."

We would commend most highly the noble work of the flower mission, R. L. Templin of Cleveland, general manager.

The women's club movement is less than twenty years old, and yet there are more than 800,000 members.

South Carolina has raised the salaries of county superintendents from \$400 to \$1,200. Noble work this.

Indianapolis has raised salaries. Grade teachers get at least \$50 increase, some \$60.

The new pension law leaves new teachers no option. They must contribute.

More and more is it in evidence that Georgia is educationally wide awake.

In the small cities about a third of the positions change teachers every year.

Pennsylvania's \$7,000,000 for good roads in one year breaks all records.

New England colleges and universities graduate 3,100 this month.

The crimes against children are the worst of crimes.

Nothing that comes from luck is success.

Margaret Haley is happier out than in.

"Pediculosis" is the proper word.

Success is won, not found.

THE WEEK IN REVIEW.

THE COUP D'ETAT IN RUSSIA.

The summary dissolution of the Russian Duma by imperial ukase on June 16 is a keen disappointment to those who had hoped against hope that a better era was dawning in that unhappy country. It was the more unexpected because the Duma had shown such moderation in dealing with the burning questions of land expropriation and political amnesty as to justify the hope that it would be allowed to go on with its work. The dissolution was preceded by a demand by the government upon the Duma for the suspension of fifty-five of its members, Social Democrats, in order that they might be tried for high treason. This demand was based upon evidence obtained by domiciliary visits by the police which pointed to at least sixteen of the fifty-five as active members of a revolutionary society which was conspiring for the overthrow of the monarchy. No legislative assembly could yield obedience to such a demand and retain its own respect or that of its constituencies. Only 130 members voted to comply with the government's ultimatum, for the demand was accompanied by a threat of dissolution if it was not complied with. The whole matter was disposed of by reference to a committee, and the Duma went on with its work as if it were not on the brink of dissolution. The Czar's ukase followed.

A GRAVE BREACH OF FAITH.

Just before the assembling of the first Duma, it was solemnly proclaimed that no change should ever be made in the electoral law of the empire without the sanction of the Duma itself. No longer ago than the opening of the second Duma, the same declaration was made by the premier. But, in spite of all this, simultaneously with the dissolution of the Duma came the promulgation of a new electoral law, radically changing the basis of representation and so framed as to give the land-owning class an enormous political preponderance, and to almost wholly eliminate some of the groups which have proved intractable. The elections are to begin September 14, and the new Duma is to assemble November 14. The reactionary elements have good grounds for their expectation of being able fully to control it.

AN INAUSPICIOUS OPENING.

It was in the midst of these disquieting occurrences in Russia that the second peace conference at The Hague, meeting at the initiative of the Czar, assembled. The choice of Mr. Nelidoff, the head of the Russian delegation, to preside over the conference, emphasized the untoward coincidence. Mr. Nelidoff's opening speech was curiously pessimistic, as well it might be. The conference is getting to work, and its business will be facilitated by the appointment of four general committees, on arbitration, land warfare, maritime warfare, and the Geneva convention, to which matters falling within those divisions will be referred. Rather unexpectedly, at the second session of the conference,

General Porter, in behalf of the United States, reserved the right to present the question of limitation of armaments, and also the question of the collection of contractual debts by force.

GENEROUS TREATMENT OF CHINA.

The retiring Chinese minister is able to carry back to his country the pleasing news that the United States is prepared to reduce its claim against China on the score of the indemnity agreed upon for the Boxer outrages from \$24,000,000 to \$11,000,000. The larger sum was agreed upon in the general apportionment of claims by the governments which were affected by the Boxer rebellion and which participated in the rescue of the legations at Peking. This apportionment was generally recognized at the time as extortionate, but it was accepted by China because no other alternative was open. The sum allotted to the United States was one of the most modest in the group, but it was intimated at the time that a part of it might be remitted. Investigation of individual claims for damages has greatly reduced the total needed to meet them; and the smaller sum now named will be ample to pay all claims and to reimburse the United States for its share of the cost of the expedition of rescue.

THE WINE-GROWERS' REVOLT.

The so-called strike of the wine-growers in southern France comes pretty near assuming the proportions of a rebellion. The French government has put martial law in force throughout the disturbed departments, and has arrested—by the use of a large military force—two of the chief leaders, M. Albert, the foremost figure in the revolt, and M. Ferroul, the striking mayor of Norbonne. This strike of mayors in fifty or more municipalities is one of the most serious features of the agitation, for it paralyzes all the processes of local administration. There has been rioting at several points of a determined sort,—the mobs resisting the troops and returning to the attack when dispersed. The bitterness of the agitation has been intensified by the inadequacy of the government's parliamentary measures of relief.

THE LAND QUESTION IN ENGLAND.

The Irish bill being out of the way, the Liberal government will now concentrate its energies upon getting through Parliament, or at least through the House of Commons, its bill for land law reform in England and Wales. If this measure were enacted, the local authorities and county councils, or, in default of action on their part, the commissioners of agriculture, may take over land, either by amicable purchase or by expropriation, to be let out to small tenants at a moderate rental. The rental is to be applied to interest on the purchase money and to a sinking fund. The depopulation of rural England is going on at present at an appalling rate, and every year witnesses a diminution

PUBLIC SCHOOL MUSIC.

[Continued from page 13.]

a set of tones, called the scale. These are easy of mastery, and then comes the observation of the particular relation of these tones to each other; what particular tone goes with each name, the "do" having been established.

If the ear has been quickened through the tone work and songs, the scale is soon learned, and then comes the necessity of scale-analysis—the mastery of relationship.

There are many objections to the use of the "ladder," or "steps," or "birds," or any device other than the staff, to show the "upness" and "downness" of tones. I confess to being old-fashioned enough to believe that there is a very real benefit in teaching children to sing "up" and "down" from any tone of the scale, to return to high do, to low do, to make little diatonic melodies, to make easy skips, as so many tone concepts before presenting them in notes on the staff. First, we must have the thought, the conscious tonal idea, then its formal representation.

The simplest object lesson picture of these scale relations is to use eight children to stand for the scale tones. It is so plain that the same child must sound alike each time he is touched, and so clear the going "up" and "down" and "turning around," and "skipping," that it forms an ideal device to appeal to the eye and at the same time to the ear. I find the staff work much less troublesome if the ability to go up and down at will is mastered, leaving only the one new idea of training the eye to tell the voice which thing to do.

By means of the heads, or the syllables written on the board, or even the ladder, it is a delightfully simple task to induce the children to invent little melodies and show how they go. We make and point hundreds of these little melodies until every child is able to evolve and sing his thought, making a real tune.

Then some morning we are ready to show the children a new way to make a picture of these little tunes, as the "grown-up" see them, and so the "staff" comes in naturally when we need it to show how our tunes look written out in notes. The staff must, of course, be presented early (I make it the work of second year) in order to train the eye, while the power of observation is at its best, to gradually master the complexity of judging accurately distances as measured by staff degrees from any given "do" to the representation of any other tone.

This is purely physical, a development of sense training, and can best be taught by the manual training idea, that the hand is the great helper of the brain. In other words, let the children, with their own hands, write as dictated, single notes, melodies, and finally their own invention of melody.

Many times children have been completely mystified when brought face to face with the staff for the first time and told to read notes therefrom, having had no connecting link, no intermediate step to tie on what he knows of tone and song to this new mystery.

Just at this point we have often failed utterly to make clear the connection between the thing the child knows about, song and scale tones, with the beginning of note reading. If we can only put it as a delightful little game, this making a picture of the little melody he sings, then it becomes as plain as the proverbial "nose on your face."

As a means of appealing very distinctly to the eye, I use a bit of bright-colored crayon for writing "do." The first moment of presenting the staff it must be made clear that "do" may be placed anywhere on the lines or in the spaces, and all the other notes follow in their order. After writing the scale in several different positions, write out some little diatonic melodies (always using the colored crayon for "do") and ask children to sing at once what they see—no reading nor naming, just an appeal to the eye to tell the voice what to sing. The little touch of color seems to hold the eye to the position of "do"—and this makes it very much easier to count and think out what the near neighbors are.

When the class can sing these little melodies, make them individual work, and see how many can sing one all alone.

Next send a child to the blackboard to point out on the staff the place for re or la or fa, "do" being fixed. Then send a row of children to the board, and having placed "do" with its bit of color, dictate to each child as he passes a note to be written. He must count from the "do" to the place for his required note, and with his own fingers put it on quickly.

When all can count and write any note required dictate two or three notes, then a little melody.

Sing the syllables of a fragment of melody, or perhaps a phrase of a familiar song, and ask who can write it down. Next sing such melodies or songs with la or loo, stimulating the ear to determine the tones used and then the eye, to place them properly on the staff.

When the children can write down such little melodies, then call upon them to invent such melodies for themselves and write them down. It is truly wonderful how quickly the children become expert in connecting the idea through the ear and eye. These melodies are at first but imitations of those given by the teacher, but almost at once individuality begins to creep in, and they become thoroughly fascinated with making up "tunes" and writing them out on the blackboard.

I always require the child to sing his thought before he goes to the board to insure that his thinking is clearly wrought out, and also that the other children may know what is to be written and be able to follow the writing with critical eyes.

After two or three months of the year have been spent in "playing" with tunes and writing them, in connection with full quota of rote songs, open the books some morning, turn to a simple song or exercise, and see how quickly they will read it at sight.

It has been perfectly amazing to see the accuracy and readiness with which children read notes after having this preliminary course of

blackboard drill. They have become perfectly accustomed to finding "do" in every place on the staff, they have learned to look at the notes and sing what they see. "Up" and "down" were mastered long ago, intervals of all sorts have been utilized in their own inventions, and the eye has been trained to count quickly from "do" to all the other notes. The only new idea is to concentrate the attention to the line on the printed page, which is largely accomplished by pointing with the fingers as they sing.

I am more and more convinced that children must be taught to read music, to read it intelligently, comprehendingly and easily, or our school music falls far short of its mission. This must be done at the psychological moment in life when those faculties involved are most alert and active.

A child learns the process of reading in the first grade, and thereafter is but adding to and expanding his store of knowledge.

A child should learn the process of reading music in second grade or first half of third and thereafter widen and enlarge his abilities to translate the printed signs into musical tones.

I know that many of our brightest supervisors have come to believe that his skill in reading may be developed through the observation of song alone, but to my mind the training of the eye and the mastery of scale tones needs something more.

The value of the rote song is unquestioned, and I believe in their fullest use and in variety and profusion, yet I find the greatest good in a sane mixture of the new and the old, the middle ground of the best out of both schools of thought.

MCANDREW'S GIRLS.

William McAndrew's 600 girls in the Washington Irving high school on East Twelfth street in New York are always a-doing things. I enjoy no school more.

"Appreciation day" is what they call it. Nixon Waterman's

"A rose to the living is more

Than sumptuous wreaths to the dead."

is their sentiment.

Appreciation day was invented a year ago by Matilda Greenberg. It came about this way: There are house-keeping classes at the school, and, of course, a most essential thing for every girl to know who is going to housekeeping is how to entertain at dinner and at receptions. So every month the housekeeping classes gave parties to their teachers. Then, too, examinations in the housekeeping classes are truly marvels of joy rather than mountains of fear. A girl sits down at a table. She is hostess. The teacher is guest of honor and other teachers are other guests and the girl entertains. Maybe these examinations aren't so full of joy as the monthly reception, but anyhow they were all so productive of good will and a cosy feeling of friendliness with the teachers that Matilda Greenberg thought the idea ought to be enlarged.

Actions were better than words, and accordingly Appreciation day, on which all old teachers and friends were invited to enjoy the girls' hospitality. It was a success last year and this year it was even better.

You wander into the school, and a bevy of ushers meets you and one whisks you away through the library

into the cooking school. There are sweet girls, near graduates, presiding over gas stoves and warm ovens and busily arranging rolls and biscuits and loaves of finely browned bread. You are led down through rows of delicious looking pies, big cakes with glistening icing, all guarded by the sign "Please don't touch."

Upstairs in the crafts class there were leather music rolls, shopping bags, pocket-books painted artistically, art embroideries—laces and tapestries—most delicately worked. Then your guide takes you up to a big room, where there is a bewildering array of lawn, organdie, mull, batiste, and other graduation dresses, built from the girls' own designs and by themselves for themselves and sisters.

A glance into the gymnasium causes a scurry of bloomer-clad maidens. In the class on commercial law the estate of Sherlock Holmes, deceased, was being sued by Mrs. Sarah Anne Pinkerton for \$500 on a note of the lamented sleuth made payable to the lady. All kinds of startling developments, robberies, murders, were turning up in the court.

"Beg pardon, but something isn't clear to me," said a puzzled jury member, rising. "Is that lawyer allowed to tell his witness in court what he is to say?"

The court smiled, but counsel for the defendant, who had a stiff fight on her hands, looked insulted.

"Some of these witnesses did not have time to be fully prepared on this case," she responded, "neither did some of the counselors."

"Well, I don't see where you made such a brilliant preparation," curtly replied the counselor for the plaintiff, who was on her feet in a second.

An impending scene was averted by the bell that announced the grand march to the assembly hall.

More than 200 guests were assembled and the Social Club, as the student body on pleasure bent is called, was on the job with an excellent program.

Olga Kopciowsky was the orator of the day. She welcomed everybody in sight and thanked many out of sight, including President McGowan, who, she said, had secured for them the new building to be erected in Irving place between Sixteenth and Seventeenth streets. Work in clearing the property will be started in the summer, and the building when finished will house all the girls now taken care of by four buildings.

The feature of the program was a stereopticon exhibit illustrative of the work done. Principal William McAndrew modestly worked the machine from the rear of the room. A merry-go-round of girls from the various classes explained the pictures.

THE SCHOOL NURSE.

BY GEORGE H. MARTIN.

In Boston four nurses are employed in districts where newly arrived immigrants are most numerous.

From a report of one of the nurses the following facts are gathered, which show the scope of the work.

The district contains about 2,500 children. The nurse visits each building at least once a day. There she obtains from the teacher a list of cases needing her consideration,—cases which have been examined by the school physician. The nurse has a place in which to work, and is supplied with basins, hot water, soap, wash cloths, towels, comb, manicure set, prescriptions for petroleum, and printed instructions for its use in pediculosis. As the children come to her, she examines their heads and hair carefully, their nails and teeth. She talks

with them about the care of the teeth, the use of a toothbrush and of a handkerchief, proper food, preparation for bed and care of the bedroom, and personal cleanliness. She dresses minor wounds and bruises. As a result of this work, the nurse reports a marked improvement in the appearance of the children, especially of the newly arrived foreign children. They are beginning to take pride in their appearance, and often stop the nurse on the street to look at their hands and nails.

Much home work is done. The parents are visited, friendly relations are established, and instruction is given as to the proper care of the children. These visits give an opportunity to learn of home conditions, to put the parents in the way of receiving care from district physician, and sometimes to inform the board of health of unsanitary conditions.

The nurse also works in connection with the outpatient department of the hospitals in cases where the parents cannot afford a private physician. She sees that medicines are procured and proper treatment given, and that the children return to the hospital to be seen by the physicians. In this way much time is saved the schools; the hospitals and the homes are brought into close connection; the children are quickly treated, properly followed up, and returned to their school work without unnecessary delay.

This nurse reports that from January to October, 1906, she examined 2,000 individual cases, some of the children being examined several times. In October she examined 517 cases of pediculosis. She made 1,050 home visits, and in October, eighty-nine hospital visits.

Another nurse, in a district containing 1,275 pupils, reports, for a period from December, 1905, to November, 1906:—

Number of cases seen, some several times.....	791
Visits to homes.....	1,944
Number taken to dispensary	546

As a result of medical inspection in the district:—

Number of glasses fitted.....	102
Adenoid operations.....	36
Number of ear cases.....	23
Cases of crooked legs operated on and straightened..	2

These reports go far to explain the statements by the school physicians and the teachers,—that the school nurse is a much-needed supplement to the physician, and that it is the common belief that, if either were to be dispensed with, the doctor could better be spared than the nurse.—Report.

FRESNO COUNTY, CALIFORNIA.

The county of Fresno has an area of more than 3,500,000 acres—nearly half a million acres more than the entire state of Connecticut.

Wheat, barley, corn, hay, cattle, sheep, dairy products, lumber, crude and refined petroleum, gold, silver, and copper are produced in addition to the enormous output of green, dried, and citrus fruits.

The vineyards cover more than 100,000 acres. The annual raisin crop is usually not less than 75,000,000 pounds. The seedless raisin product is more than 25,000 tons annually. Growing raisin

grapes is the greatest single industry of Fresno county.

Large areas of the county are covered with vineyards, orchards, olive groves, and figs, forests of almonds and apricots, peach, pear, and prune avenues, and orange and lemon groves. Japanese persimmons, loquats, and guavas are plentiful. Lombardy poplars, palm trees, eucalyptus, pines, deodar, cedars, aracanas, and sequoias add to the beauty of the highways. Wine grapes, table grapes, raisin grapes are grown in vineyards so vast that the vine-clad slopes of Burgundy are small in comparison to the grape areas of Fresno.

The county ships annually about 4,500 carloads of raisins, \$2,600,000; 900 carloads of dried peaches, \$1,300,000; 500 carloads dried apricots, \$800,000; 176 carloads of green fruits, \$700,000; 450 carloads of canned fruits, \$350,000; 275 carloads of figs; 9,000,000 barrels petroleum, \$2,000,000; 70,000,000 feet of lumber, \$1,400,000; 2,000,000 pounds butter; 12,000,000 eggs.

RHODES SCHOLARSHIP.

[Extract from a circular letter from Dr. G. R. Parkin, agent of the Rhodes Scholarship Trust, to the chairmen of the committees of selection in the several states, February, 1907.]

I may remind you that candidates who have passed the examinations in previous years, and who hold the certificate of exemption from responsions are still eligible provided that they fulfill the other conditions of eligibility as stated in the memorandum which has been furnished you.

There are some considerations, the result of experience in working the scheme, which the trustees feel should be pointed out to committees of selection in connection with the present choice of scholars.

1. It is very undesirable to send to Oxford scholars who are embarrassed by debts contracted before the scholarship has been gained. Where an elected scholar is so hampered it is recommended that steps be taken locally to relieve him before he proceeds to Oxford.

2. It should be strongly impressed upon elected scholars that the sum provided for their maintenance, although much larger than any ordinary university scholarship, is only sufficient to meet necessary expenses, and should from the first be managed with care. It leaves no room for extensive travel, or for extravagance in any form. Where a scholar expects to get more from his residence in Europe than can be gained by ordinary expenditure at Oxford and a simple life during the holidays he should look to private sources for the necessary supplement to his allowance. The trustees cannot consider applications for additional aid.

3. The expenses of a scholar in his first term are somewhat heavy and he should therefore have at least \$100 or \$150 when he arrives in Oxford. Subsequent economy can easily make this good, if necessary, and a scholar should be able to complete his course without further assistance. Scholars should be especially warned against contracting debts at Oxford, for which there are many facilities.

I beg that you will, as chairman of the committee of selection, bring these considerations to the notice of your committee, and of your elected scholar, in such ways as you deem most advisable.

It is important that scholars should, immediately on their election, be furnished with a copy of the instructions prepared for their guidance and included in the memorandum concerning the election of scholars already in your hands.

Only by the selection of men of ability, industry, and high character can the best results be attained for the scholarship scheme. Only men of this type can, at Oxford, reflect the highest credit on the communities which they represent.

BOOK TABLE.

THE BROADENING PATH. By Rev. W. Byron Forbush of Detroit. Indianapolis: B. F. Bowen & Co. Cloth. 2vo. 1558 pp. Illustrated.

This colossal work, containing a third of a million words, is the outcome of years of collection of material having to do with the many and varied phases of human life, and is a grouping of this mass of material under appropriate headings and sub-headings to make it easily acceptable for reference. The author has been deeply interested for many years in the "boy problem," and has written considerably on the best way to solve it. He is the organizer of the juvenile order of Knights of King Arthur, of which there are many chapters throughout the country. The book is well planned. There are sections dealing with the broadening of life—the physical basis, the self, the social life, and other themes. By means of stories, poems, biographies, etc., he conveys important lessons on health, fortitude, self-defence, prudence, ambition, justice, and a thousand-and-one things which go to make up sturdy and graceful manhood and womanhood. The compilation is as able as it is comprehensive. The compiler believes that he is giving the present time a work which a teacher of youth—be he in school or parish—must have to make his influence on his pupils most effective; and he is justified in this faith in view of what it has cost him, as well as in importance of the subject with which he has so ably dealt.

SHERIDAN'S MAJOR DRAMAS: THE RIVALS, THE SCHOOL FOR SCANDAL, THE CRITIC. Edited by George H. Nettleton, Yale University. Athenaeum Press Series. Boston, New York, and Chicago: Ginn & Co. Cloth. cxvii+331 pp. Frontispiece. List price, 90 cents; mailing price, \$1.00.

This edition of Sheridan's greatest plays combines thorough critical investigation of the text with appreciative study of Sheridan's work as a dramatist and of his place in the history of English drama. For the first time the texts of "The Rivals," "The School for Scandal," and "The Critic" receive complete annotation based on contemporary evidence. Explanations and illustrations drawn largely from eighteenth-century documents—memoirs, diaries, letters, novels, poems, essays, newspapers, and magazines—furnish interesting and original side lights on the history and interpretation of Sheridan's plays. Thus, to explain the "local color" in "The Rivals," one of the introductory sections to the play gives a picture of eighteenth-century Bath drawn from such sources as Goldsmith's "Life of Richard Nash," Christopher Anstey's poem, "The New Bath Guide," Fanny Burney's diary, Horace Walpole's letters, and Smollett's novels. Similarly, another section gives the history of the initial failure and final triumph of "The Rivals," based on the evidence of contemporary newspapers and literary reviews. The text itself is a reprint by permission, for the first time in America, of Fraser Rae's English edition of the authentic text of Sheridan's plays taken from the original manuscripts.

TABOADA'S CUENTOS ALEGRES. Edited by Murray A. Potter of the Romance languages department of Harvard. Boston: D. C. Heath & Co. Cloth. 142 pp. Price, 50 cents.

The Spanish text in this work is by Taboada, who is one of the most recent writers in the Castilian language. The author excelled in his newspaper articles, many of which won for him fair renown. His Castilian is modern, and many times colloquial. He is a jester, but much more than a jester. He has at times a satiric streak, but he is not always satiric. This work—ably annotated and with a full vocabulary—will be found of great value to any student familiarizing himself with the tongue of Spain.

STANDARD SELECTIONS. By Professor Robert J. Fulton of Ohio Wesleyan University, Professor Thomas C. Trueblood of University of Michigan, and Professor Edwin P. Trueblood of Earlham College. Boston: Ginn & Co. Cloth. 510 pp.

To make good and unhackneyed selections for elocutionary use in the classroom and on the platform is by no means an easy task. Yet this is precisely what this trio of professors have succeeded in doing in this new volume. They have opened up new and rich mines in literature, and present us many fine rhetorical nuggets. Some of the standard selections are found here, as they ought to be found in any book of this kind. But they have also given us some new material of a high grade,

and such as will stand the severest test of literary criticism. The collection is certainly one of the best we have ever seen, and cannot fail of a generous welcome by those who give themselves to such studies and themes.

LAMB'S ESSAYS OF ELIA. Boston: Houghton, Mifflin & Co. Cloth. Portrait. 246 pp. Price, 40 cents net.

This is one of the numerous English classics included in the Riverside Literature Series, and in some respects it is one of the best. In chaste and polished diction, in amiable attractiveness, these essays by Lamb are well-nigh without a peer. No college course in English can afford to be without them, for they are a well of English undefiled. And not only may the student read them as a text-book in his collegiate career, but long afterwards he should re-read them to keep his language pure and simple and exalted. No private library should be without a copy. Some nook must be found for Lamb.

THE PSYCHIC RIDDLE. By I. K. Funk, D. D., LL. D. New York: Funk & Wagnalls Company. Cloth. 250 pp. Price, \$1.00 net.

Investigation into psychic conditions is so difficult that few have attempted it. Some have talked about it fanatically; some have raved over it superstitiously, some have damned all such investigation with faint praise; a few have bent their energies with scholastic purpose upon the study of the psychic riddle, and of these Dr. I. K. Funk has combined power and poise to best advantage. Dr. Funk thinks that psychic manifestations are riddles and not solutions, certainly not demonstrations. He says: "I do not say that spiritualism has been scientifically demonstrated. I say exactly the contrary, believing that many miles distant from such a demonstration." The treatment is devoutly earnest. Dr. Funk believes that some time some one will reach the veil, that some persons have honestly felt the fluttering veil touch their own supersensitive consciousness until they had a suspicion of something beyond. Dr. Funk certainly commands respect for his frank statement of his experiences and of his confidence in the experiences of others.

CONKLIN'S HANDY MANUAL OF USEFUL INFORMATION AND ATLAS OF THE WORLD. Published by Laird & Lee, Chicago, and has just been completely revised and modernized. Flexible cloth, cut flush, 25 cents; stiff silk cloth, red edges, gold stamping, 50 cents.

The publishers have sold over 2,000,000 copies of the original edition. A pocket encyclopedia, closely packed with facts of history, biography, law, physics, astronomy, mechanics, finance, mathematics, political economy, politics, agriculture, mining, commerce, and every other realm of human occupation, with a special atlas containing the maps of all the states of the Union and of Mexico; countless tables facilitate figuring on probable cost of building, on number of trees in an orchard, nails in a floor or roof, the cost of painting or plastering, the cost of labor, and a thousand and one other problems.

BOOKS RECEIVED.

"The Training of the Human Plant." By Luther Burbank. Price, 60 cents. New York: The Century Company.
 "True and False Democracy." By Nicholas Murray Butler. Price, \$1.00. New York: The Macmillan Company.
 "Roy and Ray in Mexico." By M. W. Plummer. Price, \$1.75.—"Alarcon's El Sombrero de Tres Picos." By Benjamin P. Bourland. Price, 90 cents.
 "Meyer's Der Heilige." Edited by C. E. Eggert. Price, 80 cents.—"Physiography." By R. D. Salisbury. Price, \$3.50. New York: Henry Holt & Co.
 "Writing for the Press." By Robert Luce. Boston: Clipping Bureau Press.
 "Notes on the Care of Babies and Young Children." By Blanche Tucker. Price, 40 cents. New York: Longmans, Green & Co.
 "Tenants of the Trees." By Clarence E. Hawkes. Boston: L. C. Page & Co.
 "Dictee's Francaises." Arranged by Mary Stone Bruce.—"Selections from the Poems of O. W. Holmes." Edited by J. H. Castleman. Price, 25 cents.
 "Methods in Teaching." By Rosa V. Winterburn. Price, \$1.25. Boston: D. C. Heath & Co.
 "Growth and Education." By John Mason Tyler. Price, \$1.50. Boston: Houghton, Mifflin & Co.
 "A Beginner's Latin Book." By D. S. Muzzey. Price, \$1.00. New York: Longmans, Green & Co.
 "The Wishbone Boat." By Alice C. D. Riley. Boston: H. M. Caldwell Company.
 "A Manual of Personal Hygiene." Edited by W. L. Pyle. Price, \$1.50. Philadelphia: W. B. Saunders & Co.
 "Dumas' Le Chevalier de Maison-Rouge." Edited by L. Sauveur and E. S. Jones.—"Text-Book in General Zoölogy." By G. W. Herrick. Price, \$1.20.—"Plato's Apology and Crito." Edited by Isaac Flagg. Price, \$1.40.—"Foods, or How the World is Fed." By F. G. Carpenter. Price, 60 cents. New York: American Book Company.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

AMERICAN HISTORY LEAFLETS

COLONIAL AND CONSTITUTIONAL

By ALBERT BUSHNELL HART and EDWARD CHANNING of Harvard University

No. 36. "THE FOUNDING OF JAMESTOWN"

just issued and 2nd Edition already on the press.

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PARKER P. SIMMONS, Publisher, 3 E. 14th St., New York

MEETINGS TO BE HELD.

July 1-3: Oregon State Teachers' Association, Western Division, Salem, Miss Aphia L. Dimick, president.

July 1-2-3-4: American Institute of Instruction, Montreal, William C. Crawford, Cambridge street, Allston, Mass., secretary.

July 2, 3, 4: Pennsylvania State Educational Association, Greensburg, Superintendent R. B. Teitrick, president, Brookville.

July 9-12: National Educational Association, Los Angeles, California.

October 17-19: Vermont State Teachers' Association, Burlington, Vt.

October 17-19: Northwestern Iowa Teachers' Association, Cedar Rapids, Iowa.

December 26, 27, 28: Montana State Teachers' Association, Missoula.

December 31-January 1, 2, 3, '08: Colorado State Teachers' Association.

SUMMER SCHOOLS.

July 1-October 31: Summer courses for foreign students, University of Dijon, Dijon, France.

July 1-August 23: Summer session, Fisk University, Nashville, Tenn.

July 1-August 3: Summer term, University of Maine, Orono, Maine.

July 1-19: Summer school, New York University, New York City.

July 1-26: Summer session, Interstate Normal, Norfolk, Va.

July 1-August 2: Summer school, University of Georgia, Athens, Ga.

July 1-August 9: Summer session, Oshkosh State Normal School, Oshkosh, Wis.

July 1-August 3: Summer school of Manual Training and Domestic Economy, Bradley Polytechnic Institute, Peoria, Ill.

July 1-August 9: Summer school at University Heights, New York University, New York City.

July 2-August 9: Summer courses, Harvard University, Cambridge, Mass.

July 3-27: Summer school, Connecticut Agricultural College, Storrs, Conn.

July 4-August 14: Summer session, Cornell University, Ithaca, N. Y.

July 5-August 16: Summer school, Yale University, New Haven, Conn.

July 5-August 16: Summer school Syracuse University, Syracuse, N. Y.

July 7-August 17: Summer school, Chautauqua Institute, Chautauqua, N. Y.

July 8-August 19: Summer school, Whitewater Normal School, Whitewater, Wis.

July 8-August 17: Summer school, University of Pennsylvania, Philadelphia, Pa.

July 9-August 17: The summer session of the Columbia University, New York City.

July 9-August 30: Summer school, State Normal school, Plymouth, N. H.

July 15-August 24: Summer school, New Jersey Training School for Feeble-Minded Girls and Boys, Vineland, N. J.

NEW ENGLAND STATES.

MAINE.

LEWISTON. The Lewiston Normal Training school held its annual graduation exercises June 19 in the Dingley school hall. The principal address was by Dr. Thomas M. Balliet, dean of the School of Pedagogy, New York University.

VERMONT.

BETHEL. Edwin B. Richards, Marlboro, Mass., for the past three years assistant in the Spaulding high school, has been elected to the principalship of the Whitcomb high school, to succeed George W. Wright, who has been elected to the principalship of the Northfield high school.

SPRINGFIELD. John E. Stetson of the school in South Royalton has been elected principal of the high school at Springfield.

POULTNEY. H. J. Colleston, a graduate of Colgate University, has been elected principal of the high school at Poultney.

PROCTOR. Principal W. P. Abbott, for the past eleven years principal of the high school and superintendent of the graded schools, has resigned his position as principal to accept the superintendency of the schools of Proctor, Pittsford, Rutland town, and Chittenden.

Two scholarships in the course of nature study in the summer school at Harvard, which were assigned to Vermont, have been awarded to Miss Mabel E. Kidder of the Proctor graded schools, and Miss Sara Johnson of the Brandon schools.

BRANDON. Gay W. Felton, principal of the Brandon high school, will engage in Y. M. C. A. work at Lynn, Mass., next year, and also be connected with the evening schools of that place.

MONTPELIER. A summer school for superintendents will be held at Westmore, Vt., for two weeks, beginning Monday, July 8. Principal H. J. Stannard, Barton, is local manager.

MASSACHUSETTS.

SPENCER. Superintendent Charles F. Adams says:—

"The United States expends for education fifty per cent. more per capita than any other country in the world. Massachusetts taxes herself for education the highest rate of any state in the Union and two-thirds more than the average, yet to support her schools Spencer taxes herself two-thirds more than the average of Massachusetts. Eight years ago the citizens of Spencer taxed themselves more for the support of schools than was paid by any town or city in the

commonwealth with the single exception of West Boylston (population 2,968). To voluntarily bear a burden probably heavier than that of any other town of similar size in the world, is evidence of the public spirit of our citizens and the esteem in which education is held here."

AMHERST. On June 7 and 8, in the town hall, the pupils of the grammar and primary schools gave an exhibition of their work in drawing, writing, map-drawing, compositions, knife work, leather work, sewing, and other handiwork, to illustrate the regular work done in the schools. The exhibition was attended by a large number of parents.

BOSTON. Submaster Henry F. Sears of the Bunker Hill school is contesting the will of his cousin, Mrs. Susan B. Cabot of Salem, who left an estate of \$3,000,000, and few relatives. The estate went to strangers and institutions. His contention is that the instrument was not executed according to law; that she was not of sound and disposing mind and memory when she made the will; that she was induced to execute the will while under undue influence; that said decree by the probate court was without notice to the appellant and without his knowledge.

MIDDLE ATLANTIC STATES.

NEW YORK.

MOHONK LAKE. Dr. Nicholas Murray Butler, president of Columbia University, presided at the thirteenth annual meeting of the Lake Mohonk conference on international arbitration which met here May 22-24. Among the speakers were Hon. William I. Buchanan, chief United States delegate to the second and third Pan-American conferences; Hon. John Barrett, director of the bureau of American republics; Hon. Francis B. Loomis, former assistant secretary of state; Senor Enrique C. Creel, ambassador from Mexico; Senor Ignacio Calderon, minister from Bolivia; Hon. Richard Bartholdt, president of the American group of the interparliamentary union; and Dr. Benjamin F. Trueblood of Boston. The relation of colleges and universities to the arbitration movement was discussed. Dr. Elmer Ellsworth Brown, United States commissioner of education, and Dr. Andrew S. Draper, New York state commissioner of education, spoke on the relation of public schools to the movement.

PENNSYLVANIA.

HARRISBURG. All of the teachers of the public schools have been re-elected for another year and all received an increase in salary. The teachers and principals of the grammar and primary grades each got the fixed increase of \$2.50 a month and the teachers of the high schools got increases of from five to twenty dol-

lars a month. Some of the biggest jumps in salary were made in order to hold instructors who have received higher offers from other institutions. The increase in salaries was recommended by the teachers' committee and the report of the committee was adopted unanimously. The increases affect nearly all the employees of the district from the superintendent to the teachers of the primary grades. Superintendent F. E. Downes' salary was increased from \$2,500 a year to \$2,800. The increase of Professor W. S. Steele, principal of the high school, was the difference between \$2,100 and \$2,500, and the salary of Dr. Charles B. Fager, Jr., principal of the Technical High School, was raised from \$1,600 to \$1,800. The district supervisors, J. J. Brehm and Dr. L. S. Shimmell, will receive \$1,400 instead of \$1,200 a year.

CENTRAL STATES.

OHIO.

CINCINNATI. President Charles William Dabney is making a remarkable success as the head of the University of Cincinnati. Already Richmond is talking of doing what Cincinnati has done so successfully. It is not only free tuition that young people need but life at home while in college.

Rumor has it that a grade teachers' organization is to be formed.

The University of Cincinnati has an annual high school day on which occasion students from accredited high schools all about, with their teachers, are guests of the faculty and students of the university. The day is given to features, athletic and otherwise, of interest to the young people. It is of greater importance each year.

WEST LEBANON. Alfred Holbrook is ninety-one years of age, and a few friends in Cincinnati gave him ninety dollars in honor of his birthday. He is one of the oldest educators. He founded the National Normal Institute at West Lebanon, Ohio, of which he was president for many years.

CLEVELAND. An announcement concerning the method to be followed in promoting teachers from one class to another has been made by W. H. Elson, superintendent of schools. All promotions will be made by the superintendent, but will be based on the judgment of the principals and supervisors acquainted with the work of the teachers. The minimum salary of teachers in the first class is \$500. From this point it advances automatically for four years to \$650. To receive another advance in salary the teacher must be promoted to the second class. After she has been promoted, her salary again advances automatically for four years to \$800, and then the third class must be reached before another raise in salary is forthcoming. The maximum salary, in the third and final class, is \$900. This salary can be reached at the end of twelve years.

INDIANA.

INDIANAPOLIS. Superintendent C. W. Kendall's schedule, as accepted by the school board, provides that the grade teachers who have reached the

present maximum salaries of \$640 and \$690 a year will receive an increase of \$60 a year each. Those who have not reached the maximum salaries will receive an increase of \$50 a year each, in addition to the increases that would come from years of experience. Teachers of the sixth grades, now receiving a maximum salary of \$665, will receive a maximum salary of \$725, while all the graduates of the City Normal school, after the first "practice" year, at a low salary, will begin teaching under a diploma at \$500 instead of \$450 a year.

IOWA.

MARSHALLTOWN. Elmer L. Coffeen is making a notable success at Westborough, Mass., and his successor as superintendent here, Aaron Palmer of Maquoketa, Iowa, is starting in with exceptional promise. He was educated at Valparaiso University, Indiana, and studied at the Harvard summer school. He had been superintendent at Oxford Junction and Anamosa before going to Maquoketa.

WEBSTER CITY. County Schools Superintendent Holaday of this city received a letter threatening him with assassination in case he should appoint either Professor Ford of this city or Professor Vonkrog of Blairsburg to the institute faculty. Holaday turned over the letter to the federal authorities, and as a reply to the writer named Ford as one of the instructors.

DAVENPORT. At a recent meeting of the school board Superintendent John B. Young again tendered to the board his resignation from the office which he has filled so long and ably. The board accepted with regret, and named Principal Frank L. Smart to fill the position, the change to take effect July 1. President Braulich appointed Directors Cutter and Preston a committee to assist him in drafting suitable resolutions on the retirement of Superintendent Young. Mr. Young first offered his resignation to the board last spring, on account of poor health, to become effective at the discretion of the board.

MISSOURI.

SPRINGFIELD. An exchange well says: "Superintendent J. Fairbanks of Springfield has been in his place for about thirty years. He is now seventy-nine years of age, and is more active than many young men of twenty-five. This fact should be pondered by the boards of education which think that a superintendent should retire when he is fifty. It depends on the man."

ILLINOIS.

CARBONDALE. Professor Pierce has been highly honored by being awarded one of the three annual fellowships in German in the University of Chicago. He won his fellowship on a paper which he wrote on "The Phonetic Correspondence Between Gothic and Old High German." This fellowship carries with it a stipend of \$320, and requires one-sixth of his time. It is for the next collegiate year, when he will enter the graduate school to work towards the acquirement of the degree of Ph. D.

MICHIGAN.

MUSKEGON. J. F. Barker, head of the normal arts high school of this city, has been called to Cleveland as head of the new technical school of that city. He graduated at Cornell about 1892, was in an architect's office in Chicago for five years, was eight years principal at Grand Rapids, and has been here for three years. The position in Cleveland is a notable promotion.

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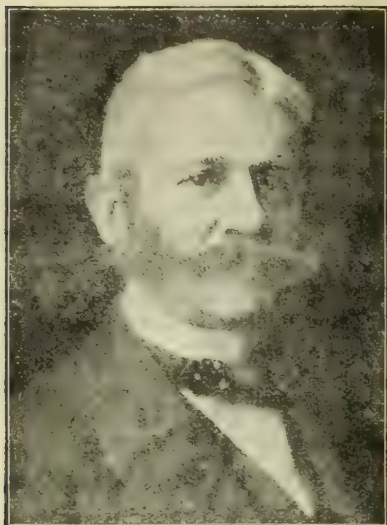
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THE MAGAZINES.

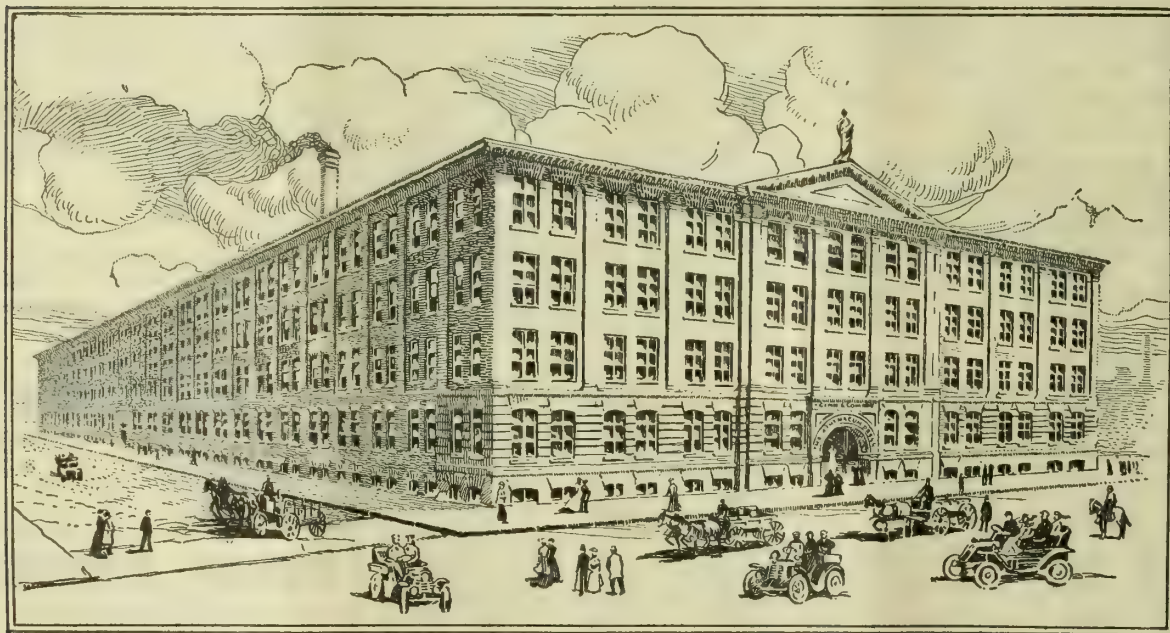
—The Woman's Home Companion for July contains the opening installment of a new serial by Anthony Hope, entitled "Helena's Path." It is a most interesting and thoroughly wholesome story, embodying all the delightful romance of the Zenda stories, though somewhat more realistic. Dr. E. E. Hale writes of the pleasures of outdoor life in his monthly

editorial page, and Charlotte Perkins Gilman describes the domestic progress of women. Other special articles are contributed by Samuel Armstrong Hamilton, "When the Garden Looks Shabby," and A. G. Richardson, who gives plans and instructions for building a suburban cottage for \$1,700. Grace Margaret Gould, the foremost writer of fashion topics in this country, contributes several

pages. In addition there are departments conducted by the national child labor committee, Margaret E. Sangster, Sam Loyd, Anna Steese Richardson, Evelyn Parsons, Dan Beard, and "Aunt Janet" Porter.

When a boy is little, he sneers at the little girl because she is afraid of the dark. When he grows up, he's afraid of the girl.—Somerville Journal.

THE ATHENAEUM PRESS.



Cambridge has been the home of the printing press from early colonial days. For many years, by edict of the general court of Massachusetts, no printing plant could be established outside of Cambridge, and this has been the Mecca of those who aspired to leadership in this art. Its prestige was never greater than to-day. On the banks of the classic Charles are three famous printing plants, the largest of all the Athenaeum press, the most imposing structure on the river front. With its simple brick facade, crowned by a giant statue of the goddess Athena (by Siligardi of Florence), it presents an exterior ap-

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THE WEEK IN REVIEW.

(Continued from page 17.)

in the amount of land under cultivation. Only one-third of the cultivable land is now devoted to field crops. The policy embodied in this bill, if carried out, would check these disastrous tendencies and would promote the distribution of vast estates which now are idle at the caprice of their rich owners. Regarded merely as politics, the passage of this bill by the commons would be a wise procedure on the part of the government, for it would put before the lords the painful alternative of consenting to the enactment of the bill, or incurring formidable public indignation by rejecting it.

PUBLIC UTILITIES BILLS.

The principle of governmental regulation of corporations is materially advanced by the enactment of the public utilities bill in New York. This measure was wrung from a reluctant legislature by Governor Hughes, and its provisions are far-reaching and important. It creates two boards, one for New York city, and the other for the rest of the state, which are to have full power of regulation over all public service corporations, with the exception of the telephone and telegraph companies. The railroad commission, the electric lighting commission, and other state boards having to do with lighting and transportation are legislated out of office by the new law, their powers being vested in the new boards. The law takes effect on the first of July. Wisconsin is already following the lead of New York in this matter, and other states are likely to make the New York law a model for like enactments.

ROOT'S MEXICAN VISIT.

Secretary Root's proposed visit to Mexico may not have anything to do with Central American questions, as the Mexican authorities have been at pains to declare, but it is scarcely likely that Mr. Root undertook the visit either for his health or his pleasure. The disturbed condition of Central America, and in particular the approximate chaos which prevails in Guatemala constitute a serious menace to the general peace and furnish precisely the sort of occasion in which Secretary Root's tact and sagacity are likely to be of use. His is a name to conjure with, ever since his tour of pacification among the Latin-American republics, and the United States could have no more useful representative than he in smoothing away difficulties and effecting conciliations. Matters cannot long go on as they are in Central America, and it is probable that the immediate future will witness a more definite exercise of the functions of pacification and perhaps of protection either by Mexico alone or by Mexico and the United States acting jointly.

Johnnie—"Me teacher has an awful nerve."

Father—"What did she do?"

Johnnie—"Borrowed me pencil ter give me a poor mark wid."—School Board Journal.

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A. E. WINSHIP, Editor.

THE COLLEGE AIM.

[By permission of Sunday Magazine.]

PRESIDENT CHARLES W. ELIOT
of Harvard.

Harvard University aims to send forth men who will seek the truth passionately and further it bravely; who love freedom in thought and action, and promote it steadfastly; who are trained for efficiency in their callings; and who aspire through that efficiency to serve well their fellow men.

PRESIDENT W. H. P. FAUNCE
of Brown.

The college, as distinct from the university or the technical school, should aim to produce men of cultivated mind and altruistic spirit. All specific attainments rest upon and presuppose such cultivation and such spirit.

A cultivated mind is one that has, by long and constant exercise under wise teachers, become so elastic, receptive, appreciative, and strong that it at the same time absorbs the best in nature, literature, science, and art, and can be concentrated effectively on any problem to be solved, or task to be performed. The cultivated man is, by contact with great minds, past and present, set free from pettiness, prejudice, and passion; is sustained and comforted by the vision of eternal truth; is admitted to the fellowship of the sages, poets, and teachers of the world, and is gifted with insight into the things that are worth while.

Even more important is it that education should release a man from his native selfishness and make him a co-operating member of the social body. The ideal scholar is no longer the bookworm, or the anchorite, or Browning's "Grammarians." He is a man who lays his learning on the altar of the commonweal. A man cannot live selfishly through four college years, and then begin to live for humanity. The college itself must be shot through with altruistic impulse, and students must live lives of social service. This is the benefit of "team work" in athletics, and is the meaning of genuine "college spirit." Such "spirit" is not clannishness or snobbishness; it is the determination to live for the college as a rehearsal of a later living for the world.

PRESIDENT WOODROW WILSON
of Princeton.

It seems to me that a college should produce, not men whose gifts and vision are narrowed to a particular task or calling, but men whose eyes have become accustomed to being lifted to a general view of the world and a general comprehension of their duty in it. For this purpose, the studies of the college should cover those subjects which reveal, not only bodies of knowledge, but also the

sources of motive, and accustom men to perceiving the relations not only of bodies of knowledge, but also of men themselves in the complicated field of history and individual action. This is the real argument for a "liberal" education.

PRESIDENT HARRY PRATT JUDSON
of Chicago.

The kind of man a college should produce depends, of course, partly upon what the college can do in the way of affecting the individual, and partly upon the material with which the college has to work. The latter of course is not altogether at the discretion of the college authorities. Some kinds of people may be excluded from entering college courses. There remains, however, a considerable variety of natural endowment with which the college has to deal.

I do not believe that the college should aim at any one kind of product. There should be diversity of results, as there is a diversity of natural traits. No college should aim to put its hallmark upon all men in such a sense as to expect that all will be substantially alike.

That the college man should have broad intelligence goes without saying; that his mind should be quick and subject entirely to the control of his will certainly is vital; that he should learn tolerance of different kinds of life and different modes of thought is important; and that he should be democratic in the widest sense of that term,—that is, that he should be above all clannishness and all false class ideas,—is as clear; that he should have high respect for honest work in whatever form may be necessary is equally essential. Above all, he should scorn any form of pretense. If, then, he is honest, intelligent, clear headed, and industrious, he will be worthy of his Alma Mater. No college can do more than this; no college should be satisfied with less.

PROFESSOR ARTHUR T. HADLEY
of Yale.

Our colleges should produce men who will use their brains for the benefit of the public.

This is the object which distinguishes collegiate training from technical or professional training. In a professional school a man is taught to make a living, to use his brains primarily for his own benefit. Our social arrangements are such that in so doing he will, to a considerable extent, serve and benefit others also. But experience shows that something more than this is necessary for the welfare of a nation, and particularly for a self-governing nation. We must have public spirit,—readiness to work for national ends instead of individual

ones. There is no great danger that the American people will fail to produce and distribute the material things that are wanted; but there is great danger that in so doing they will work apart instead of working together, and that they will sacrifice higher and more permanent ideals for lower and more immediate ones.

It is the business of our colleges to face this danger, and to train men who will meet it.

PRESIDENT A. W. HARRIS
of Northwestern.

The present generation is devoting itself to the task of bringing the forces of a complex political and industrial life into harmony with an ideal of social service. Such an ideal makes three fundamental demands upon the individual citizen; first, physical force to withstand the constant strain of a complex civilization; second, intellectual power to steer a straight course amid a maze of bewildering detail; and finally, a moral devotion to the welfare of mankind. Such is the interpretation which the twentieth century places upon physical, intellectual, and moral completeness; such is the equipment with which the college should aim to provide each and every one of its graduates.

PRESIDENT DAVID STARR JORDAN
of Stanford.

It is the business of the college to give the young man the secret of power. It should train him to be efficient, self-reliant, and capable of team work; to make the most of his actual abilities in the conduct of life. We have faith that with efficiency and self respect most of the manly virtues will be included, and we have little belief in the value of any kind of culture or of erudition which does not have efficiency as its final aim.

Alfred Mosely is reported as saying recently: "What strikes me most (in America) is that your workshops are filled with college-bred men. In England a varsity man is graduated into frock coat and gloves. Here he is educated into overalls. The keynote of American education is efficiency."

I am in full sympathy with this observation. The purpose of higher education is not to fit men to fill a prearranged station in life, it is not culture for culture's sake, and for the most part not knowledge for knowledge's sake; but for the sake of what can be done with it. Doubtless the American graduate feels at home in frock coat and gloves, or in the conventional dress suit, when these styles of garb are in place; but he is equally at home in overalls, where he has to face the elemental problems of dealing with the forces of nature in the presence of oil or dust or mud. Education should make a man at home anywhere where his duty takes him. The college man should be trained along the lines that will give to him the greatest abundance of life and the greatest individual and social efficiency.

For these reasons the freedom of divergence characteristic of the American university is perhaps its most important distinctive feature. As no two men are quite alike in natural powers and resources,

so no two should require exactly the same course of studies for the best final result. The university man in America is not a man who has escaped the necessity of work by rising to a place in a cultured leisure class. He is a man who is trained to do his part in the work of the world to the best possible advantage.

PRESIDENT EDWIN A. ALDERMAN
of Virginia.

First of all, the University of Virginia is trying to produce a truthful, courageous, purposeful, and sympathetic man. Upon these qualities as upon the fruitful basis of all proper growth the university is seeking to evoke open-mindedness, efficiency, and social responsibility. The sort of man, then, that informs our dreaming and nourishes our hopes is the truthful, courageous, purposeful, sympathetic, open-minded, efficient man who does not fear to bear burdens. You shall not be able to deceive or frighten him, because his brain holds knowledge and his hands have cunning. You shall not be able to cajole or bribe him, because he holds honor dearer than life and loyalty finer than gold. He will be satisfied with the whole truth, and not the half truth, or the sectarian truth, or the sectional truth. He will not permit himself to shrivel and shrink and harden; but, with his mind open to all the winds of human affairs, and his faith in the final rectitude of popular impulse whole and entire, he will grow with the years, and gain increasing pleasure in the service of men.

This is the kind of a man we want to produce, and we shall press on in the firm faith that we shall not wholly fail.

PRESIDENT E. BENJAMIN ANDREWS
of Nebraska.

The college bred man should possess, above all things, culture. Culture is the appreciation, not mainly contemplative, but active and efficient, of the non-economic values. It is not identical with morality, but involves that. It covers enlightenment, breadth, open-mindedness, chivalry, honor, generosity, magnanimity, justice, gentleness, devotion to principle, the courage of one's convictions, power to sustain, without courting it, isolation, resisting popular clamors and mob movements whether plebeian or patrician. Your properly-bred college man will put on no airs, neither take off any. He is not ashamed of what is obscure, having opinions, but not opinionated, firm without stubbornness, fine yet not effeminate, respectful to the past yet no slave of tradition. He loves and courts above all things truth, and with that, if he can find it, he will stay, with that he will live, and with that he will die, recking the minimum of what other men say or do. Faith is his, not orthodoxy, necessarily, but a view which bottoms reality in reason and spirit and nerves righteousness with its everlasting yea.

There is much reason to fear, and "pity 'tis 'tis true," that in proportion to their numbers and wealth, the American colleges produce fewer graduates of this high type than they did some years ago.

FAIR COMPETITION IN THE SCHOOL BOOK BUSINESS.

BY EDGAR O. SILVER.

Whatever may be said of the economic advantages or disadvantages of business competition, it is undoubtedly true that free competition among the American publishers of school and college text-books has been of untold benefit to the cause of education in our country.

This competition has given to the schools of America the best and most attractive text-books, in proportion to their price, published in the world.

The best educational talent of the country, supported by liberal use of capital, has been constantly enlisted in the effort to meet every need of teacher and pupil—both in school and home—with the most practical, attractive, and scientific aids to study.

It is safe to say, of all American schools,—even those most liberally supplied with modern text-books,—that the text-books cost less and furnish more in proportion to what they cost than any other element that enters into the equipment and administration of the schools.

The rivalry which has distinguished the work of the leading school-book publishers of this country during the last thirty years to excel in quality, timeliness, and attractiveness of their respective contributions to the text-book literature of the day, should afford just pride and satisfaction to the members of our trade.

If this zeal has resulted in some degree of economic waste through the apparently unnecessary duplication and re-duplication of books on given subjects, and if, in consequence, there has been more or less of abnormal rivalry on the part of the several houses to secure their coveted share of the business, it is creditable, at least, that there has been a general recognition of the fact that, as a first condition of success in the publishing and handling of school books, there must be prepared and published books which anticipate real educational needs, and which will commend themselves, by their excellence and by their practical usefulness, to representative educational workers and thinkers, and to school authorities.

The building up and carrying on of a successful school book publishing business requires the consistent blending of professional and commercial skill and effort; and it has been mainly on the commercial side that the evils of over-competition—or unfair competition, if you please—have been experienced by the trade.

Every important line of business undoubtedly has its own inherent problems of economic operation and adjustment.

Moreover, each business having to do extensively with the public,—and necessarily open to free competition, within its own trade,—if the business is to be preserved and maintained in its most useful service to the public, and with enduring soundness and satisfaction to its own members, must recognize and be governed by reasonable, prudent, and honorable limits of competition. In other words, there must be, if right conditions are to be preserved, a business policy on the part of each house engaged in the trade, that shall distinguish

between fair competition and destructive forms and tendencies of competition.

Fortunately, in the school-book publishing business, the limits which bound what has been termed "fair competition" are sufficiently wide to allow the freest opportunity for the exercise of the highest ability and skill on the professional side of the business, and, at the same time, the fullest liberality consistent with the cost of production and distribution, in dealing with the public who constitute our customers.

In other words, it can be safely assumed, and the most careful and candid examination of all the details will show that there is no prudential limit or safeguard required for the proper preservation and consistent carrying on of the business which is not quite as advantageous to the public as to those engaged in the business itself.—Address.

 WILLIAM ALLEN WHITE.

No other American is saying better things in a better way than is William Allen White, and his latest deliverance is well worth while. It was his commencement address at Oberlin College.

"If our free schools and our colleges and universities do not teach man the economic value of kindness, then these institutions merely turn upon society each year a horde of armed vandals to work for the destruction of society.

"Western civilization is in just as much danger from the vandals in high hats as it is from the huns in the red shirts. For the vandals and the huns are equally ignorant of God's basic law of kindness. And their presence in the world makes men who would be happy by being kind and generous and helpful, in the routine of ordinary business, like men who roam unarmed in a savage wood, and pay with their lives the price of their broad humanity.

"The school that does not teach its students the duty of man to man, that does not implant deeply in its graduates a working wisdom in the fundamental human law of kindness, instead of being a blessing, that school is a curse upon any people.

"If a man has a taste for business he should be allowed to trade to his heart's content, providing that he trade honestly, keeping water out of his stocks and usury out of his transactions. The growth of this world requires commerce as much as it requires religion. It is essential that education teach thrift; for so long as thrift is honest nothing will come to harm it. And so if education has taught a man to honor his God, to love his neighbor, and to rely on himself, in doing so he will find how poor and weak a creature he is. For he will fail so many times, and, failing, will learn charity, the sweetest essence of all the philosophy of this life."

There were in 1900 5,319,397 women wage earners in the United States. The number increases much faster than the population.

In 200 years the death rate in England has been so far reduced that where one-fourth of the children in England died in the first four years, now one-half live to the fifty-fourth.

VIGOROUS ATTACK ON CLASSICS.

BY G. STANLEY HALL,
Clark University.

With a few distinguished and honorable exceptions, American Latinists are men of rather limited second-hand learning, with but few fruitful or original achievements to their name, and are too largely a guild of text-book makers for the hordes of elementary Latin students.

The professors of Greek and Latin always tend to exalt form over content and substance. It will be interesting to trace what I believe are the remote results of these tendencies in our language school books and in our rhetorics. This undue separation of form and content in the classroom depletes any pledge of human interest, so that most of our Latin teachers are no longer humorists, but philologists, antiquarians, critics of texts, editors, authors of copious foot notes, verbalists, syntacticians, pedants of form, too often negligent of the moral and literary content of the authors they teach.

And these pedagogic errors, copied from the university by the high school, have brought about the extraordinary fact that while more secondary pupils in this country take Latin than any other topic save algebra alone, more drop it soon and forget it more completely than is the case with any other topic. The vast majority of Latin students in this country to-day are high school girls, and if my census is typical, more boys drop Latin, and also drop out of high school from this, than is the case with any other subject; while in colleges with electives, boys are rapidly abandoning the study of ancient for that of modern tongues and science.

Another very important result of this meagreness of content in the dead languages is that the novice lingers longer in the translation stage than he does in learning modern languages.

In the advanced and intensive study of Greek and Latin, I believe with all my heart. I would strengthen the classics department of the university in this land. My protest is against the qualitative degeneration that has gone with the quantitative expansion of these studies.—Address.

DOLBEARISMS.

[Professor A. E. Dolbear of Tufts College said many things at the Boston Scientific Society recently, of which a few are here given.]

All the old saws about education are entirely wrong. They ought to have been knocked in the head years ago.

A child is started learning lessons at too early an age and is taken away from school when it is too young.

The work is taken up too soon and dropped too quickly.

I believe in turning the children "out to grass" until they are at least twelve years old.

The forty-five-minute study hour is too long. The school day is too long.

The hours from ten to twelve are the very worst in which to allow children to exercise their mental talent.

Our whole present-day curriculum is upside down.

The scholar in our schools is overworked.

He is given subjects to grapple with far above his possibilities.

The brain of the large majority of our youngsters is not matured to receive the amount and quality of knowledge which is stuffed into it, and still here we go, driving along, all in the name of education.

We are going too far, and the sooner we realize it the better.

A TALK TO BOYS AND GIRLS.

BY LUTHER BURBANK.

[To the school children and their friends, at the formal opening of the Luther Burbank school, Santa Rosa, California.]

My dear young friends—little neighbors—boys and girls:—

"I am glad to meet you in this beautiful new house, which has been built by your parents and neighbors for you. Do you know why they build schoolhouses for you? My little neighbors, did you know that your precious lives hold wonders of wealth, beauty, strength, usefulness, your own happiness and the happiness of every one you meet; or sorrow, pain, and misery for yourselves and all your friends? This is so.

"This building, these kind teachers, and your parents and friends are all to help you to successful and happy lives, but you all know that there are two kinds of boys and girls, those who build and those who destroy. Whom do you love among your schoolmates? Not those who throw stones at innocent, helpless animals; not those who break and destroy fences, trees, and windows; not those who wish to quarrel and fight; but you do all love and respect those who are kind, gentle, unselfish, the peacemakers. Weakling cowards boast, swagger, and brag; the brave ones, the good ones, are gentle and kind.

"Now, I wish to tell you a secret. I think every one of you, my young friends and neighbors of Santa Rosa, wishes to make the best of your precious lives, to have plenty of friends, to be happy and to win success. I will tell you how, just how. Cultivate kind, gentle, loving thoughts toward every person, animal, and even the plants, stars, oceans, rivers, and hills. You will find yourself growing more happy each day, and with happiness comes health and everything you want.

"I came to speak these words to you because I wish to help you, and to prove this I will say that when these grounds about the building are ready, call on Luther Burbank, and he will give you all the beautiful young trees and plants you need for ornament and shade."

Of the normal school graduates 25 per cent. teach less than three years.

In ten cities in California (outside of San Francisco) of more than 8,000, with 1,830 teachers, 47 per cent. held their positions for less than five years.

PLAYGROUND ASSOCIATIONS.

IMPORTANT MEETING IN CHICAGO, JUNE 20, 21, AND 22.

New York next year.

Playgrounds antagonize tuberculosis.

Girls need playgrounds more than boys.

Playgrounds promote personal and social purity.

Playgrounds largely eliminate juvenile delinquency.

Many cities sent their superintendents at public expense.

Playgrounds must always have an educational background.

Municipally-directed play promotes honorable sportsmanship.

The playground is one of the best moral forces in the community.

Some of the papers will be printed in the Journal of Education.

Teachers should be in the forefront of the playground movement.

New York city was the chief thing on the program, and deservedly so.

The playground scheme opens a new world to the progressive teacher.

Judge Ben B. Lindsey could not be present, but he sent a valuable paper.

The street is no place for a boy or girl for ten long weeks in midsummer.

The social value of playgrounds in crowded city districts is beyond statement.

City playground boys and girls have better health than country boys and girls.

The playground is a social, moral, physical, industrial, and intellectual blessing to girls.

The supervisor of physical exercises in the city must lead in this work or be sidetracked.

A stifed living room in a great city is no place for a boy or girl in midday in midsummer.

Chicago leads the world in the number of playgrounds and in the perfection of their use.

Small grounds near schools and large parks for sections of a city make the desired combination.

If Jane Addams is not the first woman in the land, who is? She is distinctly the leader of leaders in all work of this kind.

Democracy is improved in many ways by the mutual respect of individuals for one another, irrespective of class distinction.

Superintendents Martindale of Detroit and Smith of Peoria were among the most interested of superintendents. They realize that this movement has limitless possibilities.

INITIAL ACTIVITY.

The Playground Association of America was organized on April 13, 1906, in Washington, D. C., by a group of people intimately connected with the growth of the playground movement, who came from all portions of the country in response to an invitation from the public playgrounds committee of the Associated Charities of Washington. This was issued with a view to the formation of a national organization to advance the interest of playgrounds throughout the United States. Its broad purposes may be outlined as follows: To study playground construction and administration; to experiment with new features; to collect all available knowl-

edge on the subject; to give publicity to playground information and data, especially through the holding of national conventions and play festivals such as the initial ones in Chicago. The reason for choosing the latter city was well stated by President Roosevelt in a public letter wherein he expressed the hope "that all our large municipalities will send representatives to this exhibition to gain inspiration from this meeting, and to see the magnificent system that Chicago has erected in its South park section—one of the most notable civic achievements of any American city."

A VACATION NECESSITY.

The playground is not an incident but a necessity. It is not primarily for school days, but for Saturdays and all holidays and vacations. The new and improved child labor laws protect children in their vacations as much as in their studies. The new child labor law is in every way for the good and pleasure of children. Children under fourteen cannot be confined to factory or mill when such confinement keeps them from their play any more than when it keeps them from their books. A boy on the streets of a city for ten long weeks in the summer is worse off than he would be in a shop, as a rule. He must be provided for where he will have every advantage of vacation and no disadvantage. You cannot legislate a child out of work without making some desirable provision for the use of his time.

THE PRESIDENT.

President Roosevelt has honored the movement by accepting the honorary presidency. In his case it is no merely perfunctory act, for his heart is in this work. He stands ready to further its interests in every way he can and he is sure to be of incalculable service to the cause in several ways. He recognizes that this is the way to develop the robust manhood that he admires.

JACOB RIIS.

The honorary vice-president is Jacob Riis, the real Godfather to the whole playground movement. No other man, nor all other men, have been what he has been to this cause, though his point of view was redemptive rather than developmental. He saw the emergency, he made and met the crisis. The rest of us are merely perfecting in various ways that which his genius and conscience discovered and instituted.

PRESIDENT GULICK.

Dr. Luther Gulick of New York city, president of the Playground Association of America, gives to the movement a distinction that it would not easily attain otherwise. He is a national leader in all educational physical culture activities and he is never a figure head in anything, but is always devoted to the perfection of every detail, and never more so than in this case.

SECRETARY CURTIS.

Dr. Henry S. Curtis, 205 Ouray building, Washington, D. C., secretary and working treasurer of the organization, is the executive officer upon whom falls all the details. His heart is in the work. He believes in its limitless possibilities and he has behind him the moral and business support of the commissioners of the District of Columbia. Write to Dr. Curtis for all information regarding the movement.

NATIONALIZING THE SCHEME.

For several years cities like Boston, New York, Chicago, Newark, and Washington have been accomplishing great things through the playgrounds, but not until now

has the nationalizing feature been in evidence. All at once, like a thrill out of the heavens, comes the nationalizing spirit, and the city without playgrounds, without a playground educational expert, will be marked as a back number of the worst kind.

DEPARTMENTS OF EDUCATION.

The university departments of education were all too little in evidence at this meeting. This movement is so important, the need of distinctly educational leadership is so great that the departments of education must accept responsibility for activity in studying the problems, for giving the movement the best personality.

NORMAL SCHOOLS.

Where were the normal school men? Of course it was not a good time for some of the schools and it is true that two of the notable leaders are Myron T. Scudder of New Paltz, N. Y., and Mrs. Ella Flagg Young of Chicago, but it is equally true that the normal schools were sadly not in the movement. Every normal school in the United States should have been represented at this meeting. Either the principal or some member of the faculty should have been there at the expense of the school. The time has come when the normal schools must be in every educational movement, and they must be in at the beginning and not merely catch on after the movement has been established.

NEW OPPORTUNITY FOR PRINCIPALS.

A notable feature of this great meeting at Chicago is the new place of distinction that it gives principals of grammar schools. Many cities sent one of the grammar principals to Chicago at the expense of the city. In some instances, as in the case of Detroit, the city government selected the principal and paid the bill out of the city treasury direct; in other cases, as in Grand Rapids, Minneapolis, and Spring City, the board of education made the selection and paid the bill. In every case the choice fell to some principal who had been doing things, who had been demonstrating that the public school is a great moral force. Sometimes men who have been working along in a self-sacrificing way without being acknowledged as leaders in the local perfunctory work of the system have found themselves famous because of their achievements in this great work.

This is the first meeting, others will follow, and the presumption is that every wide-awake city will send one of its grammar school principals just as it now sends its superintendent to the meeting of the department of superintendence.

JOHNSON TO PITTSBURG.

One of the notable features of this playground movement is the taking of a man like Superintendent G. N. Johnson of Hyde Park, Mass., and transferring him to Pittsburg for the development of their playgrounds.

Mr. Johnson is one of the best school men and superintendents in New England. He has never been a schoolish school man but has been in the best sense an educator. With him the recitation, the per cent., the routine of the five hours a day for five days in the week for forty weeks in the year have been incidental. In every town in which he has been superintendent he has been a notable moral force, a leader in good work in safe-guarding all children, in rescuing those in danger. When he has spoken or written for the public it has not been on "inverting the divisor," but upon some of the real problems in education. In this way and from this cause he became a national figure, became one of the best known superintendents in New England to the world outside. He had a good position in Hyde Park, a good salary, good working conditions as New England superintendencies go, but Pittsburg is a very much alive

city and proposes to be absolutely in the front rank. When Pittsburg decided to develop the playground idea she decided to put a lot of money into playgrounds, but she did not propose to let yards and apparatus run the machine. She had as much use for brains as for out-of-doors and she looked the country over for a leader in educationalizing play, and offered Superintendent Johnson a salary every way worth while, and she picked him out of the very shadow of the Massachusetts state house. New England can ill afford to lose such a man.

AN INCIDENT.

The Chicago normal school girls with their white waists and black bloomers were the most attractive sight of the play festival of Saturday morning at Ogden park. Their exquisite grace on the platform as they performed in the presence of thousands of admirers was the highest tribute to their director, Mrs. Laura Sanborn Sargent. They were on for the last event of the forenoon. It was boiling hot, the broad platform on which they were to perform had been drinking in the intense sun rays for several hours, and the girls had been waiting in the sun for nearly three hours.

Dr. Ella Flagg Young, principal of the school, took in the situation a half hour before they were to come on and went to the municipal Clubhouse and had a hundred fresh sandwiches made up for them, and herself brought them upon the grounds, so that they regaled themselves and with new life they went to their work, the freshest group of the day.

APPRECIATIVE EDITORIAL WORD.

Saturday at Ogden park was one of the great educational days of my life. It was well worth a trip from Boston to Chicago to witness the more than seventy-five events by groups from schools, different playgrounds, and social settlements. As an entertainment it was charming, as a revelation of social and moral progress it was an inspiration, as an educational suggestion it was invaluable.

SATURDAY OUTDOOR EVENTS.

Marching, singing, and circle games by three hundred kindergarten children from the public schools and social settlements, in nine circles:—

May Games, Looby-Loo, Soldier Boy, Round and Round the Village, Weaving Game, Here We Go Over the Green Grass, etc.

Schoolyard games by eight groups of children representing the successive grades of the City Normal and Yale Practice schools:—

Grade 1, Did You Ever See a Lassie—Circle Tag; grade 2, Cat and Mouse, Drop the Handkerchief; grade 3, Come Along, relay flag race; grade 4, Three Deep, Darn the Stockings; grade 5, Pass Ball; grade 6, Kick Ball; grade 7, Tag Ball; grade 8, Dodge Ball.

Gymnastic dancing by girls from the classes of Miss Mary Wood Hinman, Chicago:—

The Lilt—Irish, Highland Fling—Scotch, Dublin Jig—Irish, Sailor's Horn Pipe—English, Sampson Clog—Negro, (a) Cachuka—Spanish; (b) Spanish Dance.

Folk games by thirty kindergartners, conducted by Miss Mari Ruef Hofer, Columbia University, New York:—

Meadow and May games—(a) Twining the Wreath—German, (b) Swiss May game, (c) Danish Ring game.

Gymnastic games—(a) Heel Clapping—Swedish, (b) Blecking—Swedish, (c) Sandal dance—Russian.

Social ring games—(a) I Took a Walk One Evening—English, (b) I See You, I See You, (c) Mountain March—Norwegian.

Guild games—(a) Shoemaker—Danish, (b) Tailor—Swedish, (c) Harvest—Swedish.

Classic dancing by students of the Chicago Teachers

College, conducted by Mrs. Laura Sanborn Sargent: The Zephyrette, Polka Series, Minuet.

Demonstration of games and use of apparatus by boys and girls from ten municipal playgrounds, Theodore Gross, superintendent:—

Athletic slide exercises by sixteen boys from Max Beutner playground.

Circle swings by sixteen girls from McLaren playground.

High jump and game by sixteen boys from Sampson and Holden playgrounds.

Games by sixteen girls from Moseley playground.

Games by sixteen girls and sixteen boys from Adams and Commercial Club playgrounds.

Comical races by twelve boys from Northwestern elevated playground.

Athletic slide exercises by sixteen girls from Moseley playground.

Circle swing exercises by sixteen girls from Sampson and Holden playgrounds.

Hurdle race and games by sixteen boys from Marshal Swenie playground.

Games by sixteen boys from Max Beutner playground.

Stick wrestling by ten boys from Orleans playground.

Games by sixteen girls from McLaren playground.

Assemble and grand march from field.

National dances in costume:—

The Bohemian "Beseda," sixteen couples from the Beseda Woman's Club.

Norwegian folk dance.

Lithuanian national dance by Neighborhood House Group.

Swedish dances by members of the Chicago Philorchoros Society—(a) Hambo, (b) Per o Bongta (wooden shoe dance), (c) Skralat.

Demonstration of dances, games, gymnastics, and athletic events by girls and boys from the South park gymnasiums and playgrounds, Edward Burton DeGroot, director of the department of gymnastics and athletics, assisted by the instructors in charge of the various park gymnasiums and playgrounds:—

Inverness Reel (Scotch Piper), by eighty girls.

Long Ball, by 100 boys.

Volley Ball, by 100 girls.

Games and relay race—(a) Games: Hunter, Dangerous Neighbor, Playground Socker Football, Punchball, Black and White, by 100 boys; (b) relay race (gathering contest) by 100 boys.

Dutch dance, by Hamilton park girls.

Games and relay race—(a) Games: Dodge Ball, Bear and Keeper, Battle Ball, Playground Cricket, Three Deep, by 100 girls; (b) relay race (carrying the flag) by 100 girls.

Indian club swinging, by Ogden park girls.

Demonstration of six athletic events, suitable for use in a small or large playground, by 100 boys: Running high jump, running broad jump, pole vault, shot put, sprinting, hurdling.

LOOKING ABOUT.

BY A. E. WINSHIP.

POLO, ILLINOIS.

Occasionally circumstances conspire to present the personality of a town impressively, which is true regarding Polo, the gem of the Rock river country. The regulation descriptive statement is

grounds, sidewalks, motor system, and sewer system; beautiful public library building; has had a free public library for thirty-five years, which is not to be said of any other rural community 100 miles from a large city in the entire West. More



POLO HIGH SCHOOL.

simple: One hundred miles from Chicago, population less than 2,000, rich farm section with farm lands selling from \$125 to \$200 an acre, and no manufactures.

There is nothing interesting in this except the price of land, which is more attractive to him who would sell than to a buyer.

Let us try again: Not a saloon in forty-two years and no backdoor drug stores or "blind pigs," consequently no carousing, no cheap element, no pauperism. Largest assessed valuation for its size of any rural community in the West; best homes,



HIGH SCHOOL.

[Another view.]

than 50 per cent. of all the people are in attendance upon church service on any pleasant Sunday, and more than 80 per cent. of the children and young people will be in the Sunday schools on such a day. There are five churches, one with a membership of 400, or one-fifth of the entire population, and another with a church and parish plant rarely equaled in a city of twenty times the size. No leading church has a dollar of debt.

But the high school is the culmination of the glory of the town. The building and grounds are much

better than any built at public expense in any other city of the size. Indeed there are not many such buildings with grounds provided by taxation in cities of ten times this population. But the chief distinction is not in material things.

The high school has 135 students, or nearly seventy to the thousand population, but not all are Polo young people, for so admirable is the work done that \$1,200 is paid in tuition by other towns. This also probably breaks all records for the size of the town. Again, the school has certificate privileges in every college in fourteen states, in every college whose entrance requirements are dominated by the Central College Association. The same privileges are enjoyed at Smith and every Eastern college to which it has students seeking admission. There is no other place of its population in the fourteen western states whose high school has any such standing. But why enumerate further? If these standards do not indicate its superiority, what would? Where else is there a rural community, 100 miles from a large city, with a complete sewer system or any one of the literary, religious, and educational advantages of Polo? Where else would an audience of three-fourths the entire population seek admission to hear the June exercises of the high school? It goes without saying that the board of education, superintendent, principal, and teachers of the high and elementary schools are exceptional.

LITERARY BREVITIES.

COMPILED BY JOHN G. WIGHT,
New York City.

It is said that Napoleon, for lack of a pair of boots, did not set out for India.

An impudent fellow threw his lighted cigar in the face of a passer-by. The latter quite naturally resented the act. The witty companion of the former said: "You have stood your antagonist's fire, the witnesses declare that honor is satisfied."

Alexander was once wounded in battle at Issus; Caesar, so far as we know, was never wounded.

Aristotle succeeded in subjecting the men to discipline, but failed to keep the women in order.

Josephine never would acknowledge her age. According to her calculation, her son Eugene must have been born twelve years old.—Napoleon.

He who is allowed always to follow the paths of least resistance never develops the power to overcome resistance; he remains utterly unprepared for life.—Munsterberg.

A fat kitchen makes a lean will.—Franklin.

Hawthorne left himself out of his work, so far as a man can.—Woodberry.

Victor Hugo's father was a Republican; his mother a Royalist.

It is as great a thing to be a woman as to be a man, And I say there is nothing greater than to be the mother of men.

—Walt Whitman.

Samuel Johnson, when only twenty-five, married a widow of forty-eight.

The cherished fields
Put on their winter robe of purest white.

—Thompson.

It is never too late to do right.—Balzac.

To read is to join with the writer in a creative act.—Balzac.

Jesus Christ performed all his miracles by the imposition of hands.—Balzac.

The persons called William Tell and Gessler never existed in Switzerland. There can be little doubt that the Swiss story is older than the Christian era.—John Fiske.

The first president of Harvard College was expelled from his place for teaching heresy. He was a disbeliever in infant baptism.

In 1763 France lost every rood of land she had ever possessed in North America.—John Fiske.

Admiral Coligny involuntarily picked his teeth in the middle of a battle when meditating a retreat.

Flatter none but your enemies.—Catherine de'Medici.

SONG OF THE COMMONPLACE.

I'll sing of the commonplace things;
Honey bees with gossamer wings,
And the flowers that summer brings.

The rose that blows through shine or rain,
The shocks of golden-headed grain,
The blighting frost on vines again.

The bird that flies with steady wing,
The crystal water of the spring,
And drowsy locust's murmuring.

Of rosy morn and dewy night,
And meadows wide all bathed in light,
Bedecked in daisies tall and white;

With the scent of the hay new-mown,
Across the fields at sundown blown,
As home the reaper goes, alone.

Of hourly hope and daily work,
Of joys that in each duty lurk;
And tasks of love we would not shirk.

—Alice Adele Folger.

VIEWS OF THE DOUGLAS COMMISSION.

The report of the Massachusetts commission on manual training has been admirably summarized as follows:—

The industries of the state are suffering because it is necessary to employ as workmen those who, by reason of inadequate training in the school, are deficient in manual dexterity and industrial intelligence.

There is a feeling, more or less clearly defined, that the public schools are too exclusively literary in their spirit, scope, and methods, and hence are failing to meet the need of modern industrial conditions.

For the majority of children who leave school at fourteen or fifteen years of age, the first three or four years are wasted so far as the actual productive value of the child is concerned and so far as increasing his industrial and productive efficiency is concerned. Many children who now leave school to enter low grade industries could be retained in school if training of a practical character preparing for the industries were offered.

Children who remain in school until they are sixteen or eighteen years of age are able to enter upon employments of higher grade, usually in mercantile pursuits; but they are wholly lack-

ing in manual skill and in industrial intelligence. For the purpose of training for efficiency in productive employments the added years which they spent in school are, to a considerable extent, lost years.

The productive industries of the state, including agriculture, manufactures, and building, depend mainly upon chance for recruiting their service.

This condition tends to increase the cost of production, to limit the output in quantity, and to lower the grade in quality, which puts our manufacturers at a disadvantage in competing for the markets of the world.

The state needs a wider diffusion of industrial intelligence as a foundation for the highest technical success. This can be acquired only in connection with the general system of education, into which it should enter as an integral part from the beginning. That which fits a child best for his place as a producer tends to his own highest development physically, intellectually, and morally.

As a woman has been compelled more and more to earn her own living, she should be trained so that she may be able to earn a respectable wage in those industries most closely allied to the home.

The commission finds that that vocation in which all other vocations have their root, namely, the care of the home, has been overlooked in modern systems of education.

Recommended that cities and towns so modify the work in the elementary schools as to include for boys and girls instruction and practice in the elements of productive industry, including agriculture and the mechanic and domestic arts; that instruction be of such a character as to secure for it the highest cultural as well as the highest industrial value; and that the work of the high school be so modified that the instruction in mathematics, the sciences, and drawing shall show the application and use of these subjects in industrial life, with special reference to local industries, so that the students may see that these subjects are not designed primarily and solely for academic purposes, but that they may be utilized for the purposes of practical life. That is, algebra and geometry should be so taught in the public schools as to show their relation to construction; botany to horticulture and domestic science; and drawing to every form of industry.

THE WORLD'S NERVE CENTRES.—(XXXVII.)

BY RALPH WARBURTON.

THE FRENCH MIDI.

"All Gaul is divided into three parts"—so we learned from the first sentence of Caesar's famous chronicle. Since the days of the illustrious Roman France has had innumerable divisions of one kind or another. And it has just opened up another chapter of division which threatens to be stirring, if not truly violent.

This time it is the wine-growers of the Midi who are causing trouble. Theirs has been an unusually hard lot the past few years. Their prolific vineyards were devastated by an insect pest known as the phylloxera, which was far more destructive than the brown-tail and gypsy moth in New England. But although for a few years the wine output was seriously reduced, the battle against the pest was successfully waged, and the vineyards recovered their former glory. By 1901 five million and three-quarters (5,750,000) acres in all France were under cultivation of the grape, and the wine product of that year reached the enormous total of a billion and a half (1,500,000,000) gallons, thus placing France again in the lead among the wine-producing countries of the world.

During the phylloxera crisis, however, significant changes had taken place throughout the country, which have depressed the wine market ever since, and which have borne most heavily upon the vineyards of the Midi. In northern France a fictitious wine was made in large quantities from potatoes and beets, with the addition of certain chemicals; and although it never saw a grape it secured a place for itself in the wine markets and from which it cannot apparently be dislodged. Many of the French people also dur-

ing the years of wine scarcity took to drinking beer, spirits, and absinthe.

The vineyard-owners of the Midi, who produce pure wines, soon found themselves with a greatly limited market for their product. And face to face with poverty, as they were, they began to petition the government to protect their pure product against the fictitious and poisonous product of their rivals. But the government did nothing or next to nothing to meet their grievances, and at last, driven to desperation by their disasters, the whole Midi broke out in fury against the authorities.

Following a leader—one Marcellin Albert, himself a vine-grower and a man of exceptional eloquence—the people of the entire Midi came together to make passionate protest against what they thought was the injustice of the whole situation. Their first gathering at Coursan numbered 6,000. But each successive assembly grew, until on June 9 the concourse at Argelliers totalled 600,000 persons, probably the largest concourse for one purpose ever convened.

From peaceful protest and demand for redress it was but a step to violence with such a mercurial people as the French. Refusals to pay the government tax were made, officials resigned their positions because of their sympathy with the suffering people, and the latest cablegrams bring word of collisions of the populace with the gendarmes and the troops, and blood has already left its crimson stain on the pavements of Narbonne and other cities of the Midi. All the nation is excited, the Parisian journals are issuing hourly extras, the French Chambers are busy questioning and resolving, the position of Premier Clemenceau and his cabinet is imperiled; and France is fairly aflame.

But what and where is the Midi? It is that part of southern France which skirts that portion of the Mediterranean known as the Gulf of Lyons. It stretches from the mouth of the Rhone to the eastern end of the Pyrenees mountains and Spain. In this region are such provinces as Roussillon, Languedoc, and Provence, and such cities as Nismes, Montpellier, Angelières, Narbonne, Carcassonne, and Perpignan.

It is in general a very rocky region made up of the foothills of the Pyrenees. The great mountains themselves range from 6,000 to 11,000 feet in height, and their foothills from a few hundred to 2,000 feet. The Midi in general is made up of broken granite, Schist, and limestone, and in some parts no soil is in sight.

But here amid the stones and because of the marvelous climate the vine and the olive grow luxuriantly. Far up along the slopes of the rocky hills are most attractive terraces given entirely to viniculture. And the usual vintage is most abundant, for the grape thrives amid the flints and under the sun. The chief difficulty is that there is no soil on which to raise other products. It is the vine and the olive or nothing. And if the markets for these productions are restricted or closed, there is nothing but starvation for the owner and the laborer.

The Midi is not much, if any, larger than the state of New Jersey, and has nearly a million and a half inhabitants. The people are in appearance neither French nor Spanish. In Roussillon the Spanish tongue is spoken, and the customs in the Pyrenees Orientales are Spanish, probably because their home borders directly on Spain. Ethnologists are of the opinion that they are relics of the old Iberian race, though by residence they are French. They are spoken of as "a black-haired, brown-skinned, excitable, poetic, generous, and impracticable people." The most they know is to cultivate the vine and to make the purest and best wine in the world.

All about their homes are ruins that remind them of former occupation by the Romans and the Visigoths, and a few that tell of the old-time presence of the Moors. At Nismes there is an old Roman amphitheatre capable of seating 17,000 people, massive and substantially built, though without the use of mortar.

The whole region is blessed with the finest roadways, that have been constructed apparently without any thought of expense. To ease off a descent one road has a tunnel through a hill that cost \$20,000; while nine and one-half miles of roadway near Narbonne cost \$400,000, or \$42,000 a mile. Automobilists who speed through this land of vineyards pronounce the roads of the Midi the best in Europe.

It is here then, in sight of the charming sea and mountain peaks, and fairly bathed in golden sunshine, that one of the great tragedies of existence is being played, and an honest and laborious peasantry is facing perils for which nobody—certainly not themselves—seems to be responsible. It is a situation that stirs a world-wide sympathy,

KNOW MUCH OF SOMETHING.

BY SIR ARTHUR HELPS.

When the student has occupied his time in learning a moderate portion of many different things, has he acquired extensive knowledge or useful habits? Even if he can be said to have varied learning, it will not long be true of him, for nothing flies so quickly as half-digested knowledge; and when this is gone, there remains but a slender portion of useful power. A small quantity of learning quickly evaporates from a mind which never held any learning except in small quantities; and the intellectual philosopher can, perhaps, explain the following phenomenon—that men who have given deep attention to one or more liberal studies can learn to the end of their lives, and are able to retain and apply very small quantities of other knowledge; while those who have never learned much of anything seldom acquire new knowledge after they attain to years of maturity, and frequently lose the greater part of that which they once possessed.

LEAFLESS PLANTS.

We have quite a number of practically leafless plants. The best known of them, no doubt, is the Indian-pipe (*Monotropa uniflora*) a degraded member of the aristocratic Heath family.

It is curious to find a plant of high ordinal type adopting the habit of a parasite. So far, indeed, has the degradation gone, that it preys on decaying matter, and is called in consequence a saprophyte. Its very tastes are deteriorated. Still, this plant is, in its way, very beautiful.

Walking through some dense, dark wood in July, the saunterer alights perhaps upon a group of these snow-white, waxy plants. Even the non-botanist observes their fungoid look, though, as said above, they are really of lofty origin.

Their foliage is represented by functionless scales; there is no chlorophyl anywhere in the plants. The pretty, single flower nods on its stem, but several or many individual plants grow in a clump or colony together. When ready to go to seed, each blossom becomes erect. At first white, it eventually assumes a blackish color. They may be kept fresh and pure, either with the bases in water, or very slightly moistened, for ten days or more. This is surprising, as it is so hard to press and preserve them. Then it is, from their sable hue, that one sees why they are often called corpse plants. They assume the exact color of an unswathed mummy.

Another species, generally less common, bears a cluster of flowers, and is either yellowish or purplish in hue. This is *Monotropa Hypopitys*.

Quite like these pipes, though belonging to a different family, are the "beech-drops" (*Epiphegus*), that spring up from the roots of beech trees. They belong to the Broom-rape family, in which in May we also find the dainty "cancer-root" (*Aphyllon*). This bears a corolla of a violet tint, with yellow folds in the throat, a curved tube, and five-lobed, spreading border. The plant is found in damp woodland and the copse-fringed sides of roads. The squaw-root (*Conopholis*) also occurs in New England, but is not common.

Certain orchids, known as "coral-roots," have this same fungoid habit and appearance. Note again a degradation, for Orchidaceae are naturally the highest, most developed family of Monocotyledons. Some of these "coral-roots" are extremely pretty.

Then, as other instances of leafless plants, but of very different habit, we have the dodders (*Cuscuta*). They have lost even foliar scales. Even their embryo foreshadows the later growth; it is a mere twisted caulicle, without seed-leaves. Beginning its life in the ground, it gropes about till it reaches a desirable host. When once firmly attached to this it cuts off its connection with the earth and

makes the victimized "host" do its work. These dodders appear in midsummer, coiled about low shrubery and herbage, and looking like masses of copper or brass wire. The flowers, produced in bunches, are white, and the plants are of the Morning-glory family. In Europe some species are a great pest.

It is curious and interesting to note how, all throughout nature, certain organs are retained as mere, shadowy rudiments of parts once important. They throw great light on the origin and development of the particular plants in which they are found.

Brown University. William Whitman Bailey.

COLLEGE ENGLISH.

BY EDITH GILES.

"LORNA DOONE" (Continued).

The chapters of "Lorna Doone" up to chapter XX. are practically introductory; but in chapters XVI. to XX. the story is definitely set to the love theme of John Ridd and Lorna Doone. After this such detailed study is not necessary as has been given to these earlier chapters. It is well now to take the book with freer scope, keeping in mind, however, the points that have been made, particularly in the way in which the author handles his characters and his theme, and noting the beautiful bits of poetical prose that are to be found on every page.

The conclusion of this study therefore will be to outline on broad lines with very little detail, the mechanical construction of the rest of the story. The introductory chapters have done much more than simply present the theme of the romance. First, they have given us an historical and a natural background, which we have already noted. In the development of the story the historical interest enters more directly into the story, attaching itself now and then to events in such a way as to give historical color to the movement of the story; yet never in such a way as to be more than a secondary element. Instances of this are when John Ridd, during his first visit to London, goes to see Lord Russell hanged in Lincoln's inn fields; and again when Protestants are forbidden to pray for King James; and again, the description of the battle of Monmouth. These events should be noted from time to time for their historical significance, but carefully distinguished in point of interest from that part of the historical movement which has a direct bearing on the story. Instances of the latter are the power vested in Lord Chief Justice Jeffreys, and the position of the Court of Chancery. The former are incidents, and are made incidental in John Ridd's own story. Their effect upon history, however important it may be, signifies little for present purposes, but their presence in the story gives a definiteness and character to its time situation; in the same way, such characters as Tom Faggus, Reuben Huckaback, Jeremy Stickles, and the out-lawry of the Doones give it historical color and association.

Secondly, the introduction has made us familiar

with the characters. We know the traits of every one. In the development of the story the author makes the action and reaction of the personal qualities of these characters upon one another very important factors, particularly the characters of John Ridd, Lorna Doone, Tom Faggus, Jeremy Stickles, and Reuben Huckaback. The will power of these different characters, the motives from which they act, and the ends to which they make determine the course of events, introduce delays, hasten and resolve complications, and finally bring about the solution of the main problem of the story. It is a very interesting exercise to trace out in each instance how this is done.

The character of John Ridd of course is the determining power of the story, even when he seems to be the one person upon whom events react. But on the other hand in the character of Lorna Doone is the resolution of the problem, and it is interesting to see how the same sense of rhythm which characterizes the reading of the prose occurs in a sense that lies beneath the words, in the action and reaction of John and Lorna upon one another (whenever they are together John Ridd is perpetually producing, or running into, as it were, complications), and Lorna, in her turn, is disentangling them, and in every case it is what John and Lorna are, less than what they do, that brings about the result. And deeper still than even the power of John and Lorna's character in the movement of the story, like the lowest note in chords of harmony which support the whole structure of a musical composition, is the love of the human heart in its most human way. This is Blackmore's deepest motive. We cannot consider it independently, it is so intimately associated with John and Lorna, but as the motive power of their own lives it becomes the motive power of the story.

With lesser force the characters of Tom Faggus, of Jeremy Stickles, of Reuben Huckaback, and we might, perhaps, include John's sister, Annie, have a determining effect upon the turn of affairs which the story takes.

The other prominent characters give a very decided color to the story, though they do not turn

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ATTENTION TO EVENTS.

Attention to things is naturally secured in the school, but attention to events is not generally cultivated.

Popular psychological talks on perception and on the concept, as well as the emphasis placed upon object lessons and nature study, all tends to develop skill in attending to things. Clearness and definiteness of description depend upon such training, and no one could question its value, but it is merely a path leading to the great highway of attention to events.

Were you ever a witness in court? If not, have you been in court when persons have given testimony as to events to which they have been witnesses? Do you realize how difficult it is for anyone to be correct in dates, in the order of occurrences, in persons present, in distance and direction, in relations and actions?

McClure's magazine has recently given two good examples of how easy it is to be mistaken. Mrs. Eddy in her "Retrospection and Introspection" gives an account of joining the church in a New Hampshire town. She makes much of the fact that it occurred when she was twelve years of age, whereas the records show that she was seventeen.

She not only had no object in being five years out of the way, but had no idea that she was at all out of line in the statement.

In the same magazine Carl Schurz tells us that he called upon President Lincoln the day after the famous battle of the Monitor and the Merrimac, and of a vivid description Mr. Lincoln gave of the coming in of the messengers telling him, first, of the terrible havoc which the Monitor made with

our war ships, and later of his return to tell about the appearance of the Merrimac and of its putting the Monitor out of commission. General Schurz says that for many years he has been accustomed to say that he was present with Mr. Lincoln in the White House when first one and then the other messenger came in with the news. He says that he has never had any doubt but that he was there, seeing and hearing them, but in verifying dates for these articles he finds that he was somewhere else that day and that he was with the president later and merely heard him tell about it. Now Mrs. Eddy and Carl Schurz are remarkable persons, and they were trying to describe events truthfully. How important, then, is it that children be trained to attend to the details in events.

I visit a large number of schools each year in every section of the country and have done so for many years. I seek only the schools that are reputed extra good, and I take them as I find them, ordinarily. There is much evidence of attention to objects, much clearness of observation, but it is exceedingly rare to find an exercise that reveals attention to the details of any event from observation or experience.

One of the best instances now recalled was in one of Miss Alexander's schools in Indianapolis, in which several children described events radically different as to character and detail. One of the best descriptions I ever heard was given by a lad who told of a boating outing in which the boat capsized through the carelessness of one of the lads, of their rescue, and the subsequent events.

Another illustration was in a first-grade room in a Massachusetts city in which things would be done, sometimes running over a day or two, for the purpose of having the children describe them at home as well as at school.

This affords an excellent opportunity for children to observe, remember, and recall in detail and in relation.

An admirable feature of this is the intense interest developed by the children, both in the event and in recalling it. They soon learn to do everything more carefully because of the habit of telling about it.

One college, for four years, in the class in English, requires a daily theme upon something done or observed. The development of power in attending to events, to remembering every detail, recalling and reporting it, is remarkable.

THE LATE DR. W. H. PAYNE.

In the death of Dr. W. H. Payne, dean of education of the University of Michigan, there passes away one of the notable educators of the last quarter of a century. As superintendent of Adrian, Mich., he became the leader in the philosophy of education among the school administrators of the country. No other man thought or spoke so clearly upon the theories of school subjects. Because of this he became the first professor of education in any university in the country, at Ann Arbor, where he wrote the best book on education of that day, and made the two most important translations. This work and his university position

made him much in demand as an educational lecturer. All this distinction led to his selection as chancellor of the University of Nashville and of the Peabody Normal College, where he put in the great work of his life. Later he returned to the position at Ann Arbor, but he was never after in vigorous health and took little part in any educational effort outside of the college. Few of his class of educators are left. Philbrick, Hancock, Rickoff, White, Hinsdale, Dickinson, Dunton, Parker, Payne, men always in evidence with voice and pen, have passed on.

ILLINOIS LEADERSHIP.

More and more apparent is it that the educators of Illinois builded even better than they knew when they took affairs into their own hands and insisted upon the nomination of Francis G. Blair as state superintendent, and we suspect that he is doing better than he hoped for when he accepted the nomination. This is certain, that Illinois has leadership in the state department that is astonishing. One hears this on all sides. Every educational interest in the state joins in the expression of delight. But my observations alone are all-sufficient evidence of the notable advance, not alone, nor chiefly an advance of what has been in Illinois—for no one intends present praise as past reflection—but on what even now is the custom even in the best states.

A great school man with ideals and convictions came into office beholden to no one, with no traditions to defend, with no friends to reward, no enemies to punish. He was free to study efficiency alone in every appointment. He was there to do things, and he is doing them.

He realized first of all that Illinois is an empire of itself, with her own problems. That she is a vast agricultural state was appreciated. He faced the fact that there are 10,860 one-room schools, and he knew full well that if he devoted all his energies to "consolidation" the number would not be perceptibly lessened. This is a condition and not a theory, and as such he took it in hand. There are 102 counties, mostly rural counties.

Immediately he assigned one man to this problem. He is virtually a rural school state supervisor. This man got busy literally. He took a group of not more than twenty counties, visited each county superintendent, went over the situation in his county, went out into some schools, and when he had made himself familiar with the difficulties he called all of this group of county superintendents together in a conference with State Superintendent Blair and the legal adviser of the state department.

Do you get the situation? The rural supervisor of the state has gone over every problem of each of these twenty county superintendents. These men are made alive to their own problems. Then they are presented definitely in their presence to the state superintendent, who has his legal adviser by his side while he is considering every phase of the situation. Where else in the country is there anything like this by way of persistent, skilful consideration of every problem of rural school life?

This is only one phase of his great work, but it is all sufficient as indicative of the way in which Mr. Blair is devoting himself to his problems.

FROM LABOR TO REFRESHMENT.

"From labor to refreshment" is a classic phrase for work and play. Labor when you work and get refreshment when you play is the ideal life.

The schools have done little until they give zest to labor and relish to refreshment. Education should make every one enjoy labor, as few enjoy it now, and it should make the fruit of one's labor refreshing to body, mind, and spirit.

COOLEY AGAIN, UNANIMOUSLY.

The re-election of Edwin Gilbert Cooley, superintendent of schools of Chicago, by a unanimous vote shows what changes have been wrought in the Chicago board of education in one short month. For nearly two years he was fought as no other superintendent of a large city has ever been fought, and the opposition was within a hair'sbreadth of his complete personal defeat, as it had already achieved his professional defeat by passing practically every important measure that he had opposed and defeating everything upon which he had set his professional approval. In one evening it was all reversed. He was unanimously re-elected and the opposing policies all rescinded, and his personal and professional triumph was complete. He is a native of Iowa and is fifty years of age.

HILL AT CORNELL.

Cornell University has taken a long step forward in enlarging the department of education and calling to the deanship Professor Hill of the University of Missouri. Dr. Hill has been absolutely at the front in teacher college activities, with a record unequaled except by Dean Russell of Columbia. If he could exalt the department as he did at the University of Missouri, what will he not do with Cornell's location and backing.

RIDICULOUS.

An exchange calls attention to a ridiculous situation. Two years ago Mr. Durkee was elected city treasurer of Mankato, Minn. His sister was his deputy. He died two months after his election, and she conducted the business so well that people wanted her to continue to serve them. The laws of the state forbid this. Her uncle, therefore, allowed his name to go on the ticket with the understanding she should perform the duties and receive the salary. "How ridiculous! What would the world say if a man, in order to hold an office, was obliged to have his aunt elected to it in his stead?"

NOT SPORTSMANLIKE.

The Christian Register well says: "We submit that the method of hunting down Dr. Long is not sportsmanlike. We have no doubt

that he errs on the side of kindness to the brute creation, and that he attributes to the animals more intellect than they possess. But his work is humanizing, which the attack upon him is not. Dr. Long is forty years old, a graduate of Harvard College, a doctor of philosophy from Heidelberg, and he is not an upstart."

UNIVERSITY OF MISSOURI.

The University of Missouri has been astonishing other state universities by the way in which it has commanded the admiration of scholars from all parts of the Union. President Jesse is among the national leaders and his department of education under Professor Hill has been one of the most notable in the country. The loss of Professor Hill to Cornell is a calamity, but President Jesse is a man of resources, a man for emergencies.

REFRESHING.

Not that we believe in corporal punishment over much, but because we do not believe in all the fuss that is made about it, we find satisfaction in the action of an Iowa court which said that Professor D. H. Correll did just right when he made some girls behave themselves, and in the action of the board of education that re-employed him at an increased salary.

MALDEN'S DEPARTURE.

The school board of Malden, Mass., makes a notable departure in the high school plans and purposes. The committee says: "The work in the high school should be so modified that the instruction in mathematics, the sciences, and drawing will show the application and use of these subjects in industrial life, with special reference to local industries, so that the students may see that these subjects are not designed primarily and solely for academic purposes, but that they may be utilized for the purposes of practical life. That is, algebra and geometry should be so taught as to show their relation to construction; botany to horticulture and agriculture; chemistry to agriculture, manufactures, and domestic science; and drawing to every form of industry."

It doesn't take much of a man to kick up a muss with school affairs. It takes a good deal of a man to settle it when it is mussed. Baltimore is the city now to prove both statements true. The schools are fortunate to have a city council with men with nerve to sit down hard on the disturber of the peace.

Benjamin Ide Wheeler of the University of California could not be tempted to Boston by Technology's offer of \$15,000, an increase of \$5,000. When \$15,000 schoolmasterships go a-begging it makes the \$1 a day that 100,000 teachers of the United States receive look queer.

Fred C. Tenney, educational manager of the Macmillan Company, is a man in whose success New Englanders are especially interested. After gradu-

ating from Brown University and being admitted to the bar in Boston he became one of the most enterprising of our young superintendents, at Holliston, Mass. He is one of the men in whose success everyone has rejoiced from the first.

The new child labor laws protect children in their play as well as in their school. A child under fourteen can no more do confining work in July and August than he can in school time. He is entitled to his vacation as much as are the more fortunate children.

Mrs. Ellor G. Carlisle Ripley resigns her position as assistant superintendent, although she had four years of an unexpired term before her. Her resignation will not take effect until the close of next January. She has been eminently useful in this work.

Dr. George L. Baxter, forty years principal of the Somerville (Mass.) high school, has had more than one thousand graduates go to college. Incidentally it may be said that the family of the editor of the Journal of Education furnished four of these.

Chicago teachers have formally and officially thanked Governor Deneen for his sympathy and activity in connection with the pension and revenue bills for their city. It was a great legislative session for education.

Inspector James L. Hughes of Toronto is having a royal time in England and on the continent. He has made some notable addresses in England and is always received most royally.

The packers of Chicago could have asked for nothing worse for Upton Sinclair than his appearance before the coroner's jury after the burning of Helicon Hall.

Providence has raised all teachers of the first five grades \$150 each, or 25 per cent., and no grade teachers have had less than 16 per cent. increase.

Upton Sinclair has troubles of his own since the fire—we had almost said scandalous fire—at Helicon Hall.

Massachusetts had thirty-one vacation schools supported at public expense last summer.

"What will the Chicago Federation do?" is the next question.

Princeton gets \$1,200,000, and no one will tell who gives it.

Natural work is more restful than unnatural resting.

Rest must come, it cannot be found by hunting for it.

Have you a school garden? If not, why not?

Harrisburg has increased all salaries.

Great doings in Chicago.

No grafter is safe.

THE WEEK IN REVIEW.

MENDING OR ENDING THE LORDS.

The first Liberal experiment towards "mending or ending" the house of Lords takes the form of a resolution, which the Premier introduced in the House of Commons on June 24. It is a declaration that in order to give effect to the will of the people as expressed by their elected representatives, it is necessary that the power of the other House to alter or reject bills passed by the House of Commons should be so restricted by law as to secure that within the limits of a single Parliament the final decision of the House of Commons shall prevail. The plan which the Government proposes to accomplish this result is that, when differences arise between the two Houses over bills, there shall be a conference between them. If this conference does not result in an agreement, the bill should be reintroduced and sent to the House of Lords with a declaration that if a second conference fails to result in an agreement, the House of Commons would pass the bill over the heads of the Lords.

RECEPTION OF THE PROPOSAL.

This resolution, which the House adopted by a vote of 432 to 147, has of course no legislative effect. It amounts to nothing more than an expression of opinion on the part of the Commons. To have any practical effect, it must be followed by a bill, and the Government does not commit itself either as to the form of such a bill or the date at which it will be introduced. It is not surprising that the more aggressive Liberals think the Government proposal far too mild, while the Conservatives, of course, are vehemently opposed to any proposal whatever which looks to a curtailment of the powers of the House of Lords, which is their chief reliance for thwarting the execution of the Liberal policy. The essential difficulty of the situation is that the thing which needs to be reformed, the House of Lords, is an integral part of the parliamentary machine through which reform, under constitutional methods, is alone possible.

BROKEN FAITH IN LABOR QUESTIONS.

There can be no doubt that many labor organizations lose public sympathy and support by their apparent indifference to the sacredness of an agreement. The strike of telegraphers in San Francisco is a case in point. The questions at issue between the telegraph operators and the telegraph companies were national in scope and character. They had been dealt with by the national organization, and through the intervention in the interest of a pacific adjustment, of United States Labor Commissioner Neill, an agreement had been reached and all danger of a strike was supposed to have been averted, when the San Francisco operators, without waiting for authority from the national organization, went on strike on their own account. Of the same general character, so far as the treatment of obligations is concerned, is the action of the Inter-

national Pressmen in repudiating the five-year agreement which it had made with the United Typothetae of America.

THE STRUGGLE IN RUSSIA.

The various liberal elements in Russia have borne the situation created by the dissolution of the Duma with singular self-restraint. The Government's program has been deliberately determined upon, as is proved by the extraordinary concentration of troops at St. Petersburg. It was expected, not to say hoped, by the reactionary forces which controlled the Czar and his Cabinet, that the radical groups would be stung to sudden revolt, which could be easily crushed by the military forces massed for that purpose. But the radicals declined to walk into the trap set for them; and a conference representing all the revolutionary groups rejected by a vote of 47 to 19 a proposal to declare a general strike as a response to the dissolution of Parliament. This, however, does not mean that the situation has been accepted quietly; for the Social Revolutionists and the Group of Toil, in manifestoes which have been widely distributed throughout Russia, call upon the people to continue by force, as the only available method, the struggle for land, liberty, and popular representation.

THE REVOLT IN THE MIDI.

The energetic policy which the French government adopted towards the rebellious wine-growers of the southern departments seems to have had its effect, and what for a time threatened to assume the proportions of a revolution appears likely to pass without a catastrophe. The ministry boldly challenged its enemies in the Assembly and was sustained after an exciting debate by a majority which gave it ample authority to go on with its measures for suppressing the movement. A picturesque and almost pathetic incident of the disturbance was a personal visit which M. Albert, the leader of the wine-growers, paid to the premier. He was glad in peasant garb, and made his way to his audience with M. Clemenceau without detention, although his arrest had been ordered and thousands of soldiers were then scouring the southern departments for him. The interview with the premier is reported to have been of a highly emotional character, but Albert was allowed to depart unmolested. Later he surrendered himself.

UNREST IN PORTUGAL.

Portugal is added to the list of countries disturbed by struggles for popular rights. In Portugal the issue is not a larger liberty, but the retention of rights long existent. The prime minister, Senhor Franco, found it difficult, as many other prime ministers have done, to get on with parliament. It therefore occurred to him to try the experiment of getting on without it. With the sanction of the king, he dismissed parliament early

COLLEGE ENGLISH.

[Continued from page 41.]

its events. More even than the leading characters, they give it local flavor and a peculiar interest—particularly when they speak in dialect. Much is due in this way to John Fry, for instance; and to John's mother, his sister, Lizzie, Farmer Nicholas, and his daughters, Ruth Huckaback, etc. And the play of contrast displayed by the characters is one of the charms of the story. Throughout the romance the force of character, as character, militates against the Doones. We are made to feel this in two ways—by the action of John Ridd, and incidentally the action of the state against them; and by John Ridd's reflections upon them. For that reason their character as shown in the different ones selected from them to give personality to their part of the story, does not enter into it as do the characters of the other side. They present, en masse, a character of resistance kept entirely in the background until the death of Ensor Doone and the escape of Lorna; and then in the persons of the Counselor, and Carver Doone, and, incidentally, Charlesworth Doone, they are brought forward to supply the personal element, which Lorna represented before. For the Doones to keep their place in the story and to preserve the personal interest with which it opened there must be certain ones in the foreground to focus the attention of the reader. As long as the connection of John Ridd with the Doones was bound by the motive of love, Lorna alone was their representative; but when she is removed from them and the bond is one of hatred and revenge (for the purpose of working out the established issue of the story) those on whom revenge must fall, come forward to the centre of action.

So much for development of the setting and the characters.

It remains to take the various stories as such, that make up the romance, and show how their shaping and interweaving brings out the plan of the romance, and satisfies us as a study of fiction and the promotion of poetic justice.

OLD STUDENT REGULATIONS AT HARVARD.

BY CLARENCE F. BIRDSEYE.

At Harvard the steward was to notify the president when any student's bill ran over two pounds, so that the student might be sent home "if not above a day's journey distant"—then about ten to twelve miles. The steward was forbidden to receive on account of any student's debts "any pay that is useless, hazardous, or imparting detriment to the college, as lean cattle to feed." The steward and cook must keep their utensils "clean and sweet and fit for use"; but they were not "bound to keep or cleanse any particular scholar's spoons, cups, or such like, but at their own discretion." Apparently plates were not used until a later date. A scholar who "detained" any vessel belonging to the college was fined three pence.—"Individual Training in Our Colleges."

OUR FOREST RESERVES.

By a recent executive order 17,000,000 acres of forest lands have been added to the large reservations already established in many sections of the country. This brings the total acreage of reserved forest in the United States up to the enormous sum of 142,000,000 acres.

"Millions" trip off one's tongue easily in these days of large things, without anything of a realization of what they mean. It possibly aids one somewhat to be told that our forest reservations are larger than the German empire in Europe; larger than France with the exception of her colonies; five times as large as the state of New York; and six times as large as Ohio. But even with such measurements it is difficult to grasp the full fact of our reserved forest domain. And this vast area is under the supervision of United States Forester Gifford Pinchot and his thousand rangers.

The preservation of the national forests against wanton depletion and destruction has come to be the settled policy of the federal government, and most judiciously so. Unfortunately there are many men who make most unscrupulous warfare on the woods, without any or but slight regard to the needs of the future. Their own enrichment to-day is all the horizon they see. And all such are outspoken opponents of any governmental policy that would remove more forest land from their rapacious clutch. "Thus far and no farther" is a slogan which they fear as well as resent.

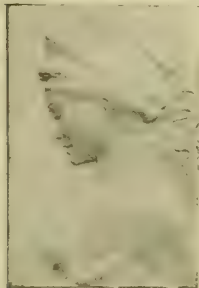
Yet it is not the thought of the government to prohibit all tree-felling in the reservations. But individuals and corporations must secure permits from the government, and must be guided in their timber-cutting by the forester or his rangers. This will prevent the indiscriminate slashing and burning of forest trees which has been the customary policy of the lumberman, and while allowing the cutting of certain mature trees will preserve the immature and give them the chance to reach in time their full stature and girth. It is against the slaughter of the innocents that the policy of the reservation aims, and not against the proper and prudent use of timber trees by licensed lumbermen, who will cut them under the forester's supervision. The forest will in this way be so harvested that future crops will be ensured.

Another and perhaps the most important benefit from the extensive forest reserves will be the effect upon the sources of the water supply. In certain sections irrigation is coming into larger and larger use in the reclamation of naturally waterless sections. The forests because of their sponge-like properties become great natural reservoirs for holding the rainfall and regulating the waterflow in the streams. The preservation of the forest then will prevent the violent and devastating flooding of the open stretches at one time, and the prevalence of waterless channels at another. The conservation of the woodlands and irrigation go hand in hand. And all who are not blinded by personal greed will readily see the value of the forest in preserving the fountains of water, so that they may be of service where the rainfall is usually deficient.

TALKS ON SCULPTURE.—(XIX.)

BY LORADO TAFT.

There is an old legend that Greek sculpture had its beginning in the affection and ingenuity of a young woman. According to the pretty story, the girl's lover was called to make a long journey. It was night when the parting came, and it chanced that his shadow was thrown on the wall. Even the shadow was dear to the maiden, and with a bit of charcoal she drew its contour where the friendly candle had outlined it. Later she filled in the silhouette with clay, and thus had a perfect likeness of the beloved face. No doubt this first of all medallions was a great comfort to the young woman, since there were no photographs in those days.



ST. CECILIA.



ST. JOHN.

It sounds easy, but if you try it you will discover that the shadow has more resemblance than the clay relief is likely to offer. Low-relief is one of the most difficult forms of sculpture. Many imagine that a relief is a head or body split in two and pasted against a background, or else merely flattened out as if it were run through a clothes-wringer. Neither of these methods would produce a good low-relief.

The Greeks attained to great perfection in this beautiful work. The Egyptians and Assyrians used it much also, but never outgrew certain mistakes which are natural to all beginners. Children when drawing side views of men and women almost always show the eye in front view, looking squarely out of the side of the head—exactly as the Egyptians used to make them. In the days of the renaissance—the “new birth” of art and literature—this fascinating form of sculpture was revived and carried to a perfection of delicacy that even the Greeks and Romans had not anticipated. One of the greatest masters of low-relief was Donatello, and two of the finest of his works are the heads which we illustrate to-day.

It may as well be acknowledged, however, to begin with, that we are not quite sure that the fair St. Cecilia is really the product of Donatello's skill. It is not signed, and our chief reason for thinking that he made this head is the fact that it is so perfect—we do not know anyone else of that time who could have made it. The illustration gives little idea of the charm of this work. To the eye it is of course only light and shade, but what exquisitely refined lights and shades they are! Even in the cutting sunlight it would be the same—no black holes, but floating shadows everywhere like a form seen in the mist. They talk about “atmosphere” in painting; this is atmosphere in sculpture. There is nothing that describes it so well as low, harmonious music. What an appropriate use of it we have here, then, where the sculptor is representing his ideal of the sweet patroness of music. The gentle saint is shown with her head bowed as if she were seated before her favorite instrument, her fingers bringing forth celestial strains. There is a look of inspiration in the face, a breath of ecstasy in the parted sad-smiling lips. It is a wonderful thing to express so much in a face; to create such a pre-

cious type; something to be treasured through countless ages. Don't you think it worth while?

Donatello and his colleagues had certain great advantages in their day. There was an enormous demand for their work from all of the churches. And when their statues and reliefs were set in place there was a great and sympathetic public to appreciate them. Nothing develops taste so rapidly as comparison. You can see that if there was a picture or statue of St. John, for instance, in every church, and if churches were as numerous and as open as saloons are in some cities, how soon one would learn which was the most beautiful work. Then the next painter or sculptor would certainly not copy the ugly one, but would seek his inspiration from the favorite or else would try to surpass it. Thus there was a continual friendly rivalry among the artists and a pious emulation in the churches as well. Donatello was called upon to carve many saints. Possibly you would like his ideal of John the Baptist. He thought of him always as the wild man of the desert, almost crazed with his awful responsibility. He shows him shaggy and haggard in look, with open mouth that cries ever: “Repent ye; repent ye.” But when he dreams of the beloved disciple, how tender is his touch! The second relief—which is now in the Louvre in Paris—is one of Donatello's representations of the young St. John. One feels that the sculptor enjoyed doing this head. It has much individuality in it; he knew just what he wished to do and just how to do it. It is absolutely without weakness and yet there is delicacy in every touch. The schoolroom which has it possesses a little gem.—Used by permission of the Chicago Record-Herald.

AN AGASSIZ AFTERMATH.

Within two years after the eminent naturalist's death (1873), an association was formed in Lenox, Mass., for the purpose of popularizing the knowledge and love of nature among both the young and old, and to establish a school of correspondence between such as to their discoveries, and a free exchange of specimens. The name of Agassiz was given the new organization, and it secured the hearty approval of both his widow and his son.

For over thirty years Mr. Harlan H. Ballard has been its president, and has been eminently successful in founding chapters in many sections of this country, as well as in foreign lands. There are at present about 15,000 members in all the chapters. There is no age limit for membership, but the bulk of the members are of boys and girls who are interested in nature-study.

In 1892 the “Agassiz Association” was incorporated, under the laws of Massachusetts, and since then has had its headquarters in Pittsfield, Mass., still under the efficient presidency of Mr. Ballard, the city librarian of Pittsfield.

Recently Mr. Ballard retired voluntarily from the presidency, and suggested that Dr. Edward F. Bigelow of Stamford, Conn., be his successor, which was cordially agreed to. The new president is an enthusiast in scientific studies, and is the author of a new and delightful book entitled “The Spirit of Nature-Study.” He is eminently qualified for his new position, and will endeavor to carry the association to larger and more rewarding fields of research.

A proposition which the parent association has now under consideration is the establishment of headquarters at Stamford, which has both country and seashore advantages. It is proposed to erect a building for executive purposes, a model school for nature-study, a museum, a library, and the other accessories needful for a successful prosecution of the association's widely-extended work.

It is also proposed that the instructors in the new school shall be itinerant lecturers, as there may be call for their services, giving instruction in agriculture, floriculture, apiculture, and any other phase of nature-study that may be desired. And Dr. Bigelow also aims to bring to the school in the summer months groups of poor children from the crowded cities, to breathe the country air, to learn something of nature, and to get some impulse towards a healthier and happier life than they can have in their usual surroundings. He is confident that philanthropic people will stand back of him and his enlarged plans for association work. To this work the new president brings a large fund of experience, great enthusiasm, and ideas that commend themselves as at once sensible and practicable, and we wish him every success in it.

STUDENT'S EXPENSE AT YALE.

[The following from the Yale Alumni Weekly is too important not to be widely read.]

The daily newspapers are giving a passing notice to old statistics compiled by a Yale professor which are supposed to show the relative expenses of undergraduates at Yale. The rich man seems to be the target at which these statistics are aimed. We are thus gravely informed, by imposing arrays of figures, that the man who is earning his way through college spends on the average only \$292.30 a year, that the largest number spend between \$500 and \$1,000 and that nine men "blow in" over \$2,000.

Having digested this outrageous disparity we note with unconcealed delight that the rich man spends ten times as much in doctor's bills and medicine as his self-supporting classmate and, with sudden assurance of the decline in Yale morals, that the young collegiate Croesus is lavish with gifts but strikingly shy on charity. Indeed it appears that he spends five times as much on flowers alone as on charity.

Nor can we pass by without emotion the discovery that the poorest students spend more on tobacco than on intoxicants, and that the richest men squander more on these two articles than on rent and furniture combined, even to the iniquitous extent of three times as much for intoxicants as for tobacco, nay, even seven times as much for both as the poorest students.

We rejoice in the accuracy of the wealthy tippler's post-prandial report of \$18.06, as compared with the poorer man's \$1, for pleasure, and \$82.36 for beer, feeling sure that it was only at such enlightening moments that he could properly appreciate the importance to science of such nice monetary distinctions.

From this we are forced to the eye-opening conclusion that the wealthiest Yale undergraduate spends eighteen times as much for amusement as his poorer classmates and eighty-two times as much for narcotics and intoxicants. These monstrous inequalities, which may have entered, as the iron enters the soul, the understandings of disciples of Mr. Sinclair, evidently ought not to go unscathed. There ought to be a law or something to stop it.

The ways of the world ought, of course, to be reversed in college. The age of Pericles ought to be swapped for a Spartan existence. As a matter of fact the statistics referred to are nonsense. The only thing about them that is noteworthy is that their circulation creates false impressions of Yale life.

M. E. C., Iowa: The weekly coming of the Journal is a pleasure and almost a necessity after about fifteen years of regular service and profit to me.

WHAT THE PEOPLE ARE DOING FOR THE CITY (II.)

[Outline arranged by A. E. Upham for the school work of the Elmira Reformatory.]

"While I have always recognized that the object of business is to make money in an honorable manner, I have endeavored to remember that the object of life is to do good."

PETER COOPER.

- Cooper Union.
 - Peter Cooper.
 - Work done at the Union, schools, lectures.
- Educational Alliance. What it does for the immigrant. Schools, etc.
- Young Men's Christian Association.
 - Classes.
 - Reading rooms.
 - Sports.
 - Meetings.
- Churches. St. Patrick's. St. John's. Brooklyn, the city of churches.
- Salvation Army. Motto: "Saved to Serve."
- Athletic Associations.
- Gerry Society. What is it? Eldridge Gerry. S. P. C. C.
- Bergh Society. What is it? Henry Bergh. S. P. C. A.
- Schools for the blind. Schools for the Deaf and Dumb.
- Industrial Homes.
- N. Y. S. I. C. P. What is it?
 - Sea Breeze.
 - Excursions.
 - Help in Need.
 - Medical Aid.
- Private Dispensaries.
- Private Milk Supply. Nathan Straus.
- Legal Aid Society. Its work.
- Orphan Asylums.
- Day Nurseries.
- Anti-Noise Society. What is it for?
- Citizens' Union. What it does.
- Thanksgiving and Christmas Dinners.
- Newsboys' Home.

etc., etc., etc.

THEY JUST RENT 'EM!

"Where Dr. Green is wrong is in his assumption that cap and gown must necessarily cost more than the customary high or normal school commencement dress. Let the institution own the caps and gowns, and the difficulty is solved. This plan is followed by quite a number of schools. It is a sensible plan. It meets the issue. It is democratic. It is worthy of general adoption."—The School Journal.

"There was a young maid of Tarentum

With her false teeth till she bent 'em.

When asked what they cost,

And how much she had lost,

She said 'They ain't mine—I just rent 'em.'

—J. M. G.

GOVERNORS' SALARIES.

New York, New Jersey, and Pennsylvania pay \$10,000; Massachusetts, Ohio, and Porto Rico, \$8,000; California, Illinois, Kentucky, \$6,000; Alabama, Colorado, Idaho, Indiana, Louisiana, Minnesota, Missouri, Montana, Virginia, Wisconsin, Alaska, Hawaii, \$5,000; Maryland, \$4,500; Connecticut, Michigan, Nevada, North Carolina, Tennessee, Texas, Utah, and Washington, \$4,000; Arkansas, Florida, Mississippi, South Carolina, \$3,500; Georgia, Iowa, Kansas, North Dakota, Rhode Island, South Dakota, Arizona, New Mexico, Oklahoma, \$3,000; West Virginia, \$2,700; Nebraska and Wyoming, \$2,500; Delaware, Maine, New Hampshire, \$2,000; Oregon, Vermont, \$1,500.

BOOK TABLE.

GROWTH AND EDUCATION. By John Mason Tyler of Amherst. Boston: Houghton, Mifflin & Co. Cloth. 294 pp. Price, \$1.50 net postpaid.

Professor John M. Tyler of Amherst College is one of the best educational speakers and writers in the country. He combines exact information, a scientific training in biology, a literary instinct, and a fascination for studying children. No course of lectures of the committee of education of the Twentieth Century Club, Boston, has been in every way more successful than his. He has also lectured before various associations East and West, and seventeen of his most important lectures are grouped in this book under the title "Growth and Education." The sub-topics are "Present Needs in Education," "Man in the Light of Evolution," "Hints from Embryology," "Growth in Weight and Height," "Growth of Neuro-Muscular System," "Growth of the Visceral Organs," "Mortality and Morbidity," "Constitution and Periods of Life," "The First Three Years of Child Life," "The Kindergarten Period," "The Child Entering School," "The Girl and the Boy in the Grammar Grades," "The Boy and the Girl in the High School," "Place of Play in Education," "Gymnastics," "Manual Training." The treatment of these topics is so clear and virile, illuminated with such sparkling suggestive incidents and backed up so heroically with facts and figures as to make a valuable and most attractive book.

ART EDUCATION DRAWING-BOOK COURSE. Books I.—VIII. New York: The Prang Educational Company.

For a score of years this publishing firm has been giving itself to the publication of pamphlets and books to aid the children of the public schools to gain some worthy knowledge of the art of drawing. In 1900 it gathered a group of drawing experts from many sections of the Union for conference on this matter. And then it entered on the production of this present valuable series, entrusting it to Hugo Froeblich of the Pratt Institute, Brooklyn, and Miss Bonnie E. Snow of the Minneapolis public schools. The series is the work of experts, and is at once comprehensive, tasty, and truly artistic. A careful examination of them leads to the strongest confidence in their appropriateness for youthful pupils' study. The designs are thoroughly meritorious, and the colored ones beautiful. Drawing in the public schools of the United States has largely been the result of the efforts of those who have built up the business of this house during the past third of a century. No other distinctly educational branch in the public schools has had such devout promotion from the first. It has always stood for educational ideals, but it has been so intense in its artistic convictions that it could not utilize the latest and best thought, and the manner in which the present management brought together artists and educators is abundant proof that its face is ever toward the dawn. The Boston interests of the house are in the hands of D. A. Fraser, Paddock building.

DUMAS' LE CHEVALIER DE MAISON-ROUGE.

Edited and annotated by L. Sauveur and E. S. Jones of the Allen School of West Newton, Mass. New York: American Book Company. Cloth. 190 pp. Price, 60 cents.

A French text by one of France's most gifted literary men, and treating in most graphic manner some scenes of the tragic Revolution. The central figure in the story is a certain Chevalier, who endeavored to be of service to Marie Antoinette, and release her from prison, in which labor of loyalty he however failed. The editors have abridged the story without mutilating it at all; have given a brief but interesting introduction showing chiefly how the story got its name; have annotated it only where notes were requisite to clearness; and have added a vocabulary which is intended to be absolutely complete. The editorial work is exceedingly well done.

GILDERSLEEVE-LODGE LATIN SERIES. Including Latin grammars, school edition, and complete, new Latin Primer, Latin Reader, Latin Exercise Book, Caesar, and twenty other books on Latin, uniform in method and spirit with these, have been purchased by D. C. Heath & Co.

The editors-in-chief are Professors Basil L. Gildersleeve of Johns Hopkins University and Gonzalez Lodge of Columbia University. Professor Gildersleeve is regarded both in this country and abroad as one of the foremost classical scholars in America and the peer of

any in Europe. Professor Lodge, in addition to his superior classical training, has had unique opportunities and experience in his connection with the Teachers College at Columbia. Because of the equipment of the general editors and the eminent success of the books of the series already in use, it means much to have them come into possession of a publishing house prepared to give the books broadest national opportunity.

WRITING FOR THE PRESS. A manual by Robert Luce. Fifth edition. Rewritten. Eleventh thousand. Boston: Clipping Bureau Press. Cloth. 302 pp. Price, cloth, \$1.00; paper, 50 cents.

This is by far the most satisfactory book as a specific guide for those who would learn to write for the press, or who would perfect themselves in every detail of the technique. It is clear, concise, and suggestive. Every teacher of English should have this book ever at hand. "Writing for the Press" was conceived in 1886 when Mr. Luce was a desk editor on the staff of the Boston Globe. It was meant to get better work from reporters and correspondents, to lessen the labors of copy editors, to gain space through condensation, and to save time all along the line. For this purpose newspapers bought a large part of the 8,000 copies of the first four editions. The book has grown with the varying experience of the author as editor, publisher, business man, legislator, etc.; is seven times as large as at the start; and contains matter that will make it useful to anybody who has to do with press or printer. It can now more profitably than ever be put in the hands of newspaper men.

MANUAL OF COMPOSITION AND RHETORIC. By John Hays Gardiner and George Lyman Kittredge, both of Harvard, and Sarah Louise Arnold of Simmons College. Boston: Ginn & Co. 12mo. Cloth. 500 pp. Price, \$1.

The ability of this trinity of authors is at once acknowledged. What they have to say and suggest about the use of the English language will necessarily carry weight. Here they give their best thought to such forms of discourse as narration, description, exposition, and argument, and also to literary criticism and method. Copious exercises are a feature. We are sure that their suggestions will appeal strongly to both instructor and learner, and both compositions and rhetorical efforts will be enriched by them. It is all of a high grade, and will rank with the best of its kind.

NEW ELEMENTARY ARITHMETIC. By George Wentworth. Boston: Ginn & Co. 12mo. Cloth. 232 pp. Illustrated. List price, 35 cents.

One of the very choicest arithmetics for beginners, logically arranged, and attractively presented. The exercises and problems are chosen and graded by the hand of a master mathematician. The author is not afraid apparently of repetition, believing that it aids speed as well as accuracy in calculation. The work is prepared for pupils of the second, third, and fourth grades; and the short treatises on denominate numbers, decimal fractions, and bills and receipts will greatly aid the work of the fifth and sixth grades.

NOTES ON THE CARE OF BABIES AND YOUNG CHILDREN. For use of teachers. By Blanche Tucker. Liverpool. New York: Longmans, Green & Co. Cloth. Price, 40 cents.

This is a remarkably good book for every person to study, and have at hand. Seventy of the most important emergency needs and vital crises are skillfully, clearly treated in a sane and interesting way. It is a kind of school physiology regarding which there can be no question as far as it goes.

THE WISHBONE BOAT. By Alice C. D. Riley. Illustrated by L. J. Bridgman. Boston: H. M. Caldwell & Co. Cloth. Illustrated. 205 pp. Price, 75 cents.

Mrs. Riley has done something radically new by way of fairy tales, and this is no easy matter. The conception is as charming as it is novel. The Princess is on a quest for beauty, sailing through the air on a wishbone. It is as full of moral suggestions for children as Aesop's Fables, but they are presented in an entirely different way. The Princess and the Fool are on the beauty quest and the advice of the Fool is fascinating. The keynote is the utter folly of trying to wish for any one supreme advantage. There is much of rhyme mingled with the story which adds materially to the relish.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

- July 9-12: National Educational Association, Los Angeles, California.
 October 17-19: Vermont State Teachers' Association, Burlington, Vt.
 October 17-19: Northwestern Iowa Teachers' Association, Cedar Rapids, Iowa.
 December 26, 27, 28: Montana State Teachers' Association, Missoula.
 December 31-January 1, 2, 3, '08: Colorado State Teachers' Association.

SUMMER SCHOOLS.

- July 1-October 31: Summer courses for foreign students, University of Dijon, Dijon, France.
 July 1-August 23: Summer session, Fisk University, Nashville, Tenn.
 July 1-August 3: Summer term, University of Maine, Orono, Maine.
 July 1-19: Summer school, New York University, New York City.
 July 1-26: Summer session, Interstate Normal, Norfolk, Va.
 July 1-August 2: Summer school, University of Georgia, Athens, Ga.
 July 1-August 9: Summer session, Oshkosh State Normal School, Oshkosh, Wis.
 July 1-August 3: Summer school of Manual Training and Domestic Economy, Bradley Polytechnic Institute, Peoria, Ill.
 July 1-August 9: Summer school at University Heights, New York University, New York City.
 July 2-August 9: Summer courses, Harvard University, Cambridge, Mass.
 July 3-27: Summer school, Connecticut Agricultural College, Storrs, Conn.
 July 4-August 14: Summer session, Cornell University, Ithaca, N. Y.
 July 5-August 16: Summer school, Yale University, New Haven, Conn.
 July 5-August 16: Summer school, Syracuse University, Syracuse, N. Y.
 July 7-August 17: Summer school, Chautauqua Institute, Chautauqua, N. Y.
 July 8-August 19: Summer school, Whitewater Normal School, Whitewater, Wis.
 July 8-August 17: Summer school, University of Pennsylvania, Philadelphia, Pa.
 July 9-August 17: The summer session of the Columbia University, New York City.
 July 9-August 30: Summer school, State Normal school, Plymouth, N. H.

NEW ENGLAND STATES.

MASSACHUSETTS.

BOSTON. The graduating exercises of the Boston normal school occurred Saturday, June 22. The principal address was by President Caroline Hazard of Wellesley. The appointment of Mrs. Emma Beede Gulliver as master of the

Dillaway school gives universal satisfaction. She is one of the most scholarly and accomplished women in the city corps and has been in the forefront of all important educational activities among women teachers.

Professor Arthur Fairbanks, instructor in Greek in the University of Michigan at Ann Arbor, and a distinguished alumnus of Dartmouth College, has been selected as the head of the Museum of Fine Arts, and will take up his duties at the beginning of next autumn. He was born in Hanover, N. H., forty-three years ago, graduated from Dartmouth in 1886, and became professor of Greek at Dartmouth, and later lectured on sociology and comparative religion at the Yale Divinity School, and was Greek professor at the University of Iowa. Professor Fairbanks holds the degree of Ph.D. from the Freiburg University, Germany.

SOMERVILLE. For forty years Dr. George L. Baxter has been principal of the Somerville, Mass., Latin school, and he is in a fair way to remain there yet many years, but the fortieth anniversary was delightfully celebrated by a banquet of the alumni. Not often in any city is it given to any man to preside over one classical school for so many years, and less often is it possible for a man to round out forty years of such service with no suspicion on any one's part that he is lessening his efficiency in any regard. He has kept his school absolutely in the front rank as a fitting school for the greatest university in America, as well as for all other higher institutions, and this lead was never greater than to-day.

MALDEN. Manual training is to be closely related to the drawing, and metal work, leather work, sewing, and cooking are to be introduced in the autumn.

CONNECTICUT.

NORWICH. There is to be a change in principals at the Broadway school, in the Central district, the coming year. For the past year the principalship has been filled by J. A. T. Williams, Ph. D., who resigns, to become a member of the faculty of the department of education in the Iowa State University in Iowa city. William D. Tillson, principal of the Israel Putnam school in Putnam, will succeed Mr. Williams. Miss E. G. Brewster, Miss Grace Stone, Miss H. H. Ring, and Mrs. C. R. Chamberlain have resigned. Their places will be filled by Miss Anna M. Curtis, a graduate of the Oneonta, N. Y., normal school, Miss Ellen G. Clune, a graduate of the Willimantic normal school, Miss Evelyn Rogers, a graduate of the normal school in Providence, who has taught in the West Chelsea district, and Miss L. Luella Wilson, who for several years has taught in the Pearl-street school.

NEW LONDON. Williams Memorial Institute is to have a vacancy in its present staff of teachers for the coming year, as Miss Louise Hurlburt Allyn has decided to retire from her work for the present. Family conditions and necessity of a long rest for sake of her own

health have decided Miss Allyn to give up teaching for a year.

SOUTHINGTON. Walter H. Young, principal of the Lewis high school, has resigned to accept the principalship of the Stevens high school of Claremont, N. H. This new school has an endowment of \$160,000, a fine building with several assistants and a large number of pupils. He has been principal of the Lewis high school since 1902.

MIDDLE ATLANTIC STATES.

NEW JERSEY.

JERSEY CITY. The elegant new high school building will be ready for occupancy in September. The total school enrollment is 40,780, an increase of 2,019 for the year. There are 3,249 in the evening schools.

PENNSYLVANIA.

POTTSVILLE. The enrollment in the high schools of this city shows 125 pupils; sixty-two boys and sixty-three girls.

GREENVILLE. The enrollment for the year in the second grades is 156; in the seventh grades 94, in the eighth grades 71. The fact that grades are increasing somewhat from the first up would have a little bearing in any conclusion that might be drawn from the figures given.

SCRANTON. Eighty-two teachers from Scranton, Dunmore, and vicinity have been to Boston on a great literary, historical, and art pilgrimage. They say it was the time of their life.

CENTRAL STATES.

OHIO.

CINCINNATI. Miss M. Louise Armstrong of Woodward high school is to have the honor of being the first principal of the summer vacation schools, which are now a permanent feature of the city schools. Miss Armstrong did not seek the position, but she has given her summers to their management ever since the organization of the vacation schools by members of the Cincinnati Woman's Club, and was thus the most logical as well as the most efficient candidate for the place.

NORTH DAKOTA.

VALLEY CITY. The state normal school of this place has an enviable reputation. The enrollment in the regular sessions is 446, and in the summer school 383. The school has grown 130 per cent. in four years, and the graduating class 400 per cent. President George A. McFarland has made for himself and the school a reputation all through the middle Northwest.

"Oh, my friends! there are some spectacles that one never forgets!" said a lecturer, after giving a graphic description of a terrible accident he had witnessed. "I'd like to know where they sell 'em," remarked an old lady in the audience, who is always mislaying her glasses.—Tit-Bits.

If you and I and ewe and eye
 And yew and aye (dear me!)
 Were all to be spelled u and i,
 How mixed up we would be!
 —Zion's Herald.

Programs N. E. A.—(III.) Department of Physical Training.

President, E. H. Arnold, New Haven, Conn.; vice-president, Miss Rebecca Stonerod, Washington, D. C.; secretary, Miss May G. Long, Mason city, Iowa.

TUESDAY MORNING, JULY 9.

President's address—"The Health of the Teacher," E. H. Arnold, director of Normal School of Gymnastics, New Haven, Conn.

"How Can Physical Training be the Instrument for Making Theoretical Teaching of School Physiology of Practical Value for School Life?" W. W. Hastings, instructor in anthropometry and physical education, International Y. M. C. A. Training school, Springfield, Mass.

"Rational Teaching of Hygiene in Public Schools," W. F. Snow, professor of hygiene, Leland Stanford Junior University, Stanford University, Cal.

"The Organization of Athletics," Clark W. Hetherington, director of physical training, University of Missouri, Columbia, Mo.

Discussion of all topics—E. J. Milne, director of physical training, Latter Day Saints University, Salt Lake City, Utah.

THURSDAY MORNING, JULY 11.

Topic: "The Relation of the Grade Teacher to Physical Training."

What Can the Teacher Do for Physical Training?—Miss Martha J. Johnson, director of physical education in the public schools, Salt Lake City, Utah.

Discussion—Miss Sarah J. Jacobs, instructor in physical training, State Normal school, Los Angeles, Cal.

What Can Physical Training Do for the Teacher?—Harry M. Shafer, principal State Normal school, Cheney, Wash.

Library Department.

President, J. N. Wilkinson, Emporia, Kan.; vice-president, Edwin White Gaillard, New York, N. Y.; secretary, Miss Elva Rulin, Peru, Neb.

TUESDAY AFTERNOON, JULY 9.

Topic: "Instruction in Library Work in Normal Schools."

Preparation of Librarians for Public School Libraries—D. B. Johnson, president of Winthrop Normal and Industrial College, Rock Hill, S. C.

Discussion led by H. Ralph Mead, reference librarian, University of California, Berkeley, Cal.

Instruction to All Prospective Teachers in the Contents and Uses of Libraries with a View to Direction of Student Energy in All Grades of Schools—Albert Salisbury, president of State Normal school, Whitewater, Wis.

Discussion led by A. B. Warner, superintendent of schools, Tacoma, Wash.

THURSDAY AFTERNOON, JULY 11.

President's address—J. N. Wilkinson, president of State Normal school, Emporia, Kan.

"How the Teacher May Help the Librarian," Miss Mary L. Jones, director of summer school of library methods, University of California.

Discussion led by Joy Lichtenstein,

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When it is considered that circulating dust carries and spreads diseases such as Tuberculosis, Typhoid Fever, Asiatic Cholera, Erysipelas, Diphtheria, Yellow Fever, Pneumonia, and many others, the value of a floor dressing which will preclude circulation of dust in schoolrooms will be appreciated.

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HENRY LAWRENCE SOUTHWICK, Dean
CHICKERING HALL, HUNTINGTON AVE.,
BOSTON, MASS.

president of California State Library Association.

"How the Librarian May Help the Teacher," Miss Mabel D. Dunn, public library, Los Angeles, Cal.

Discussion led by J. M. Greenwood, superintendent of schools, Kansas City, Mo.

Department of Special Education.

President, Anna E. Schaffer, Madison, Wis.; vice-president, S. M. Green, St. Louis, Mo.; secretary, E. R. Johnstone, Vineland, N. J.

WEDNESDAY MORNING, JULY 10

"The Need of a Better Understanding of the Exceptional Child," M. P. E. Grozmann, superintendent Grozmann School for Nervous and Atypical Children, Plainfield, N. J.

Discussion—James A. Foshay, Los Angeles, Cal.; Miss Mary R. Campbell, Chicago, Ill.

"Some of the Causes that Lead to Mental Deficiencies," Miss Mary E. Pogue, physician in charge of Oakland Educational Sanitarium, for Nervous Diseases in Children, Lake Geneva, Wis.

General Discussion.
Rhythmic exercise—Los Angeles Day School for the Deaf.

"The Value of Rhythm for the Deaf," (speaker to be supplied).

Report of commission appointed to examine into the relations existing between the educational work of the state institutions and the state department of public instruction of the different states.

FRIDAY MORNING, JULY 12.

"Self Support," Thomas P. Clarke, superintendent of Washington School for Deaf and Blind, Vancouver, Wash.

Discussion—Frank M. Briggs, superintendent of School for Deaf, Ogden, Utah; Miss Inez McGregor, Kansas City, Kan.

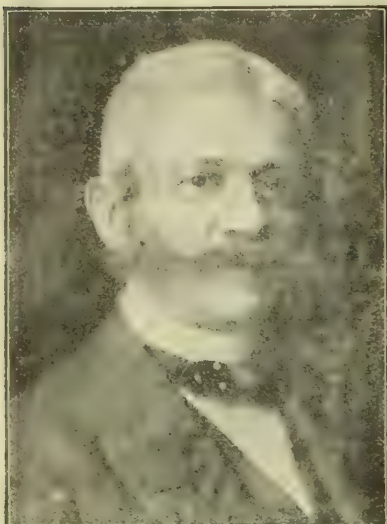
"The Object and Result of Academic Training in Schools for the Blind," Superintendent C. F. F. Campbell, Boston, Mass.

"Why Wisconsin Believes in Public Day Schools for the Deaf," F. M. Jack, State Institute conductor, River Falls, Wis.

"A Brief Review of the Growth of Day Schools in California," Mrs. J. B. Holden, principal of the San Francisco day school for the deaf, San Francisco, Cal.

"The Training of the Incurable," Charles O. Merica, Warsaw, Ind.

Discussion—J. P. Greeley, superintendent of State Industrial school, Whittier, Cal.; W. A. Gates, secretary



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M. C. HOLDEN, Sec'y.

THE WEEK IN REVIEW.

(Continued from page 45.)

in May, and since then Portugal has been governed by decrees. The prime minister intimates that when he is ready he will arrange for the convening of a new parliament, but he does not say when that will be. The people do not fancy a dictatorship, for that is what this arrangement practically comes to, and they have shown their discontent by rioting at Lisbon, Oporto, and elsewhere.

A FRANCO-SPANISH UNDERSTANDING.

The text has been published of the understanding recently arrived at by France and Spain. It is a brief instrument, but extremely interesting. It declares the resolve of each government to maintain intact its insular and maritime possessions in the Mediterranean and the Atlantic, and binds each country, in the event of circumstances arising which threaten to modify the status quo to consult the other "with a view to common action." As in the case of a woman's postscript, the most important sentence comes at the end, for these words have little meaning if they do not amount to a mutual guarantee of the insular and maritime possessions of the contracting powers. The two governments in communicating their agreement to other powers are at pains to point out that it is in the interest of peace, as the status quo cannot be modified without prejudicing the vital interests of the signatories.

CHINA AND THE OPIUM CURSE.

The edicts of the Chinese government against opium were quite generally received with cynical incredulity. The idea was freely expressed that they would prove to be mere paper manifestoes and that the government would make no serious attempt to enforce them. But these opinions were ill-founded. The authorities at Peking are pursuing their policy with a steadiness which might well be emulated by western governments in dealing with like evils. The first edict, published last October, which ordered the appointment of a commission to devise means for the suppression of the use of opium

within ten years, was followed the next month by regulations providing for the gradual abolition of the cultivation and use of the drug. Recently, the correspondent of the London Times at Peking, who had earlier expressed doubt of the sincerity of the movement, reported that the last of the opium dens at Peking had actually been closed. Now the government has taken another step by ordering an investigation into the amount of land devoted to the cultivation of the opium plant, with a view to gradually restricting the area thus used.

How Los Angeles Has Grown.

BY WALTER J. BALLARD.

It only needs the recital of a few facts to tell the story of the marvelous rise of Los Angeles in the last few years. In 1900, according to the census of the United States, the population of the city was 102,000; now, according to the directory census completed a few days ago, the population is 260,000, and, from new settlers alone, is increasing at the rate of fully 2,000 a month. Twenty-seven years ago the population was only 11,000. The city was founded September 4, 1771. The first census, August, 1790, gave the population as 141. Fifty-seven years later the population was only 1,500.

Twenty-seven years ago there was not a paved street in Los Angeles; now there are 350 miles of graded and graveled streets, thirty-five miles of paved streets and 215 miles of sewers, with an outfall sewer to the ocean.

Los Angeles was the first city in the United States to abandon entirely gas for electricity for street lighting, twenty years ago; now it is about the best lighted city in the Union. Seen from the surrounding hills the view of the city at night is bright and beautiful.

Not many years ago a prominent citizen of Los Angeles wished that the city might never have a bank; now there are fifty, with aggregate deposits of \$100,000,000.

In 1905 the assessed valuation of property in the city was \$156,000,000. This year it will reach fully \$215,000,000.

Only a few years ago people came

to Los Angeles by ones and twos, in ox carts, mule wagons, and any old primitive way; now they come by hundreds and thousands in palace cars over four transcontinental roads.

But recently the people of Los Angeles rode slowly over a few of the streets in mule cars or walked; now they are whirled from point to point in the city, over almost every street, in electric cars, which pass through the downtown streets at the rate of three or four a minute.

Not many years ago it was a day's journey to go from Los Angeles to either of its adjacent ocean beaches; now one can be whisked out there in thirty-five minutes by electric cars each ten or twenty minutes, dip in the surf and be back home again in two hours, easily.

The systems of suburban electric lines serving the city in all directions use 550 miles of track; the city system proper uses 250 miles; altogether, Los Angeles is served by 800 miles of electric roads.

In the eighties when a new cottage was started building in what was then the city all the town went to see it, and the daily papers chronicled it as an event; now the aristocratic residences of those days are being ruthlessly torn down to make room for the mercantile and office palaces going up on every hand, while residences fit for royalty are erected and being erected five, six and more miles from "downtown."

Not many years ago factory smoke and whirling machinery were almost unknown in Los Angeles; now the city has over 1,500 factories and workshops, with an aggregate product worth over \$50,000,000 a year.

Los Angeles makes up its mind to have new homes for its Young Men's Christian Association and Young Women's Christian Association (largest in the country), and in fifty-eight days over \$500,000 is subscribed.

The bank clearings of Los Angeles are now nearly \$600,000,000 a year, or \$2,000,000 for each of the 300 working days in the year.

Los Angeles, though a cosmopolitan city, is controlled and governed on the broadest American lines by Americans. Therein is a chief secret of its great growth, and therein rests its hope for the future.

Programs N. E. A.—(III.)

[Continued from page 51.]

board of charities and corrections, Berkeley, Cal.

Round Table conference—Leader, M. H. McIver, superintendent of city schools, Oshkosh, Wis.

Topic: "The Industrial Training of the Deaf."

Department of Indian Education.

President, Harwood Hall, Riverside, Cal.; vice-president, H. F. Linton, Tacoma, Wash.; secretary, Estelle Reel, Washington, D. C.

MONDAY MORNING, JULY 8.

President's address—Harwood Hall, superintendent of Sherman Institute, Riverside, Cal.

"Essential Features in the Education of the Child Race," H. B. Frisell, principal of Hampton Normal and Agricultural Institute, Hampton, Va.

Demonstration lessons, with classes of Indian children—Presented by Clarence L. Gates, Sherman Institute, Riverside, Cal.

TUESDAY MORNING, JULY 9.

Address—Elmer Ellsworth Brown, commissioner of education of the United States, Washington, D. C.

"The Essentials of Indian Education" (speaker to be supplied).

Demonstration lessons, with classes of Indian children—Presented by Miss Maggie Naff, Sherman Institute, Riverside, Cal., and Miss Laura B. Norton, Pima Indian School, Sacaton, Ariz.

Department of Technical Education

To be organized at the meeting of the National Educational Association at Los Angeles, California, July, 1907.

WEDNESDAY MORNING, JULY 10.

Organization of the department; appointment of committees; election of officers.

Topic: "Aims and Methods of Technical Education."

The Scope of the Department of Technical Education—Louis C. Moin, dean and professor of economics and philosophy, Armour Institute of Technology, Chicago, Ill.

The Proper Articulation of Technical Education within the System of Public Education—Mrs. Ella Flagg Young, principal Chicago Normal School, Chicago, Ill.

Aims and Methods of Technical Education as Compared with the Aims and Methods of a Liberal Education—Joseph Edward Stubbs, president University of Nevada, Reno, Nev.

THURSDAY MORNING, JULY 11.

Topic: "Problems of Organization, Consolidation, and Expansion."

The Agricultural College and Its Relationship to the Scheme of National Education—E. J. Wickson, dean and acting director of the College of Agriculture, University of California, Berkeley, Cal.

Trade Schools and Trade Unions—George A. Merrill, principal California School of Mechanic Arts, San Francisco, Cal.

Technical Education in High Schools and Rural Schools—Arthur H. Chamberlain, dean and professor

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Throop Polytechnic Institute, Pasadena, Cal.

THE MAGAZINES.

—The July St. Nicholas, of course, is a Fourth of July number, most of the stories, sketches, pictures, and verse having a patriotic flavor. There is a stirring frontispiece by Jacobs. Then the "Little Company Swung from 'Dixie' to 'The Star-Spangled

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—The July Century is a "Fiction Number," with fiction enough to satisfy the most omnivorous; new chapters of the two serials and a number of short stories, chiefly by popular writers. Mrs. Frances Hodgson Burnett's "The Shuttle" and Elizabeth Robins' "Come and Find Me" grow in strength and in interest. Thomas Nelson Page contributes a story of life on the Maine coast, full of character, humor, and pathos, entitled "Leander's Light." Charles Battell Loomis has a merry account of "The Next Craze"—when the airship comes, with all its dangers. There is full measure of more serious articles: "Lincoln in Every-Day Humor," consisting of anecdotal chapters from David Homer Bates's "Lincoln in the Telegraph Office"; a discussion of "The American of the Future," by Brander Matthews, and a recognition of "Mr. Hammerstein's Service to Opera," by Richard Aldrich.

—No more vitally interesting article has appeared in a long time than "Brain and Body," in the July Everybody's. The author, Dr. William Hanna Thomson, a recognized authority, presents what to most of us will be an entirely new conception of the brain, facts of the greatest practical importance in mental training, and he puts it in a simple, easily comprehended form unusual in a scientific writer. It is a notable contribution. The second of Will Payne's series, "The Cheat of Overcapitalization," is especially timely. Charles E. Russell in "The Suez Canal" finds some lessons for our own canal project, and Arnold White writes interestingly about the English House of Lords. Fiction occupies a suitably prominent place in the July number.

—Journalistic timeliness and well-considered variety characterize the July issue of the Atlantic, though stress is laid particularly on government and politics. In "The Power that Makes for Peace," by President H. S. Pritchett of the Institute of Technology, we have a singularly vigorous and penetrating article, and in Samuel P. Orth's "Government by Impulse," an essay in which, among other things, American campaign tendencies are exposed. Isaac A. Hourwich deals impressively with the tremendous forces for good and for evil at strife in Russia. More local is "David Spencer's" account of the recent school reform in Boston, which has proved to be a permanent administrative success. There are three literary essays of note—Edward Dowden's "Cowper and William Hayley" is a brilliant study of the poet's friend and biographer, Professor Edwin Mims of Trinity College, Durham, N. C., summarizes the life and writings of Thomas Nelson Page. Of somewhat lighter character is C. M. Harvey's article on "The Dime Novel in American Life." There are interesting stories, fascinating travel sketches, and good poetry.

BOSTON THEATRES.

KEITH'S.

The program prepared for Keith's next week looks as though it might provide an ideal summer entertainment, for it is made up of light, bright, breezy features, without a dramatic sketch or a serious turn in the whole number. Elsie Fay, that vivacious comedienne whose name will always be associated with her famous portrayal of "The Belle of Avenue A," will make merry in her jolly way. A notable debut will be that of Viola Gillette, who has been the principal boy in all of the big pantomime productions during the past few years, and George MacFarlane, one of the best baritone vocalists ever heard in musical comedy, in a skit they call "A Little Musical Nonsense." Julius Tannean, that clever mimic and all-around entertainer, is to deliver his latest collection of jests and songs. The Bellong brothers give a most sensational series of cycle stunts, while the Camille Trio's comedy bar act is one of the most laughable turns of the day. There is no better musical act in vaudeville than that of the Exposition Four, made up of the three Alexander brothers and Brady. They are dancers and vocalists as well as instrumentalists. Another artist to make her debut in Boston vaudeville will be Beth Stone, whose dancing made such a hit in "The Little Cherub." Hibbert and Warren, comedians and dancers; "Paganini's Ghost," a musical novelty; Le Fevre and St. John, in a lively little skit; the D'Elmar brothers, comedy acrobats; Shungopavi, the Indian magician; Winifred Stewart, singing comedienne, and the kinetograph will complete the program. The Fadettes are to commence their annual engagement on Monday, July 29.

COLLEGE NOTES.

Professor George Zahm, instructor of commercial sale and insurance law at the Yale Law School, is planning to resign from the university to resume the practice of law in New York.

Boston University, according to the new year-book just issued, now has an enrollment of 1,428 students, divided as follows: College of Liberal Arts, 620; College of Agriculture, 270; School of Theology, 187; School of Law, 335; School of Medicine, 96; sum by departments, 1,600, of which number 172 are inserted twice. This makes the net attendance 1,428, or an increase of twenty-seven over last year's figures.

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A. E. WINSHIP, Editor

ORGANIZED PLAY IN THE COUNTRY AND COUNTRY VILLAGE.

BY DR. MYRON T. SCUDDER,
New Paltz, N. Y.

The Playground Association of America provides in its organization for a committee on rural playgrounds to foster organized play in the country and country village. The United States census employs the term rural to designate all portions of the country outside of cities of 8,000 or more population. In common use, however, it has a somewhat narrower significance, and is limited to the smaller rustic villages and scattered populations which are concerned with developing and marketing the natural resources of the country. The leading industry, of course, is farming. In round numbers there are 5,800,000 farms in this country, in the cultivation of which about 13 per cent. of the population is engaged. But a great many more are engaged in distributing farm supplies and produce, and it is safe to say that nearly 50 per cent. of our population is rural.

A contented rural population is absolutely essential to the welfare of the nation, not alone because it produces food and materials for clothing, but vastly more because it is the most important source of the nation's manhood and character. Splendid humanity has always been one of the staple products of the rural districts. It seems as though a nation in order to become noble and powerful must keep close to the soil, and, further, that a nation develops power in proportion as its people remain in contented prosperity and in large numbers on its farms. Undermine the welfare of country districts, allow conditions of rural life to be such as to breed discontent and to drive people away, destroy or seriously injure this great reservoir of manhood, character, and patriotism, and there is a social condition far more threatening than would be the arrival of hordes of anarchists.

Unfortunately we are menaced by the very things that we dread. Nearly everywhere the rural districts are being depleted of their population. Not only are more favorable economic conditions elsewhere attracting people away, but the expulsive force of the isolation and hardships of country life repel both young and old. To ambitious, wide-awake boys and girls the present conditions of rural life, in many parts of the country, particularly on the farm, are simply unbearable. The movement toward the cities has swelled to an exodus. Many sections are so depleted of population that not enough hands remain to exploit the natural resources of the land. Things combine to work in a vicious circle: Isolation and hardships drive many away, and thus isolation and hardship become further intensified for those who remain. Churches and schools are less well attended, grow weak, and close. Property diminishes in value, and agricultural pursuits fall into less repute.

In this situation it is important that everything be done to infuse new life and new enthusiasm into the country districts. Home, church, school, and community must unite intelligently to produce conditions that will make for contentment. Social forces in the country tend to become centrifugal; they must be made centripetal. The gaze is too often outward and away, it must be turned inward. The dominant question in the rural mind should not be "How can I get away?" but "How can I make conditions such that I shall want to stay?" or "shall be contented if I have to stay?" As an aid in improving the situation, the Grange and other kindred associations have come into existence, the telephone, the trolley, the rural free delivery are operating favorably, the institutional church in the country is germinating, and the country school is beginning to feel a new life. Most astonishing are the powerful and varied agencies that have begun to operate for a social uplift. No one who has sat in a Grange meeting or attended a farmer's institute can be ignorant of these vivifying influences, and if we can develop these various agencies and extend their benefits to children as well as to the adults of our country communities, there is every reason to feel that the future is full of hope.

In order to discuss intelligently the value of playgrounds in rural districts we must see the playground as a social institution and in its proper setting; we must realize the social needs to which organized and supervised play is to minister. To most people the play of children may seem to consist chiefly of certain childish activities whereby health and pleasure are promoted, but in this discussion we wish to keep constantly in view the fact that the importance of play in the country is not so much to promote health as to develop social instincts, to introduce another powerful centripetal factor into country life which will tend to counteract the expulsive features which have been so actively depopulating our rural districts.

At first thought it might seem that country children already have plenty of play and that they do not particularly need playgrounds. As a matter of fact, they do not play enough. Their repertoire of games is surprisingly small and inadequate. Their few games are strongly individualistic, training them for isolated efforts rather than for co-operation. The country child would undoubtedly play more if conditions were favorable. In the first place, his parents are usually out of sympathy with play. This is particularly true of farm life. They do not see the use of it. There is no end of work to be done, and play is considered a waste of time except in the case of very young children. The same is true of the attitude

of country people toward athletics in general. Their children do not need to run, jump, chin themselves, strike, and throw. There are plenty of ways of developing muscle without fooling with such matters.

The country child is handicapped from the fact that he does not know how to play or what to play, and in the country schools not only are his teachers as ignorant as himself in regard to these matters, but even if the child and the teacher did know the school trustee would, in most cases, interpose objections, and forbid any effort being made in the direction of organized play or athletics. We are frequently met by the objection on the part of parents and school officers that children are not sent to school to play or to take part in athletics. So well known and so marked is this disapproval that country teachers remark over and over again that they do not dare to have running and jumping or put up a bar and have children chin themselves without express permission from the parents, and this permission is not infrequently refused.

The case of the village boy may be said to be particularly bad, for, unlike the farm child, he usually has comparatively little work to do, and unless he has opportunities outside of school for athletics and play, he is likely to pass much of his time in inane idleness, or, since Satan finds mischief for idle hands to do, in activities that are far from wholesome. Perhaps this has something to do with bringing about a situation characterized by the well-known epigram, "Man made the city, God made the country, but the Devil made the little country village."

Left to themselves, country districts will do little or nothing. An important question is what outside influences may be brought to bear on the situation. The best available outside agencies are: (1) Private philanthropic effort; (2) efforts emanating from a powerful institution like a country college, a normal school, a high school, or the Y. M. C. A., which may rally the teachers and such other adults as may be interested and build up some sort of a permanent and effective organization. In Far Hills, N. J., Grant Schley, a New York banker, has a country residence and broad estates, the beauty of which and the admirable appointments to be noted everywhere are his pride. His interests are many sided, and his ideas are broad, and being as noble minded as he is capable and liberal improvements follow rapidly wherever he goes, and his wealth is literally shared by his neighbors for miles around. Far Hills is a rural community of perhaps 200 individuals, yet through the enterprise of this public spirited man it boasts of one of the best country schools in America, with fine buildings, a commodious assembly hall, a well-stocked reading room and library, well-equipped departments of manual training and domestic science and art, to which all who wish may come free of charge, the entire plant being founded and maintained by Mr. Schley.

But this is not all. A beautiful and well-equipped athletic field and playground opposite the school is maintained by him for the benefit of old and young. Every convenience is supplied and here frequent gatherings of people, sometimes

as many as two or three thousand, from miles around enjoy organized athletic sports and play, and find fresh interests and new inspirations in life. The opening of the grounds in the spring is attended with interesting exercises and ceremonies, fire companies and other organizations from neighboring communities march with brass band, and swelled almost to the proportions of a political parade, inaugurate the season of outdoor sports and do honor to the man who, by wise philanthropy in this quiet farming country, introduces a fine community spirit, awakens co-operation, and dispels isolation. Could this be repeated in thousands of similar places throughout the land by men of wealth, the gain to the nation through the ever-increasing number of cheerful, contented, industrious, patriotic citizens would be far greater than if mines of fabulous wealth were uncovered or all the commerce of the world were brought under our flag. The illustrations which accompany this text are made from photographs taken during one of the great field days at Far Hills, and show young farmers and laborers and rural business men engaged in athletic events.

So much for the country playground movement under the auspices of private initiative. It now remains for us to consider the possibilities of promoting the playground movement through the agency of some institution. For illustration, your attention is called to the work done by the state normal school at New Paltz, N. Y. Naturally such an institution would interest itself chiefly in the smaller schools about it. The normal school has, or ought to have, a great deal to do with the solution of the country school problem. And a great problem it is when we consider that nearly one-half of the school children of this country are in rural schools, and that 95 per cent. of these are in one-room country schools. The New Paltz normal school is located in a little village of 1,000 inhabitants in a prosperous farming section just west of the Hudson river in the latitude of Poughkeepsie. Some time ago the faculty conceived the idea of holding occasional Saturday sessions—conferences they were called—in neighboring country schools. The school commissioner of the district gladly co-operated, and in an entirely informal way these country school conferences soon developed into a great power. Teachers, parents, and children were invited to attend and bring their lunches, and the local Granges were always represented by some of their most influential members. The sessions were intensely practical. Thus at one conference, an exercise in bench work was given and also a cooking lesson, tools, stove, cooking utensils, and other materials having been brought from the normal school. At another conference an exercise in making knots, ties, splices, and lashings was given, and at still another a practical fruit farmer gave instruction in grafting. But the conference felt that it would be neglecting some of its richest opportunities and discharging only a part of its duties if it did not look after the physical and play interests of the country children of the county. Consequently at one of its meetings it organized the Country School Athletic League of Ulster County, New York, and proceeded at once with an active

propaganda. It stated as the purpose of the league that it was to foster all forms of clean athletics among country school children, to teach them and their teachers outdoor and indoor games, and to bring the schools together at least once a year in a field day and play picnic. It adopted the athletic standards of the Public School Athletic League of New York City, and sent printed circulars announcing these to each school, so that teachers might begin at once to interest their pupils in efforts to attain these standards. All who attained these standards were to be awarded a button, a cut of which is herewith shown.

Further aid in this matter a part of one of the conferences was devoted to athletics, and to make it practical and suggestive, the physical director of the normal school suspended a horizontal bar in a doorway, and in the presence of the conference put some of the farm boys through the chinning exercises to see if they could approximate the standard (not one of them could) and also to show how a teacher should go to work to instruct and supervise the efforts of the pupils.

As a result of these proceedings some of the teachers took hold with energy, and the pupils responded eagerly. In due time the conference carried out its plan for a gathering of the clans, and the following letter was sent out to all the teachers in the commissioner district and to hundreds of parents:—

"An athletic field day and play picnic for the country schools of Ulster county will be held on the normal school grounds at New Paltz on Saturday, June 2. This will be a pleasant and fitting culmination of the conferences held during the past year, and we want it to be an ideal gala day for young and for old, a regular folk-meet for our schools.

"Here is the same old invitation: Come and bring your lunch. If you are a teacher, try to get some of your pupils to take part in the games and contests. The accompanying circular will show you what those are to be. Can't you furnish a team of ten boys and girls to play prisoner's base, or some of the relay games? Or even a team of five good runners? Or, indeed, even one if you cannot do better?

"But if none of the boys and girls want to compete in the contests bring them anyway to see the sports. Make a regular picnic day of it. We go to Sunday school picnics and other kinds of picnics; why not have a grand country school picnic for the children of this commissioner's district? For that matter the city cousins may come, too. Think what it would mean for them to be turned out to grass for a few hours!

"If you are a parent or a friend of our schools, come if you can, and see the children at their sports. It will do your old heart good. And if, as you watch the children, you catch the fever of their enthusiasm and find yourself thinking of the way you used to do it, there will be plenty of opportunity for you to pitch in and do some stunts on your own account! How the children would enjoy it!

"As a matter of fact this is to be a play day for everybody. For young and old play is one of the most important concerns of life, and no one should

be too old to enjoy it. See what has been said about this by well-known men: 'Man is wholly man only when he plays,' Schiller; 'The measure of the value of work is the amount of play there is in it, and, conversely, the measure of the value of play is the amount of work there is in it,' Brinton; 'It is doubtful if a great man ever accomplished his life work without having reached a play interest in it,' 'Play is the purest and most spiritual activity of mankind, it holds the source of all that is good,' Froebel.

"'All work and no play makes Jack a dull boy,' Let us play!"

The question will naturally arise, how were the expenses of the day met? Of course the normal school placed its play and athletic equipment at the disposal of the children, and assumed the arrangement of details. But aside from this there were printing and labor bills to pay, amounting to about \$30, and the conference, not anticipating so large a gathering, had undertaken to pay half the traveling or transportation expenses of any country child that wanted to come. This called for \$90 more. Fortunately some of the Ulster county Granges came to the rescue and a number of private individuals subscribed generously. The normal students also got up an entertainment that netted a handsome sum, while the County Teachers' Association made a liberal donation. So what promised to be a really embarrassing matter was easily taken care of.

A few words in conclusion. The playground in the country, if it can be widely developed, will prove to be an uplifting social force of extraordinary power and vitality. It is a modern successor to those mighty festivals which in past ages have been such a potent factor in the evolution of humanity. Wherever it goes it will make people love their country homes more, it will brighten farm and village life, it will broaden minds, quicken sympathies, and develop patriotism. Its effect on country schools will be little short of marvelous. William Winter once remarked that "Civilization succeeds when it produces communities that are governed by justice, dignified by intelligence, and adorned by refinement." Organized activities of the sort described in this paper certainly promote these qualities and interpose a most effectual barrier to the advance of any malign force which now or hereafter may menace the welfare of our rural districts. In other words, the playground movement in the country will co-operate powerfully in producing communities "that are governed by justice, dignified by intelligence, and adorned by refinement."

This was a year ago, and in response to the call there came to New Paltz between four and five hundred children and as many more adults, the occasion proving to be of extraordinary interest and inspiring beyond description.

As might be expected this led to wider interest and complete organization, and as a result the past year has witnessed a development of play and athletics in the country schools which has surpassed the most sanguine hopes.

Through the kindness of Spalding & Brothers a supply of the following numbers of the athletic

library was distributed amongst the schools: "Official Handbook of the Public Schools Athletic League," "Indoor and Outdoor Gymnastic Games," "Rules for Games."

The teachers were also advised to have the following books placed in their school library: "Children's Singing Games, Old and New," by Marie R. Hofer; "One Hundred and Fifty Gymnastic Games," compiled by members of alumni of Boston normal school of gymnastics; "Book of School and College Sports," Barbour; "Athletic Training for School Boys," Orton.

They were told that they could order these of the Baker & Taylor Company, 33 East 17th street, New York city.

Exceedingly interesting are many of the incidents connected with this work during the past year. School grounds were cleared up, neighboring property was sometimes annexed, and the plain, every-day country road pressed into service. Barns and horse sheds near the schools or at home became the scene of athletic stunts, a crowbar or a rake handle serving as a horizontal bar. One young lady writes as follows to tell how she got a horizontal bar:—

"It was now four weeks before field day—the day which means so much to each district school child.

"The boys had practiced running, jumping, and chinning, but as the latter was tried on bar rails, and they were not very high, little progress had been made, so we decided to make some kind of a chinning bar.

"That night after school one of the boys and I set out for the woods, each carrying an ax. We cut down two trees, about five inches in diameter, trimmed them and cut them into proper lengths, and carried them to the school, a distance of about two miles.

"Our next difficulty was how should we fasten on the cross bar so that all the boys could take the exercises. After some planning we decided to bore two holes in each post about an inch from the top, and through these holes we put heavy wire, forming a loop for the chinning bar. By this means we were able to raise or lower the bar according to the height of the child that wished to chin.

"Although this was rudely constructed, it was purely original with us, and one had only to speak of 'our chinning bar' to the boys to see a happy expression spread over their faces."

Miss May N. Satterlee, another country school teacher, wanted to teach her pupils a basket ball relay race. But basket balls cost money, and money is a scarce article in a little one-room school. Nothing daunted, however, Miss Satterlee repaired to a pumpkin patch and soon had a load of apparatus admirably suited to her purpose. Later on she and her pupils had a field day of their own, the normal school sending out two assistants to help take records and supervise the games.

In still another school a boy of fifteen years of age was obliged to leave in April to help his father on the farm. But he wanted his second button, so put up his own chinning bar at home, prepared a place for jumping, and marked out 100 yards on the road

near his house for his dashes, and here he would practice as opportunity offered. His father, as interested as was the son, left word with the boys to come up and let him know when field day was due, so he could arrange to let his son go. And sure enough the boy was on hand that day and won his second button.

After the recent field day the pupils of a three-room school went home so full of enthusiasm that they raised \$14 and organized a local field day which fittingly closed their year's work.

Such incidents as these show not only how deep and strong is the craving of the youthful heart for vigorous play, but how readily the work may be taken up even in scattered populations if only some earnest teacher or perhaps pastor or other adult will enter heartily into it.

During the past year the work has been well organized. In the first place a slip known as the athletic badge competition blank was provided for registering the records made by each pupil in chinning, jumping, and dashing. It gives all necessary information about the required standards for different ages, and adds important regulations to guide both teachers and pupils.

This scheme of class or group athletics is proving to be one of the most valuable features of the work attempted by the Ulster county country school conference for two reasons: First, however surprising it may seem, country boys are, as a rule, physically undeveloped or unevenly developed, and in most communities very few have shown themselves able to make the required standards, which, as has been said before, are the same as those of the Public School Athletic League of New York City. They, therefore, are likely to become discouraged and quit. But they are easily attracted and their interest held by the group athletic system, in which the average of an entire class or group is taken in chinning, jumping, and dashing without any regard to standards, and schools may compete at any time of the year and with one another, though miles apart and never coming in actual contact. Thus it forms a sort of training school for the heavier events. Second, a perusal of the blank will show that the record for jumping is to be submitted in the fall, for chinning (an exercise which may be held in the schoolroom), in winter, and for running, in the spring. Thus interest in athletics may be spread through the year, and the enthusiasm of the teacher and children, yes, and of the community, too, tided over successfully from field day to field day.

The second field day, June 8, 1907, was wonderfully successful. Although it was a foregone conclusion that the second field day and play picnic would be a larger affair than the first, no one had placed his figures high enough. More than 1,400 country children assembled on the normal school grounds that day, besides 200 high school and normal school students and from 1,200 to 1,500 adults. Yet the arrangements were well nigh perfect and the sun never shone on a more joyous occasion, with not one incident to mar the pleasure of the day. Great stretches of lawn were surrounded by boards from the lumber yards, stretched on berry crates and affording seats for 1,000 people

as well as serving to keep the crowds from surging on to the play areas. A number of tents had been pitched, a large one for registration and headquarters, and several others for dispensing refreshments. One commodious tent was set apart for a day nursery, in which infants and very young children were left at will by parents, in competent care, and provided with milk and crackers, also

with kindergarten tables and amusements, and sleeping accommodations. Outside, a generous mound of sand gave occupation to numbers of little ones, who probably never before had experienced the joy of a sand pile. Ample provision had also been made for drinking water and for toilet accommodations, by no means a light task for so great a crowd in so little a village.

WHY WOMEN TEACH.

BY DR. M. G. BRUMBAUGH, PHILADELPHIA.

I propose to answer a question that was asked me some months ago. It is a question in which you all have an interest.

* * * * *

The question asked was this: "Why do women teach school?" I turned to a bright woman and asked her to answer. She said: "Tell them that women teach school waiting for 'a chance.'" The answer did not satisfy me. I know of some heroic women who have had the "chance," and have voluntarily chosen to teach.

I turned to a man and asked him to answer. He said: "Women teach because they are willing to work for less money." This also seemed to me a most unfair view of the case. I could not accept his implied censure and his evident regret that it was so. Then I began to think and investigate. Finally, it seemed to me that in a truer sense and more nearly in harmony with the facts in the case women teach because of a fire and a dead chicken! Let me explain:—

I read the story of Greek education for a thousand years before the time of Christ and always it is the Greek schoolmaster. In the Roman state it is the same—the master, the master. During the mediaeval and renaissance time, for almost a thousand and a half a thousand years, it is the schoolmaster who trains the youth. In later history, under a new civilization, during the fifteenth, sixteenth, and seventeenth centuries, men have been almost exclusively the teachers of the race. During this time arose the Dame schools in England, in which a few good-hearted, but untrained, women undertook as a private enterprise the training of a few children. This was the day of the horn-book and the simple teaching of rhythmic ethics. It was also the age of the ab ab's, eb eb's, ib ib's, ob ob's, etc.

Now when one addresses an institute in some places he must begin his address: "Ladies and gentlemen"! The reason so many men yet linger in the corps of teachers in this contiguous territory is to be found in the large German element in the life of Eastern Pennsylvania. You know that when the so-called "Pennsylvania Dutch" get hold of anything they are last to let go! Women have come, therefore, in the last century, by leaps and bounds, into the realm that formerly and for so long belonged to men. By what strange association may we assert that this significant new educational reform is due to a fire and a dead chicken?

In 1762 there was a fire in one of the public squares of the city of Paris. The fire was lighted

by command of the Archbishop of Paris, and at his command into it was cast a book. That book was "Emile," and its author fled the country to escape the fate of his volume. This French educational romance, among other things, attacked the artificial social life in France at that day and rebuked mothers for surrendering their children at birth to nurses, many of whom were illiterate, and not a few positively vicious. It is a crime against childhood to divorce the child from its mother. Under this growing democratic spirit of France, women, for the first time in generations, became proud of their motherhood and it was not uncommon for women of high social position to appear at public functions with their own children in their arms. This much Rousseau did—he linked the motherhood to the childhood of the race.

Up in Switzerland a copy of "Emile" was read by a young man, a schoolmaster and a dreamer, who had undertaken the study of law and failed, who had undertaken the study of theology and left the pulpit at his first trial. He then became a schoolmaster, with the unique and significant platform: "The regeneration of mankind by means of elementary education." The book that was burned became the inspiration of this young man. He was led to write "Leonard and Gertrude"—the greatest work of this truly great reformer, and later, "How Gertrude Teaches Her Children." And Pestalozzi announced the further doctrine that not only should the child be with the mother, but that the child should be taught by the mother. Thus motherhood was exalted into the place of teacher.

Up to Pestalozzi's school at Burgdorf came a young German tutor whose head was trained and whose heart was true. He examined carefully the whole Pestalozzian activity, and saw both its strength and its weakness. He was convinced that mothers taught well, not because they are mothers, but because they are women. And Froebel went from Pestalozzi to make womanhood the teacher of the childhood of the race. And lo! the kindergarten. Women have slowly but surely moved upward through the grades—from kindergarten and primary school to grammar and high school, doing good work all along the line, and gaining steadily in usefulness and numbers, and filling positions of importance from kindergarten to university.

Thus through Rousseau, Pestalozzi, and Froebel, the pedagogic justification came to pass. Had the fire not been kindled and the author driven from France perhaps the conventional and traditional lines of society would have made this great

advance of women impossible. So much for the fire. Now for the chicken.

In the time of Shakespeare, one cold day, Lord Francis Bacon was riding in the country. The meditations of the philosopher were centred in the sensations of cold he experienced. Finally he queried as to the length of time meat could be preserved were it kept sufficiently cold. The idea was at once put to the test. A chicken was purchased at a farmhouse; its body was cleaned and stuffed with snow. The excitement and exertion led to the philosopher's death. But his experiment is the germ of a great industry. In our own city I was told by a marketman that turkeys killed in Kansas as early as August are sold at Christmas in Philadelphia as fresh turkeys. In Puerto Rico we had daily delivery of meat that came from the great slaughter-houses of South Omaha. And this is but the legitimate unfolding of a great inductive law that had its germ in the fertile mind and simple experiment of Lord Bacon.

And all this is but a type of the great industrial revolution that has come with the inductive methods and laboratory activities of the past century. Everywhere the multiplication of machinery and the application of principles have opened up great fields of activity for highly trained young men. Hence in the nineteenth century, while the principles of Rousseau, Pestalozzi, and Froebel were pointing the way for women to the ranks of the teachers, our great industrial advance was drawing from the ranks their competitors for place, the young men. Now both groups are employed, both are busy, both are winning renown and contributing to the phenomenal advances of our American civilization.

Thus in a century women have dominated the teaching of the race. The question naturally arises, is this wise? Has it been an advance in our civilization for our young women to enter the teacher world and our young men to enter the industrial world? If I were to ask you to vote upon this question perhaps most of the women here present would vote "Aye," and the men "Nay."

At least, it is fair to say some of our inherited bias would manifest itself in our reply. I shall not answer the question whether it be wise or unwise. I shall content myself with the declaration that in the providence of God I believe the economy of the race is best worked out as it works itself out. I am optimistic enough to believe that as things are we are infinitely better off than we could be if things were as our themes and traditions would have them to be. This may be in a measure a stoic's creed. I accept the conditions, and say: Welcome to women in our schoolrooms; welcome to men in our industries. Whatever modifications in our conditions are wise we will in due time achieve. It is perhaps well to assert that in the nature of the case a child needs in its educational advance at some period to touch the life of a manly man and again the life of a womanly woman to the end that he may know the significance of authority and of love as guiding principles for life.

There are, however, two matters to which it is wise to direct our attention. One of these is the indisputable fact that with the coming of women as

teachers education has become a vastly more kindly office. The lessening of punishment—a tremendous blessing to childhood—has come with the coming of women as teachers. The Greek, Roman, Mediaeval, and early modern schools are all recorded by the historian as places of cruel punishments. Plautus records that when a boy made a mistake in a single syllable his skin would be made as spotted as his nurse's gown! St. Augustine, in his confessions, prays that Almighty God may mitigate the cruel punishment he endures from his teacher. In 1260 a school at Worms provided that "any pupil whose bones have been broken, or who has been severely wounded by his master in chastising him, shall have the right of quitting the school without paying the honorarium." Agricola describes school as a place "in which there are blows, tears, groans without end." In the valley of the Thames, less than 150 years ago, young women were obliged to carry the rod on a silver tray to the mistress, and when inhuman punishment had been inflicted upon her bare back the victim was obliged to kiss the rod, thank the mistress, and retire backwards from the august presence. And this all-too-sickening a recital was temperate treatment in comparison with the brutal beatings administered to young women in Havana, Cuba, as late as 1836. To-day there is less cruelty, less corporal punishment in the schools than ever before. In the city of Philadelphia and in the state of New Jersey, by law corporal punishment is prohibited. Even in the new land of the flag, the beautiful island of Puerto Rico, corporal punishment is a rare event, and by law is practically prohibited.

The tendency of our present-day education is to become increasingly kind and humane, not only in the matter of punishment, but in all matters that go to make up the school. The facilities for heating, lighting, ventilating, and decorating the schoolroom, the books supplied, the desks provided, and the entire organization of school exercises, have all been wonderfully improved. The child in school to-day has every physical convenience and every legitimate advantage and incentive for good work. It has also the kindly discipline which makes for respect and love and industry. I do not hesitate to say that all this is due in no small measure to the advent of women into the ranks of the teacher.

The second consideration to which I invite your attention is the relation of the school to the functions of citizenship. One of the specific things for which the school exists, for which it receives governmental support, is its function of preparing boys and girls for right living under the flag. If, then, we are to teach the principles of patriotism, loyalty, and reverence for the nation, must we not have teachers who are imbued with these things themselves? As some one has said, "Shall we entrust our schools to men who live in public life, and are familiar with public thought, or shall we entrust them to women who are not familiar with public thought and life?" In other words, have we lost something in the teaching of patriotism and citizenship by entrusting our schools to those unacquainted with the duties of a voter? This seems

to me a really vital problem. There is this to be said however, for the women teachers. In the test of service there seems to be no appreciable diminution in the quality of service rendered to the government by pupils taught by women as compared with the service rendered by the pupils taught heretofore by men. It does seem to be a fact, whether it is due to woman's teaching or not, that our children are just as willing and as eager, and as ready to defend the flag as were our fathers. In the late Spanish-American war the loyalty and effectiveness of our army added new lustre to an organiza-

tion that made its record unequaled in the days of Civil war.

It would seem, therefore, that in civic virtue we have not lost, and in kindly offices we have gained by the coming of women. The vital thing, after all, is the spirit and equipment of the teacher. Our children must learn to be absolutely truthful and honest and patriotic men and women, and I care not whether they learn these virtues from men or women, if we are to honor our civilization and ennoble the race, they must learn them.—Ohio Educational Monthly.

Year after year, the birds will fly
Along this same gray mortal sky;
Praise God I see them and can say:
Another year, another day.

—Philip Henry Savage.

LOOKING ABOUT.

BY A. E. WINSHIP.

NORTHERN ILLINOIS.

Illinois has a personality wholly unlike that of any other state, and the personality was much slower in developing. There were many causes for this which it is not worth while to dwell upon at this time.

The geographical, social, industrial classification is entirely individual. It is in four about equal areas, northern, north central, south central, and southern. The northern is all above Peoria, the southern all below St. Louis, the north central from Springfield to Peoria, the south central from Springfield to St. Louis.

At this time only northern Illinois concerns us. This is in strips, east and west, all focusing in Chicago.

The most northern strip has four thriving cities: Elgin, Rockford, Freeport, and Galena, cities of intense business vigor, with ardent leaders in politics, industries, and commerce, in ecclesiasticism and education. Here are John W. Cook and O. J. Kern for instance, than whom no names in the state stand for more in educational circles.

In the second strip are Wheaton, Rochelle, Oregon, Polo, Dixon, and Savanna, not in the same class as the cities to the north of them in size or influence, but fully their equal in many other attractions. Rochelle is laying the foundation for a half dozen business industries with such skill and intelligent earnestness that there can be no question as to the rank it is to hold, even as a rival to the cities to the north of it. Every industry rests upon unique processes, which is the best possible protection. That which particularly interested me was the site of the new schoolhouse, which is to be two city blocks as to size, and wholly within a native growth of noble oaks and other hardwood trees, with land that the plow has never turned. Hundreds of acres of farm

lands have recently been sold hereabouts at \$200 an acre for farm purposes. Where else is this true eighty miles from a large city?

Oregon has the most beautiful surroundings as to scenery that I have seen in all Illinois. The Rock river, made famous by Black Hawk and famed ever since for the beauty of its banks, is here at its best. Fifty years ago and more Margaret Fuller, queen among New England's artists, with brush and pen, enshrined the bluffs opposite Oregon in verse, and of recent years a colony of artists in painting and literature have made their summer home here, having built beautiful cottages among the trees on the brow of the bluff near the point that Margaret Fuller styled "Eagle Nest" in her verses. All this is made possible by one of Chicago's merchant princes, who has purchased hundreds of acres of the native forest, protecting it from possible commercial or sensational intrusion. Here is also one of the famous blooded horse and cattle farms of the West, with Congressman Lowden's keen intelligence and large wealth directing its development. The elegant high school building has a setting among trees and lawn rarely equaled anywhere.

Of Polo much was recently said in these columns, and of Wheaton, Dixon, and Savanna I will speak later.

The third strip is dominated by Aurora, Ottawa, La Salle, Streator, Rock Island, and Moline, and the fourth by Joliet, Kankakee, Galesburg, and Peoria. Of some of these cities we have written in the past, and of others we will write in the future. Suffice it to say that in northern Illinois there are half a hundred cities and important towns each with a zeal for progress in some lines of commercial, industrial, philanthropic, ecclesiastic, or educational life which make it of more than local interest. Here is to be unfolded a bit of American life which, with Cook county, is to be unsurpassed by any other section of the United States and unequaled in the entire West.

NOW.

BY CHARLES R. SKINNER.

If you have hard work to do,
Do it now.
To-day the skies are clear and blue,
To-morrow clouds may come in view,
Yesterday is not for you;
Do it now.

If you have a song to sing,
Sing it now.
Let the tones of gladness ring
Clear as song of bird in spring.
Let every day some music bring;
Sing it now.

If you have kind words to say,
Say them now.
To-morrow may not come your way,
Do a kindness while you may;
Loved ones will not always stay;
Say them now.

If you have a smile to show,
Show it now.
Make hearts happy, roses grow,
Let the friends around you know
The love you have before they go;
Show it now.

—New York Sun.

RURAL SCHOOLS.

BY ERNEST BURNHAM, KALAMAZOO, MICH.

The rural districts have not increased their financial support of education in amounts at all proportionate to the increase on the part of the state for two obvious reasons: First, the increased state aid has shortened the thumb screw of necessity; secondly, for economic reasons the financial resources of very many districts in the older sections of the state have remained the same or actually decreased, while the decrease in population and number of children has diminished the total force of personal interest in the schools. However, in very recent years farm property has increased in value in many communities and methods of assessment have brought property more completely under taxation, thereby increasing the one mil tax, which is in effect a local tax, so that in many districts more money, including the state aid, is available for school support, and in most of such districts both the state and the community contribute to the increase.

The plan of administration is determined by the unit of organization. The administration by eight, three-member school boards of the details of eight distinctly separate schools of widely varying population and financial resources in a single township, and the boards and the schools operating with little or no direct interchange or co-operation either in maintenance or equipment or standards of instruction, is the existing condition. For example, there are two adjoining districts varying in assessed valuation from \$190,000 to \$40,000. If these schools are given equal financial support the poorer district, because of a shorter census list and consequent less state aid and its low property valua-

tion, must pay a local tax seven times greater than that paid by its rich neighbor. That the poorer district cannot bear such a burden is clear, and the evidence of its poverty is conclusive in the kind of a school which it supports. Last year the rich district had nine months' school at a cost of \$390, while its poor neighbor kept its school open for the same length of time for \$200. The well-to-do district had a large yard well set to trees; had buildings clean, painted, and decent; had a schoolroom well equipped with the necessities for a good school, including a usable library and maps; and had its twenty-five children taught by a trained, experienced, and successful teacher to whom it paid \$38 per month. The weak district had grounds barren of every adornment; had buildings out of repair, unpainted and dirty; had a schoolroom very meagrely supplied with the necessities for a good school; and had its twelve children taught by an unprepared teacher, who had small notion of how to use the few helps at hand, to whom it paid \$20 per month. The fact that the supporters of this poor school paid a tax rate more than three times as high as that paid by the supporters of the neighboring good school dictates that judgment must be suspended so far as the patrons and supporters of many of the poor schools are concerned. The two districts described reveal approximately the extremes of the existing conditions. The true present status as to support and equipment, including cost of instruction, is determined by an average of conditions varying between these extremes, and if an exact average could be struck, the evidence is that it would be nearer to the good than to the poor school.

THE TEACHER VS. THE SPECIALIST.

The tendency to over-emphasize the work of the specialist in research is not making for the best conception of the true work of the teacher. The present custom in many of our largest universities of relegating the work of instruction to underpaid, raw, and inexperienced tutors and instructors, while confining the work of the high-salaried research specialists to a dozen or two of graduate students, is a perversion of an educational trust. A stimulating teacher is surely as valuable a member of the social body as the patient discoverer. What the youth of the present generation most need is not the discovery of some new fact of minor importance, but a thorough assimilation of some of the plain, every-day truths upon which the wise of a hundred generations have builded. In these days of high talk about research and original work, one is tempted to ask, how many important discoveries have been made in the universities? The self-importance with which a newly-fledged Ph. D. talks of his original contribution to science is but another evidence that paying tithe of mint and cummin still produces more complacency than attending to the weightier matters of the law. His original contribution! What is it? He has discovered an unnamed muscle in a frog's left hind leg.—"The Confessions of an Obscure Teacher," in the Atlantic.

WALKING.

BY W. WHITMAN BAILEY, PROVIDENCE.

Walking is the most independent mode of motion. The pedestrian is not subject to any timetable. He tarries where he desires. Often it does not matter in what direction he goes. As, with the knights of old, adventures find him; they are never far to seek.

The true walker always has an object in view. He does not take "constitutionals." These are always dull; he goes forth for pleasure rather—to saunter. Tench, we think it is, who somewhere tells us, and Thoreau repeats the story, that the word "saunter" is from the French *sainte terre*, the holy land. The word, they say, had its origin in the fact that the Crusaders were in no great hurry to reach the Sepulchre; they strolled along leisurely to Palestine. It is a holy land, also, toward which the walker goes, filled with strange sights, peopled by rare creatures, aglow with brilliant flowers, overarched by skies of blue. On the sea, afar off, he sees the sails of other pilgrims, whose quests are like his. He may love birds, or mammals, or butterflies, or plants, or minerals. He may seek, perhaps, the relics of pre-historic dwellers. He must be interested in somewhat to make a successful jaunt.

Another pre-requisite of a walker is a clear conscience. Such whispers as he hears on his stroll must not be those of the "still, small voice," but rather of the flute notes of the thrush, the call of the quail, or the talk of the rivulet on its way to the sea. There is nothing in common between the woods and our ledgers and day books. Leave such behind who enter here. The dryads are invisible to the man of business. Again he must don the sandals of the swift. Comfort is a necessity in a walk. Once wretched ourselves, we learn to pity the miserable. Wear old clothes. Briers are no respecters of persons. The smilax will grab even a gentleman by the arm; brambles are socialistic and reprehensibly familiar. We cannot shake off these agents. Pond lilies may tempt us into the lake, sabbatia into the bogs, lizards into the ditches, pine bloom into the tops of trees. Then it is consoling to feel that one's raiment is not cosily.

An English friend once remarked to us that it was a surprise to him that in this country, where no spring-guns and man-traps are prepared for the unwary, so few people left the high roads and sought the beauty of the thickets. And it is queer; but then the fact that we often find by-paths through hedge and meadow seems to show that a select few, at least, do take the less frequented ways. How delightful are some of these wood paths! They might charm the soul of Robin Hood—that bluff and cheery outlaw who loved so the mavis and the merle.

"'Tis merry, 'tis merry in good greenwood"

but one knows not how blithesome who still clings to the dusty highway or smoky train.

He must walk down some grassy reach of forest, innocent of any but its single ruts, worn by the country doctor's "shay." He must brush aside the climbers and enter some woodland path, fringed with goldenrod and aster, and shadowed by the maple and the oak. He must scale the stone walls, our American substitute for ruins, now gay with the berries of bittersweet and garlands of woodbine. He must climb the rugged and sheltered cliffs, and see, stretched out before him, the panorama of the bay, islands, and shore.

Men travel far, to the West, to Europe, to the isles of the sea, and find naught more beautiful than our own American scenery. Let us walk forth into this land of promise and claim our birth-right.

LONDON PLAYGROUNDS.

London has been provided public playgrounds on a scale and under provisions quite unusual in the United States. The playgrounds are open for the use of children (except in cases where it is decided otherwise) from 8 a. m. all the year round, until 8 p. m. during the months of May, June, July, and August, until 7 p. m. during the months of April and September, and until 6 p. m. during the months of March and October, and until the closing of the school during the months of November, December, January, and February. Playgrounds on the roof are excepted from this rule.

The teachers are responsible for the conduct of the children in the playground when sent out to play during school hours, and two or more teachers, in rotation, should be placed in charge of the playground during the recreation period, and should be present there the whole time, but this does not absolve the schoolkeeper from the general supervision of the offices and the exterior of the school building during school hours.

The playgrounds of all permanent schools erected by the board (with the exception of playgrounds on the roof or playgrounds which have been specially exempted by the board from this regulation) are to be opened during the holidays to the children in attendance at the schools, for the following hours: Christmas holidays—from 10 a. m. to 1 p. m.; and from 2 p. m. to 4 p. m. Easter holidays and Whitsuntide holidays in cases where permission has been granted for the closing of the school—from 10 a. m. to 1 p. m.; from 2 p. m. to 4 p. m.; and from 5 p. m. to 7 p. m. Midsummer holidays—from 10 a. m. to 1 p. m.; from 2 p. m. to 4 p. m.; and from 5 p. m. to 8 p. m.

The playgrounds are not to be opened on Christmas day or Good Friday nor on bank holidays; nor on Saturdays nor Sundays, except where specially arranged otherwise.

A tactless teacher is always at cross-purposes with her world. The brook in its course to the sea does not stop to contend with the hill for the right of way, but goes around it,—*Public School Journal*,

RHYMING WITH SLEEP.

BY S. F. PERKINS.

One of the most beautiful poems ever penned by Elizabeth Barrett Browning is "The Sleep," each of nine stanzas closing with: "He giveth his beloved sleep." This necessitates nine lines rhyming with sleep, always the third preceding line. It is interesting to see how skilfully she does it. Here are the nine lines:—

"Along the Psalmist's music deep."
 "The poet's star-twined harp to sweep."
 "A little dust, to over weep."
 "Sad dreams that through the eyelids creep."
 "O delved gold, the wailer heap!"
 "Though on its slope men sow and reap."
 "Confined, in such a rest to keep."
 "That sees through tears the jugglers leap."
 "And round my bier ye come to weep."

MARK TWAIN'S PRICES.

BY GEORGE HARVEY.

[Authorized Interview by James B. Morrow.]

Mark Twain is the best paid writer in the United States or in the world. No other man in the history of letters, either here or in Europe, ever has received thirty cents a word on a contract that practically is unlimited as to time and absolutely without conditions as to subjects, treatment, or anything else. It is unthinkable that Mark Twain should write a story or article and have it rejected. Even in that inconceivable event, however, he would be paid thirty cents a word just the same. Put into language easily understood, thirty cents a word is equivalent to \$360 a column in an average-sized newspaper.

After he returned from his trip around the world, a journey he undertook when he failed in business as a publisher, Clemens barely could earn \$6,000 a year. I had a talk with him which resulted in a contract to pay thirty cents a word for everything he wrote, whether it was printed or thrown away. No author ever had received more than ten cents a word on a long contract. A. Conan Doyle, the Scotch writer and physician, was paid \$1 a word within a year or two for a new series of detective stories, but the engagement was short, and a number of publishers were concerned. Mark Twain earns \$50,000 a year. Indeed, I think his income in 1907 will reach \$70,000.

LEARNS TO DICTATE HIS STORIES.

Until recently he wrote wholly by hand. Quite unexpectedly he found that he could dictate to a secretary. He was as pleased over the discovery as was President Roosevelt when he happened upon Mount Sinai, Moses, and the ten commandments. Now he lights a cigar after breakfast, sits down in his library, and dictates for three hours on his autobiography. When he gets up he has earned \$1,000. He is a great man, and will live longer than Thackeray, who was verbose for one thing, and whose vision was confined to a single phase of social development in a single country. Twain is worldwide in his breadth of view. A man of critical judgment said not long since that he is the first novelist of the age. Whatever his rank may be, I am sure he will remain in our literature when brighter names have lost some of their splendor. He now is free from the worry about money and is at his best.

HOWELLS THE GREATEST ARTIST.

Not a great while ago I called William Dean Howells the first man of letters in America, because he is worthy of it. He is not the most popular author in the country,

but technically he is the greatest artist. It is difficult to compare authors. Dickens, Scott, and Thackeray were illustrious, but you cannot stand them in a row and measure them. Mr. Howells, like Mark Twain, is doing his finest work now, but the best he is capable of is yet to come. As a craftsman in letters he is first among American writers. He loves to toil with words, and there never was a more painstaking workman. The other day I read the manuscript of a new novel he has written and noted his corrections. I am sure there were less than thirty. When anything leaves Mr. Howells' desk it is perfect in all respects—in art as well as in mechanics.

I have a contract with him, and that is the reason he is surpassing his former brilliant achievements. Several years ago the change of literary and other conditions in this country brought a new school of writers into the foreground, and Mr. Howells almost was driven to pot boiling for a living. He came to my farm in New Jersey one day and we talked the subject over. Then we slept on it. After breakfast next morning I told him I would guarantee him a certain sum of money each year regardless whether he wrote one line or a million. Men of genius must not be harassed by money matters. Mr. Howells accepted my proposal, and immediately entered upon the most fruitful period of his literary career.

SELECTS HIS OWN THEMES.

Neither Mark Twain nor Mr. Howells ever is told what to write. Either can choose any subject he pleases, write as much or as little as he thinks fit, and there his worry and responsibility ends. Talent ought not to be hobbled with orders and instructions. So it happens that both Howells and Clemens are making more money than ever before and literature is being enriched by their art. Each new book increases the sales of the old ones already on the market, and thus growing royalties give zest to labor.

No author in America became rich by writing. No rich as money is counted to-day, but decidedly prosperous when gauged by the earlier standards of wealth in this rapid and prodigal country. I dare say that Winston Churchill made \$400,000 on three of his stories. Mrs. Humphry Ward's royalties will range from \$50,000 to \$100,000 on every novel she writes.

Fiction by all odds is the most profitable kind of writing. You can figure it out for yourself. It is customary to pay an author twenty per cent. of the selling price of his book. An edition of 100,000 copies at \$1.50 each means \$30,000 in royalties. Half a million copies, and some stories have sold to that number, would give the author \$150,000. However, no single book sells like that nowadays. Six or eight years ago it was different. The public has begun to discriminate and the popular taste, if I may use the term, is much improved. More and better books are bought than ever before. Nevertheless, not one in five ought to be bought by anybody.

MORE WRITERS THE BETTER.

Publishers are looking for new writers of talent, but you must remember that a writer may have genius and be without talent or the power of expression; perhaps I had better say the skill of expression. Genius must be the apprentice of drudgery and serve long years at the bench before it becomes art. Recently I wrote something about the young girls of the period—something critical, but not unpatriotic or ungallant. The editor of one of our best periodicals sent me a lot of things which he said were written by young American girls. One was especially good. Really, it was fine. I never had seen it before, but was certain some craftsman had wrought it out with infinite pains and in the dexterity which only comes after long servitude to toil. Sure enough, Mark Twain had written it six or eight years ago. You see what I mean. Skill in letters is slow. A

writer may have ideas, but he must be trained before he can set them into their proper surroundings. So we hear the complaints of amateur genius, of aspiring writers who fail to perceive their own imperfect craftsmanship.

CLEVELAND GETS GOOD PRICES.

The man who pays out the money told me that he gives Grover Cleveland \$1,000 apiece for his short articles. In this instance, I suppose, the name of the author makes the price. But with due respect to both the buyer and the seller in this case, let me say that all such transactions pertain to advertising rather than to literature.

WAKE UP, PHYSICAL EDUCATORS!

If you want to keep in line with the leaders of physical education, better take a tonic,—one grain of psychology, two grains of common sense, mixed with the knowledge of physical development through evolution.

What are you giving the formal gymnastic exercises for?

Why not have more games and exercises that will keep the body in normal condition?

We should no longer hear the command: "Toes out," not even in dancing. Can you see the "professor," eyes flashing and arms waving in the air, demanding: "Who dares to trespass on my pro-

fession?" Toeing out is bad posture. It indicates a "weak foot" and is due to bad posture and sometimes to bad shoes. What is the result? Chronic fatigue. This then is one of the causes for the diseased and nervous children.

A physician in one of the New England cities has made a special study of feet. He gets \$5 for telling a child not to toe out and the corrective exercises, while the gymnastic teachers goes on telling the child to toe out.

The results from the "weak foot" are so serious that it would seem as though the corrections for it should be immediate. Walking straight must appeal to everybody as the position of the normal child unless forced to do otherwise.

The factory life is the prevailing life at present, and the school may be considered a factory. Thus many people are required to stand all day, and children are required to sit from five to six hours a day.

The human frame is not adapted yet to the work to be done, because of the change in the surroundings from the out-of-door country life of our ancestors to the indoor city life of the modern man or woman.

Emma G. Olmstead,
New York University.

COLLEGE ENGLISH.

BY EDITH GILES.

"LORNA DOONE" (Concluded.)

From the beginning "Lorna Doone" presents some unusual problems, which must be solved satisfactorily to the reader's sense of poetic justice, and also in a way that while presenting strongly dramatic elements, must keep away from melodrama.

In the first place the Doones are a band of outlaws devastating the country and keeping it in a state of perpetual terror and danger. Such a condition must be broken up, and a leader must arise who will have the power and the will to accomplish this end. Two other things are necessary. He must have a motive strong enough to make his accomplishment complete, and he must have the law behind him, in order not to get himself into trouble; that is, to bring a reaction upon himself or his family and leave the story incomplete. Such a hero Blackmore has created in John Ridd. He places him among circumstances that surround him in every way with means to assist him as the instrument of destiny. John Ridd is then, plainly, an instrument of destiny; call him the personification of Nemesis or what you will; behind the plot of the theme in the author's mind lies the great principle that is always found in the greatest of literature—a power that readjusts human and social relations when these are so thrown out of harmony that they bring sorrow and wrong into the world; and that this power selects certain men and women who are in some way related to the false conditions, and makes them, by the force of their character and will, compass the restoration or the retribution assisted or hindered by circumstances and accidents.

One of the Doones killed the father of John Ridd. This lays upon John Ridd the responsibility of bringing justice upon the Doones. But he is to be not only the avenger of his personal wrong, but the avenger of the wrong suffered by the whole surrounding country. For this reason his revenge is directed against the Doones in general, and not against the particular hand that slew his father. It follows that John Ridd's story must determine the plot of the theme. But immediately his story becomes entwined with that of Lorna Doone, and coincidentally a complication arises.

The love story of John and Lorna is presupposed from their first meeting, and with it a third element enters into the story. From the very nature of John and Lorna's love there is no question about how its course shall run, and what its end shall be. Its course must be one of secrecy, of complications, and confusions, but its end must be success.

Now as it is presented various difficulties immediately arise which would seem to make such success utterly impossible. First is the natural hatred of the family of John Ridd against the Doones and John's responsibility for avenging them. It would not satisfy our sense of justice, poetic or otherwise, to have John Ridd abandon his revenge for his love; nor does Blackmore propose to have him rescue her from the robbers' den in true melodramatic style, for that would not be true to the greater purpose of the story. Nevertheless he works the story up to the most crucial test of such a crisis, when he makes the counselor

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THE MASSACHUSETTS INDUSTRIAL COMMISSION.

A careful reading of the first annual report of the industrial commission appointed by the governor of Massachusetts will tend to nullify any popular criticism that was in germ because of failure to establish any new industrial school for boys above thirteen years of age.

The act reads, in part: "The governor, by and with the consent of the council, shall appoint a commission of five persons, to be known as the Commission on Industrial Education, to serve for the term of three years, and to receive such compensation as the governor and council shall approve. The said commission on its organization shall appoint a secretary to be its executive officer, who shall not be a member of the commission.

"The commission on industrial education shall be charged with the duty of extending the investigation of methods of industrial training and of local needs, and it shall advise and aid in the introduction of industrial education in the independent schools, as hereinafter provided; and it shall provide for lectures on the importance of industrial education and kindred subjects, and visit and report upon all special schools in which such education is carried on. It may initiate and superintend the establishment and maintenance of industrial schools for boys and girls in various centres of the commonwealth * * * and especially shall the commission consider and report at an early day upon the advisability of establishing one or more technical schools or industrial colleges, providing for a three or four years' course for extended training in the working principles of the larger industries of the commonwealth."

This shows how broad is its scope, and even if it

has not succeeded in establishing such schools as are especially desirable, it has done much preliminary work. This report with the six special and valuable appendices is a notable contribution to the study for which the commission was created. The summer session at the state college and the establishment of a department of education in that institution are largely a result. Commissions are achievements of no small moment.

A LETTER TO A SCHOOL GIRL.

The Washington Irving high school of New York city continues to broaden its field of usefulness in a wonderful way. Its latest mission is the getting of girls to attend the high school who would not otherwise have done so. The students issue a seventy-five-page dainty booklet, 2x3 inches, with thirty-five full-page original pictures illustrative of the school work. The first few pages will show the spirit of the booklet. Each girl sends a booklet with her card to every girl she knows whom she thinks should come to the school.

"Dear Friend: This is a letter from girls in a high school to a girl who we hope will go to a high school, too. Every girl ought to. Even one term in a high school should make life richer, more cheerful, and more beautiful. We should like to welcome you to our school family. Think it over and talk with your father and mother about it.

"There are several different courses in our school. First, there is the four-years academic course. This is the one that prepares you for college or the teachers' training school. A great many of us are taking the course, and we are proud of the record made in it. If you could look into the last annual report of the city superintendent of schools you would find that 97 per cent. of our graduating class passed the examination to enter the training school.

"Another course is the commercial course, in which you may study stenography, typewriting, bookkeeping, etc. There is a library assistants course, with cataloguing, bookbinding, and various kinds of library work.

"There is a dressmaking course, with sewing, draughting, costume design, and millinery.

"There is a designers course, with still-life, picture-study, draperies, illustrating, lettering, and design."

CINCINNATI'S DEPARTURE.

Superintendent F. B. Dyer is a leader in every best sense of the term. His latest departure is the appointment of a citizen's committee by the City Club, which selected three eminent men who went into the matter independently and searchingly.

They commend the selection of teachers by the civil service system inaugurated by Superintendent Dyer. They say that fully one-quarter of all the pupils may be classed as backward—that is, too old for the grades in which they are. This is being remedied by special attention being devoted to them. They commend the separate school for truants, which is to be established in September. The curriculum of the schools is excellent, "except that the character of the curriculum in secondary

schools in America is too much subordinated to college entrance requirements."

They tell of the great improvement made in the condition of schools by building modern houses and remodeling old ones, but add that much remains to be done in this direction in order to make all the schools sanitary, well heated, lighted, and ventilated, and, most important of all, equipped with proper plumbing and toilet facilities. They urge that temporary provision be made for filtering all drinking water in the schools.

The committee favors the payment of the cost of new schools out of tax funds instead of from bond issues, and in conclusion, said that they believe "that the board of education which the city now has is one of the best and most progressive with which we have been favored for many years. We have not taken into consideration, in connection with the board, whether a smaller board might not be more efficient."

CUT DOWN WEEDS.

This will be a different world to live in when it is weedless, as it will be in civilized communities by and by. There are cities now in which they fine or even imprison a man who does not keep all weeds cut down on his place and in the street adjoining. Most weeds are annual, and come up from seed, so that if they never go to seed there will be no more weeds. There are weeds in the social, industrial, and commercial world that need heroic treatment.

IN THE GOOD OLD DAYS.

Sixty years ago one Massachusetts town reported that one-third of the pupils were truants, now one per cent. would be considered terrible.

Seventy years ago there were but fifteen high schools, now only thirteen towns do not give children high school privileges. Then \$500,000 was the value of public school property, now \$58,894,000. Then one town sold four schoolhouses at public auction at an average of \$41.34. Many schoolhouses were sold for from \$4 to \$10 each.

Then thirty feet of air to a pupil was known; now none has less than 215.

The men teachers had \$25.44 a month; now \$149. Women, \$11.38; now \$57.07.

Then in 100 towns there was no uniformity of text-books. Now the public pays \$708,000 a year for free text-books.

Then the cost per pupil was \$2.81; now \$24.89.

ROUND TABLE BY MAIL.

Superintendent Walter R. Siders, Pocatello, Idaho, has established a "Round Table by Mail" which is a new scheme so far as I know. The plan as follows:—

Each will send to each member all printed matter, courses of study, rules and regulations, blanks for reports, outlines—whatever explains the methods in use in his school.

Whenever confronted by a perplexing problem of management he will send out a list of questions or topics, sending addressed stamped envelope for

reply. Each member in the Round Table agrees to return an answer within a week.

He will send to all members all new reports, forms, etc., whenever they are brought out.

Whenever he desires to add another name to the mailing list he will send the name and address to all members, who will add this new name to their list. It is supposed that anyone proposed for membership will be a man of ideas, as able to give as to receive.

Parties making no returns in accordance with the agreement will have their names canceled from the list, and the Round Table will proceed with the membership making such response.

NATIONAL WEALTH.

Our national wealth is believed to be \$107,000,000,000. Fifty-five years ago it was but \$7,000,000,000, or less than one-fifteenth of what it is today. In ten years we have gained \$27,000,000,000, or four times as much as the entire wealth in 1850. How much have the teachers contributed to the training of the boys who have built it up? How much of the \$107,000,000,000 have they as their reward?

INCONCEIVABLE.

In one state in the North there are two men who own and run saloons and teach school. They took the teachers' examination, got a good rating, captured the trusteeship for their friends, and the positions for themselves. They are in the saloon dealing out drinks in the early morning, in the evening, and all the vacation. They are not personally immoral, and there appears to be no way to dethrone them. The hours that the schools are in session are not highly profitable in their saloon, at least a cheap hired bartender can attend to it all with ease. What a situation!

AND NOT DRAW TEMPER.

I asked Professor Breckenbridge of the University of Illinois what he regarded as the greatest of industrial discoveries of modern times, and he promptly replied: "High speed steel." It seems that they now make steel that will cut metals with ease. A steel saw will go through metal at the rate of 150 actions a minute and not draw the temper.

Then I went to moralizing—to myself: Who will invent a process by which men—and women—and children can stand such rapid experiences with human nature and not draw the temper?

NOBLE PUBLIC SPIRIT.

Several of the largest bill board advertisers of Boston have signed the following agreement:—

"We, the undersigned, realize that sign boards and poster boards detract very much from the appearance, health, and safety of our city and from our rural views. We believe this class of advertising is not essential to our success.

"To show our civic pride we hereby agree to abandon advertising in the above manner when our present contracts expire."

This is one of the proud minutes in Boston's life. There is civic pride and public decency left in some men. This indecent display will be driven out of New England at no distant day, and out of every self-respecting state in the union as well.

DEFEAT OF ANTI-CIGARETTE LAW.

The anti-cigarette law of Illinois is declared unconstitutional on short notice. The decision was rendered within five hours from the beginning of the hearing thereon. The text of the decision contains the following:—

"The law is unconstitutional because the word 'cigarette,' according to legal decisions and the lexicographers, means when used without qualification a cigarette made of tobacco. The act in its title purports to be an act to 'regulate' the manufacture, use, sale, and giving away of 'cigarettes,' and the first section provides that no one shall be permitted to manufacture, sell, or give away any cigarettes containing tobacco.

"Hence there is an inconsistency in the conflict between the title and the act itself, and under the constitution no act can be broader than its title. As prohibition is broader than regulation, so the act is broader than its title.

"It was passed under pretense, as its title indicates, that it was an act to 'regulate,' while in fact it is an act to prohibit. Such deception in the title renders the act unconstitutional."

NOBLE OAKLAND.

Oakland's lowest grade teacher's salary is \$780, and only those who have taught less than one year receive so little. From one to two years, \$900; from two to five years, \$1,020; from five to ten, \$1,080; from ten to twelve, \$1,140; twelve or more years, \$1,200 for grade work.

CARLETON.

There is a village in Michigan named "Carleton" in honor of Will Carleton, the poet who has led all others in the style of character studies in verse, of which "Over the Hill to the Poor House" is perhaps the best known. When Will Carleton went there on June 27 the occasion was made a universal holiday. He is in every way entitled to the honor.

Elmer E. Silver has become general manager for Massachusetts of the Union Central Life Insurance Company of Cincinnati, with headquarters at 79 Milk street, Boston. He was one of the best known publishers for many years, but for the past two years was general agent for New England of the Equitable Life Association. His new company is one of the best in the country.

Twice in three years the Auburn, Maine, salary schedule has been raised, the last time within a few weeks, when all teachers in the service of the city ten years or more were given a substantial increase, and provision made for a similar increase to all other teachers in June, 1908. The good work is going on.

President B. P. Raymond of Wesleyan Univer-

sity retires after eighteen years of eminently successful service. As in the case of President Tucker of Dartmouth, who resigned some months since, the strain of the modern college presidency impaired his health and made absolute rest indispensable.

Hon. F. G. Blair, state superintendent of Illinois, is making a notably good impression upon the educational interests of the state. He had an admirable influence in legislation, and he is taking in hand the professionalizing of county supervision. He is an educator, first, last, and all the time.

Professor George E. Vincent has been promoted from dean of the Junior College of the University of Chicago to dean of the faculty of art, literature, and science, which places him next to the president in rank. He is a great favorite with the educational world.

President Charles W. Dabney of the University of Cincinnati comes out vigorously for teaching from the Bible in all schools. He says the United States has better equipped schools than any other nation, but is weakest in moral and ethical training.

In Charles City, Iowa, out of thirty teachers there is but one without university, college, or normal school training. Is there any other city with as good a record as this? Ninety-seven per cent. with training in university, college, or normal school.

It appears as though more than twice as many teachers are in Europe this summer as ever before. From several cities more than 100 teachers have gone. Detroit is sending nearly 100. More than 200 have gone from Chicago.

Governor Deneen of Illinois has been authorized by the legislature of his state to appoint a commission to search the world over for ideas for improving the schools of that state.

Tuberculosis causes one-third of all deaths from fifteen to forty-five. Massachusetts has reduced the percentage of deaths therefrom one-half in twenty years.

Harvard's class of '82 celebrated its silver jubilee by handing President Eliot for the university \$100,000. Every class does this and it is no burden.

Miami University, Ohio, is to ask the next legislature for \$150,000 for the normal department. Let the good work go on.

There are 295 wage-earning occupations for women, but 86 per cent. of the women are in eighteen occupations.

One-half of the kitchen girls in Massachusetts earn more than one-half of the women teachers.

All honor to Senator Albert J. Beveridge for his crusade for a national child labor law.

Superintendent E. G. Cooley is preparing for a fresh war on fraternities in the high schools.

Report of American Institute of Instruction in next issue.

THE WEEK IN REVIEW.

ORCHARD AND HAYWOOD.

Interest in the trial of Haywood in Idaho is taking many curious forms. The question, "Is Orchard telling the truth?" has completely displaced the Thaw case from the public mind. A distinguished Harvard professor has spent weeks in the close study of Orchard and hours in interviews with him, solely in the interest of psychology; and a leading magazine has begun the publication of a serial life of Orchard, which is in part at least an autobiography. These are curious proceedings in the case of a man who, if his own story is true, has on his hands the blood of a score of men, more or less; and who has narrated the minutest details of his crimes with perfect composure and little evidence of emotion. Perhaps the Harvard professor is right, for, whatever else Orchard may be, he is certainly a curious psychological problem.

FILIPINOS AND THE BALLOT.

It has been assumed all along that the Filipinos were hungering for a share in their government, and that they ought not to be deprived of political privileges a day longer than was absolutely necessary. With this thought in view, a constitution was granted, and elections for a parliamentary assembly ordered for July 20. But the registration of voters as a preliminary to the election has disclosed a singular lack of interest, and the number of Filipinos who have enrolled themselves as voters is extremely small by comparison with those who were entitled to do so. It is not denied that the system of government devised is a liberal one, nor that it gives as free scope as was practicable to the native initiative; but the incident seems to teach afresh the old lesson that aptitude for free parliamentary institutions is a slow growth among people who have been accustomed only to arbitrary rule.

THE MULTI-MILLIONAIRES.

Two of our multi-millionaires have been a good deal in the public eye recently. One of them, Mr. Harriman, succeeded in getting himself arrested by persistently disregarding the regulations at the Yale-Harvard boat race, and following in his steam yacht in the immediate wake of the racing boats. His conduct was that of a man who assumed that restrictions meant to be binding on people in general had no application to him. The other multi-millionaire referred to is Mr. Rockefeller, who has been in hiding from the marshals sent to summon him to give testimony before the Federal court at Chicago. Doubtless the summons was an annoyance, but even multi-millionaires are not superior to legal processes, and it is better that they should not assume to be. The spectacle is not an edifying one.

OUR STANDING ARMY.

Some of the more extreme peace advocates are "viewing with alarm," or professing to, the fact that the minimum strength of our army has just been

increased from 62,666 men to 68,951. This is still about 31,000 short of the maximum allowed by the existing law, which gives the President discretion to increase or decrease the strength of the army within that limit. But there is no real occasion for hysterics in these figures. An army of 69,000 men for a nation of 90,000,000 people, with far-distant island dependencies to govern, is not big enough to be a very serious menace to our institutions; especially as it is well known that the increase commented on is simply to provide men to garrison the new coast defenses which we are slowly constructing of a sort somewhat in proportion to modern needs.

CENTRAL AMERICAN POLITICS.

Conditions in Central America continue much disturbed. On the one hand, President Zelaya of Nicaragua, who cherishes the dream of a unification of the five republics under one government, with himself at the head, and is scheming to realize that lofty ideal through wars and revolutions, is actively at work in furtherance of his plans. On the other hand, President Cabrera of Guatemala has added to the troubles of that already sufficiently harassed republic by ordering the summary arrest and trial of 160 Guatemalans. The ostensible reason is a conspiracy against himself; but apparently the arrests are simply a general round-up of his leading political opponents and other wealthy and influential men who have refused to pay him financial tribute. These arrests have aroused the diplomatic corps to vigorous protests, and if they are followed by wholesale execution there is trouble ahead for Cabrera.

BRITISH MAGNANIMITY.

The proclamation of a new constitution for the Orange River Colony is a new reminder of the magnanimity which Great Britain, under the Liberal government, is showing to the men who but a few years ago were in arms against her. The new constitution follows closely along the lines of that already conferred upon the Transvaal, and in actual operation there; like that instrument, it gives no special privileges whatever to the British residents, but places Briton and Boer on the same political footing. There is to be a legislative council of eleven members, who, at first, are to be nominated by the governor, but later will be elective; and an elective legislative assembly of thirty-eight members. These are to be chosen on the basis of manhood white suffrage. Dutch and English will be used in the debates; and if the two houses fall into disagreement upon any measure, their differences will be settled by a joint session and a joint vote of both houses, which gives the control obviously to the elective body by reason of its superior numbers.

A TIMELY APPEAL.

Seven Japanese chambers of commerce have joined in an address to the principal chambers of commerce in the United States, in which they de-

COLLEGE ENGLISH.

[Continued from page 69.]

of the Doones in John's own home announce the fact that Lorna's father was the murderer of John Ridd's father. This point is the dramatic crisis of the story, and presents a situation from which there is seemingly no possible escape except that the lovers should renounce one another. And at the point which Lorna's story has reached by this time, that issue for her own protection is equally impossible. Also, before this point has been reached, John Ridd has been made the chosen weapon of the law to rid the country of this dangerous people, and bring peace and safety to its law-abiding citizens.

This complication is solved by Lorna's story, which proceeds from this point along quite a different line. Lorna is discovered to be not a child of the Doones, but their prey, kept for ransom and revenge, and made the tool of their perfidy for purposes of their own. At once her story links itself to that of John Ridd in a peculiar way. Instead of barring her marriage to him, it directly assists it, by the fact of his having rescued her from her false position, and by making him still more the agent of justice against the wrongs of the Doones in general.

But from the beginning there is another circumstance that would seem to be an impassible barrier between John Ridd and Lorna Doone—and that is their social inequality. John Ridd is the son of a country farmer, and Lorna Doone, even supposing she is a Doone, is the child of noble lineage. It is a condition that not gratitude nor even love can overcome in the eyes of the law and in the social construction of the state. And these are things that cannot be overlooked in judging the book, not settled upon principles purely humane and philanthropic.

It is one of Blackmore's problems to readjust these social conditions to the consummation of the desired end, and he does so by having John Ridd knighted by the king, as a reward for his service to the state in exterminating the lawless Doones. But it should be plainly noted that before Blackmore brings about this solution of the story, by the course of the events of the romance, he makes it plain that the social laws of rank and state which separate men into classes are not the highest laws, nor the laws to which human life owes its obedience. In the perfect love of John for Lorna which ennoble him to the rank of worthiness to wed her, without leveling her to anything to which her nature would be averse, we are made to feel a principle of rank not determined by social conditions; and in the perfect love of Lorna for John we are made to feel that she would have lowered herself far more by not marrying, after he has rescued her and restored her to her rightful heritage, than if she had turned from him to a prince of state whose rank was merely a title of birth, not of honor.

Again, one more great problem in the restoration of justice must be met and satisfied in the story. The Doones, themselves, are an aggrieved clan. Their position as a lawless social element is pri-

marily not occasioned by themselves, but by their banishment from their own rightful and lawful social position. Two things then remain to be done for them. First, they must suffer the punishment which they have brought upon their own heads for their crimes; but at the same time, if they are merely exterminated, their fastness destroyed, and their menace removed, the balance of justice on their behalf is not restored. Yet so great is their wickedness that such a restoration, if it is to be made, can be done only to an absolutely innocent member of the family. Also, so great has been their wickedness, that to leave a single one of their malefactors abroad in the land would militate forever against social welfare, and against the sensibilities of the reader. Therefore, when John Ridd's sweeping revenge finally falls upon them, one only is left, little Ensie, grandson of Sir Ensor, the one originally wronged, and bearing his name. In the course of events of the story he becomes the charge of John Ridd, who through his marriage with Lorna is able to restore this child and, through him, his family to its rightful story.

One question more arises. Although it is necessary that the solution of all of these problems which arise from the situation of the story must be solved by Lorna's connection with it, excepting John Ridd's revenge, how can we be satisfied that she should be so brutally forced into her position among the Doones and all the suffering that it entailed for her, merely to work out this solution, when she had no connection with them?

And incidentally, how would the restoration of the Doones in little Ensie be justified in John Ridd's marriage, when Ensie was in no way allied either to Lorna or to John? But Blackmore has satisfactorily answered these questions by discovering that Sir Ensor Doone was the great uncle, though not the grandfather, as he claimed to be, of the Lady Lorna Dugal, and so by rightful ties of blood all restorations are fully made.

It is a very interesting exercise to note how the secondary stories of Tom Faggus and Annie Ridd, of the king's emissary, Jeremy Stickies, and the story of Reuben Huckaback are made steps in the development of the larger problems, and how they force situations and assist cross purposes to work together to the final issue.

But the greatest interest in the story, that which places it among the great romances and the great studies of all literature, is the study of the human heart in its noblest traits, as seen in the characters of John Ridd and Lorna Doone, and incidentally in the minor characters. It is really the power of love and courage and faith, not as idealisms, but as working factors in human life, that gives the romance of "Lorna Doone" beauty and sweetness and force and depth and truth, and ever beloved.

Cincinnati's men with automobiles, one hundred in number, took nearly one thousand poor orphans for a ride through the parks. Every season develops some new way to do something for the unfortunates, but there is abundant opportunity to enlarge this spirit of service.

WHAT EACH ONE CAN DO FOR HIS CITY.—(III.)

[Outline arranged by A. E. Upham for the school work of the Elmira reformatory.]

"One can hardly believe the quantity of good that may be done in a city by a single man who will make a business of it."—Benjamin Franklin.

PUBLIC DUTIES.

1. Voting. A right.—A duty.
Vote honestly. Vote for the best man.
Don't sell your vote.
2. Taxes.
What they are for. How raised. Pay promptly.
3. Obey Laws.
What is law for?
(a) Laws about speeding in public streets.
(b) Laws of Health Department.
(1) Spitting—danger— nastiness.
(2) Selling poor fruit, meat, etc.
(3) Obstructing sidewalks, clogging sinks and drains, etc.
(4) Scattering rubbish, papers, tin cans, and banana peelings, etc., etc.
4. Charity.
(a) Thoughtfulness for others.
Helping feeble. Giving up seat.
Sitting up with sick. Kind words to children, etc.
(b) Giving money. Not to every one who begs, but to societies who will do the work needed.

PRIVATE DUTIES.

1. Cleanliness.
Bathing. Clothing. Fingernails. Hair.
2. Manners.
Table. On street. In company.
In public places.
3. Education.
Every man is responsible for as much knowledge as he has an opportunity to get.
Use night schools. Libraries.
Reading rooms. Free lectures.
4. Self Control.
Eating. Drinking. The safe rule.
5. Work. Five virtues.
Industry, punctuality, orderliness, intelligence, economy.

Oh, the deeds we will do in the days to come
And the words that we mean to say
Will lighten the hearts of the sin-sick souls,
But what shall we do to-day?
Oh, the burdens we'll lift from the hearts of men,
Oh, the tears we will wipe away,
And the songs we will sing to the faltering ones—
But what shall we do to-day?
To-day is the span of our life, no more
Can we measure or clasp or mould,
There may be no morrow for us, dear heart,
No future to use or hold.
Oh, let us give from our store at dawn,
Give 'till the gloaming fades away,
All we may do for the sons of men
Is the good we can do to-day.

—Ruth Sterry, in the Bookman.

A WORD ABOUT SUPERINTENDENT GRIMES.

My Dear Old Friend Winship:—

Superintendent Grimes has passed on. He was near and dear to me. We talked school together, and I knew something of his head and his heart, and I caught glimpses of his inner thought and life, such tender, loving ideals, as even he could not voice in words. Grimes wasn't his real name. He was not an absolutely perfect county superintendent, for instance: he seemed to believe that to be a teacher is the most glorious thing in the world. Kind of stage struck on his own profession, for he had taught many years.

No two leaves on the same tree are alike, and no two school superintendents alike. Some are struck on getting the percentages of children's ability in school work. Grimes said he wanted most of all to touch the hearts and lives of children, and he didn't know how to reduce it to a percentage. He just wanted to inspire children. What is the real value of a noble thought figured out in per cent.?

What would be a fair definition of "county superintendent"? Answer: A man or woman who drops unexpectedly into your school and shows you how you've missed it. Principally he or she finds fault. Not so with my old friend Grimes. Neither did he pour out buckets full of undeserved compliments. Why he was just like a tender-hearted surgeon. It was almost a pleasure to have him lance your sore. Perhaps he would say the copy books were fine, almost equal to the copy books he once saw in the Bowditch School, Boston. Of the reading he would say: "I know a school in this county where the reading is much better. The teacher procured four or six different makes of readers, and every child had a great deal of practice in reading. We need to read more, and of greater variety. Many and many a child, leaves school so poor a reader that he is not prepared to appreciate great literature, let alone using encyclopaedias and dictionaries."

The schools used to have the best of fun when Grimes came smiling and bowing in. Why, the children used to think it a treat to have him come. Some little fellow would say: "I'm glad you came to-day, Perfesser, let me hitch yer hoss for yer."

Time after time Grimes had to be voted for, and he used to say: "Oh, how hard it is to get an office that has honor and emolument, or to escape one that has neither." There was a dissolute man who remarked one day: "I'd rather give a thousand dollars than have old Grimes elected, but I suppose he will be." This fellow had indirectly felt the power of the superintendent for social purity.

My friend used to say that the best compliment he ever had was from the man who said, during the political campaign: "Grimes is of no account except for two things—he can sing songs and tell stories."

Sometimes you would see a little child whispering to the teacher, who would say: "Mr. Grimes, these children want you to tell them a story," or it might be sing a song. Then would come some story culled from American history, or one of the great hearty songs breathing the greatest and purest sentiments of human life. He loved especially to ring the changes with speech and song and story on the heroic in our common life. Then he would proceed to show the heroism of helpfulness and kindness and the nobility of gentleness. Said one teacher: "He started a genuine revival in my school with his talk and illustrative stories, for he made the rough, big fellows see that it was heroic to care for and make happy the little fellows. They came to believe that it was glorious to have a giant's strength but not to use it like a giant."

Many a time my friend wrote late at night answering school children's letters. Here they would come, a batch of letters from every member of a country school, from the six-year-old to the eighth grader, genuine boy and girl letters, some narrative, some humorous, and some inquisitive, and in answer back would go to that school such a fat, long letter, with every pupil's name on the envelope in care of the teacher, and that letter would be read in every family in the district. Those letters were an inspiration for good in every family.

I cannot now tell you, Winship, all that I would like to tell

J. F., Missouri: I think the Journal is a great paper and doing a superior educational work.

about my "super" or how he passed over the range of life. It may be that his way of superintending will appeal to some other school man.

Yours truly,

A Journal Reader.

STATE OF WASHINGTON.

Enrollment, 179,994; increase, 18,343.
 Average number of months schools were taught, 6.9.
 Average actual number of days schools were taught, 133.6; increase, 4.1.
 Total number of days' attendance, 22,711,674; increase, 3,463,255.
 Number of teachers employed—male, 1,297; increase, 166.
 Number of teachers employed—female, 4,480; increase, 836.
 Total number of teachers employed, 5,777; increase, 1,002.
 Average monthly salary paid male teachers, \$67.86; increase, \$7.62.
 Average monthly salary paid female teachers, \$53.50; increase, \$3.80.
 Number of pupils graduating from eighth grade and receiving diplomas, 4,631; increase, 1,154.
 Number of pupils attending private schools, 5,633; increase, 520.
 Number of pupils enrolled in first grade, 31,181; decrease, 872.
 In second grade, 22,151; increase, 964.
 In third grade, 23,377; increase, 2,066.
 In fourth grade, 23,951; increase, 996.
 In fifth grade, 22,020; increase, 2,367.
 In sixth grade, 18,556; increase, 2,618.
 In seventh grade, 15,124; increase, 3,266.
 In eighth grade, 11,941; increase, 3,051.
 In all high school grades, 10,919; increase, 3,711.
 Amount apportioned during school year—State funds, \$1,930,263; increase, \$298,053.
 County funds, \$118,200; increase, \$7,087.
 Amount received from special taxes, \$2,276,936; increase, \$628,796.
 From sale of bonds, \$616,479; decrease, \$296,803.
 From other sources, \$217,482; increase, \$34,065.
 Total receipts during school year, \$6,493,358; increase, \$874,042.
 Amount paid for teachers' wages, \$2,545,414; increase, \$298,752.
 Amount paid for rents, repairs, fuel, etc., \$797,452; increase, \$289,376.
 For schoolhouses sites, etc., \$909,723; increase, \$50,255.
 For interest on bonds, \$286,608; increase, \$87,256.
 For interest on warrants, \$131,612; increase, \$27,706.
 Amount of all other funds paid out, \$260,985; increase, \$124,980.
 Total amount paid out during school year, 5,072,050; increase, \$923,320.
 Average number of mills special tax levied, 5.9; decrease, .525.
 Number of school districts owning reference and other books, 1,277; increase, 163.
 Average annual salary paid county superintendents, \$1,038; increase, \$68. Average amount paid county superintendents as mileage, \$262; increase, \$46.
 Incidental funds paid for county superintendents office, \$10,887; increase, \$3,759.
 Total expenses of county superintendents offices, \$59,014; increase, \$9,201.
 Number of union high school districts in state, 39; increase, 8.
 Number of private institutions of learning in state, 73; increase, 3.

Number of districts furnishing free text-books, 386; increase, 139.

Number of log schoolhouses built during year, 9; increase, 2.

Number of frame schoolhouses built during year, 167; decrease, 12.

Number of brick schoolhouses built during year, 11.

Total number of schoolhouses built during year, 187; decrease, 10.

Number of log schoolhouses in state at close of school year, 140; decrease, 4.

Number of frame schoolhouses in state at close of school year, 2,456; increase, 196.

Number of brick schoolhouses in state at close of school year, 118; increase, 17.

Value of schoolhouses and grounds, \$9,476,543; increase, \$826,279.

Value of school furniture, \$839,424; increase, \$180,806.

Value of apparatus, maps, globes, charts, etc., \$222,532; increase, \$308.

Value of school libraries, including all books, \$313,734; increase, \$101,844.

Total value of all school property, \$10,852,223; increase, \$2,119,227.

Number of districts maintaining school at least five months during school year, 2,446; increase, 125.

High schools in state, 178; increase, 46.

Districts in state not supplied with schoolhouses, 117; decrease, 20.

Number of counties in which teachers' associations are maintained, 24; increase, 8.

Number of teachers employed holding diplomas from normal department of state university, 71; decrease, 52.

Number of teachers employed holding diplomas from elementary department of state normal schools, 143; decrease, 28.

Number of teachers employed holding diplomas from advanced course of state normal schools, 253; increase, 114.

Number of teachers employed holding first grade certificates, 1,349; increase, 242.

Holding second grade certificates, 2,038; increase, 13.

Holding third grade certificates, 659; decrease, 45.

Number of applicants receiving first grade certificates, 491; increase, 109.

Number of applicants receiving second grade certificates, 1,064; decrease, 260.

Number of applicants receiving third grade certificates, 816; decrease, 62.

Total number of applicants receiving certificates during year, 2,371; decrease, 213.

Number of applicants who failed to receive certificates, 1,593; increase, 502.

Number of temporary certificates granted by county and city superintendents during year, 1,071; increase, 112.

GRIT.

I hate the fellow who sits around
 And knocks the livelong day—
 Who tells of the work he might have done;
 If things had come his way.
 But I love the fellow who pushes ahead
 And smiles at his work or play—
 You can wager when things do come around,
 They will come his way—and stay.

—Edwin C. Ranck.

"A quest of river grapes, a mocking thrush,
 A wild rose, a rock-loving columbine.
 Salve my worst wounds."

—Emerson.

BOOK TABLE.

TRUE AND FALSE DEMOCRACY. By Nicholas Murray Butler, president Columbia University. New York: The Macmillan Company. Cloth. 111 pp. Price, \$1.00 net.

These three addresses are not only the ablest public utterances of President Butler, but they present one of the most masterful discussions of the hopes and fears of the best thinkers, and are most suggestive of the way to transfigure fear to hope by educating public opinion and the ennobling of all educational activities. An indication of the style of the author may be gotten from a few sentences: "The difficulties of democracy are the opportunities of education." "Public sentiment must be first interested, then educated." "The cornerstone of democracy is natural inequality, its ideal the selection of the most fit." "Liberty is far more precious than equality, and the two are mutually destructive."

WAYEESSES THE WHITE WOLF. By William J. Long. Illustrated by Charles Copeland. Reprinted from "Northern Trails." Subject of the Roosevelt-Long controversy. Boston: Ginn & Co. Gold top. Square 12mo. Cloth. 190 pp. Price, \$1.00 net.

"Wayeeses the White Wolf" is the principal subject of the Roosevelt-Long controversy. The story originally appeared in "Northern Trails," the most popular of recent books on outdoor life. It is now reprinted separately for the first time in response to the sudden and universal demand for the story, which Mr. Roosevelt has so vigorously condemned as containing "wildest improbabilities" and "mathematical impossibilities." For this edition of "Wayeeses the White Wolf" Mr. Long has written a special preface of some length, which is prompted by Mr. Roosevelt's attack on his veracity. This new edition of the story will include the colored frontispiece and other full-page and marginal drawings by Charles Copeland which made "Northern Trails" praised as "the most attractive book of its kind that has appeared."

WELLCOME'S PHOTOGRAPHIC EXPOSURE RECORD AND DIARY. 45 Lafayette street, New York city: Burroughs Wellcome & Co. Price, 50 cents.

This is certainly the most valuable book of information regarding the photographic art that has been put in a pocket edition, and besides it has many other desirable features. A bare enumeration of what this pocket edition contains will be sufficient: Temperature chart; table for focussing by scale; customs regulations; development by time, machine, tank or stand methods; intensification and reduction; toning with gold, platinum, copper, and by the sulphide method; ruled pages for recording negative exposures; ruled pages for recording positive exposures; diary for the year; memoranda pages. Exposures at Home and Abroad: This section constitutes a simple but exhaustive treatise on the principles and practice of correct exposure at home and abroad, illustrated by an entirely new series of examples. Exposures in interior work, in telephotography, in copying, reducing and enlarging, in contact printing by artificial light and for moving objects are dealt with in special tables. Plate speed tables: These tables give the speeds of over 200 plates and films. They are the fullest published and contain information unobtainable elsewhere: monthly light tables giving the relative value of the light at all hours of the day and throughout the year; Wellcome's exposure calculator (see overleaf).

A PRACTICAL COURSE IN TOUCH TYPEWRITING. Fourth edition, revised and enlarged. By Charles E. Smith. 31 Union square, New York City: Isaac Pitman & Sons. Price, 50 cents.

For twenty-five years after the invention of the typewriter, operators confined themselves, for the most part, to the use of one or two fingers of each hand. This was followed by a period in which the use of three and even four fingers was advocated. While it was just a step from the use of four fingers to the operation of the keyboard by the sense of touch, yet it was a step taken with fear and trembling. Various text-books on touch typewriting were published. Some possessed real merit, but many were merely theories placed upon the market for the purpose of catching the pennies while the so-called "touch fad" lasted. Nearly all such attempts were swallowed up in the oblivion of a first edition. In January, 1904, however, the first edition of "A Practical Course in Touch Typewriting" made its appearance. It was a book born in the classroom, the result of enth-

siasm, diligence, and a painstaking desire on the part of the author to incorporate in his lessons only those ideas which were found to be practical and essential. The result was a text-book embodying exercises which carried the student from the simple to the complex, from the known to the unknown, in such a manner that he became master of the keyboard almost imperceptibly—found himself, in fact, a genuine touch operator without having perceived how it had all been accomplished. That such a book should become instantly popular was inevitable. Its sales at once went into the tens of thousands. The fourth edition, which has just been published, contains several additional pages which embody figure drills, letters containing tabulated statements, verses, etc.

A GERMAN GRAMMAR, FOR SCHOOLS AND COLLEGES. By Francis K. Ball, Ph. D., of Phillips Exeter Academy. Boston: D. C. Heath & Co. Cloth. 244 pp. Price, 90 cents.

An exceedingly well-arranged and complete grammar, the product of one who has had favorable opportunities of knowing what a student really needs in familiarizing himself with a foreign tongue. Exercises for translation accompany the descriptive and explanatory matter. A German-English and English-German vocabulary is also given. The book is sure to be rated as among the best of its kind, and may fairly challenge the attention of instructors in German.

A BEGINNER'S BOOK IN LATIN. By David Saville Muzzey of the Ethical Culture School of New York. New York: Longmans, Green & Co. Cloth. 231 pp. Price, 75 cents.

The author seems to be half inclined to apologize for presenting another elementary Latin book, when there are already so many of a kindred nature. But he need not be timid on this score at all, for his work is of a high grade, and will certainly commend itself to those who are engaged in directing the pupil wisely through his earliest acquaintance with the Latin tongue. The author has "Caesar" and the mastery of it in sight all through the book, and this focusing of interest by the beginner is probably much the best for him. Part I. deals with "Inflection," Part II. with "Syntax," and Part III. with "Inductive Exercises in Caesar."

EXAMINING AND GRADING GRAINS. By Professor Thomas L. Lyon of Cornell University and Edward G. Montgomery of University of Nebraska. Boston: Ginn & Co. 12mo. Cloth. 101 pp. Illustrated. List price, 60 cents.

A laboratory manual for the study of field crops, and designed for use by students in agricultural colleges, normal schools, and high schools. The ground covered by the authors not only includes what is comprised in the general term "grain," but also hay, millet, and other fodder grasses. The most precise and valuable information is here given to the products themselves, to the way they are graded, how the testing is made and registered on score cards, etc. The illustrations are peculiarly apt, and add greatly to the value of the text. Blanks are also given which the student may fill in as the result of his personal observations and examinations.

MEYER'S DER HEILIGE. Edited and annotated by Carl Edgar Eggert, Ph. D., of the University of Michigan. New York: Henry Holt & Co. Cloth. 215 pp. Price, 80 cents.

"Der Heilige" is perhaps the best "short story" of one of the best modern writers of German fiction. The story has to do with that famous figure in English history—Thomas a Becket of Canterbury, a character that certainly gives large scope for the novelist's fancy. It is a fine bit of writing, and earned for the author great honor in learned circles. The book has had great popularity, as in twenty-four years it has gone through thirty-nine editions. The introduction by the editor and his careful but not exhaustive annotations are fine bits of literary work.

FULDA'S DAS VERLONERE PARADIES. Edited by Assistant Professor Paul H. Grumann of the University of Nebraska. 16mo. Cloth. 194 pp. Price, 45 cents.

Ludwig Fulda is a prolific writer in German, of the modern school, and in refined diction and the play of humor one of the best. The text of this work is a drama, in which sociological matters assume prominence, and which the student in German will find of considerable benefit as a linguistic exercise. Careful but not exhaustive notes are added, and also a full vocabulary.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

- July 9-12: National Educational Association, Los Angeles, California.
 October 17-19: Vermont State Teachers' Association, Burlington, Vt.
 October 17-19: Northwestern Iowa Teachers' Association, Cedar Rapids, Iowa.
 December 26, 27, 28: Montana State Teachers' Association, Missoula.
 December 31-January 1, 2, 3, '08: Colorado State Teachers' Association.

SUMMER SCHOOLS.

- July 1-October 31: Summer courses for foreign students, University of Dijon, Dijon, France.
 July 1-August 23: Summer session, Fisk University, Nashville, Tenn.
 July 1-August 3: Summer term, University of Maine, Orono, Maine.
 July 1-19: Summer school, New York University, New York City.
 July 1-26: Summer session, Interstate Normal, Norfolk, Va.
 July 1-August 2: Summer school, University of Georgia, Athens, Ga.
 July 1-August 9: Summer session, Oshkosh State Normal School, Oshkosh, Wis.
 July 1-August 3: Summer school of Manual Training and Domestic Economy, Bradley Polytechnic Institute, Peoria, Ill.
 July 1-August 9: Summer school at University Heights, New York University, New York City.
 July 2-August 9: Summer courses, Harvard University, Cambridge, Mass.
 July 3-27: Summer school, Connecticut Agricultural College, Storrs, Conn.
 July 4-August 14: Summer session, Cornell University, Ithaca, N. Y.
 July 5-August 16: Summer school, Yale University, New Haven, Conn.
 July 5-August 16: Summer school, Syracuse University, Syracuse, N. Y.
 July 7-August 17: Summer school, Chautauqua Institute, Chautauqua, N. Y.
 July 8-August 19: Summer school, Whitewater Normal School, Whitewater, Wis.
 July 8-August 17: Summer school, University of Pennsylvania, Philadelphia, Pa.
 July 9-August 17: The summer session of the Columbia University, New York City.
 July 9-August 30: Summer school, State Normal school, Plymouth, N. H.

CENTRAL STATES.

OHIO.

CINCINNATI. It seems to be up to President Dabney of the university, as to whether the board of education takes over the control of the Technical School for the next two years until the manual training high schools are completed. Supervisor Frank H. Ball, of manual training in

the public schools, has inspected the Technical School and had a talk with President Dabney. He reports that there would be room enough in the Technical School to accommodate the pupils of the three high schools if all of the rooms and equipment could be used, but that President Dabney says that he will have to retain the drawing-room and one of the shops for the classes of the University Engineering College. Unless they can get the whole Technical School Professor Ball says he will not advise the board of education to try to give a technical education to the high school pupils at present.

CLEVELAND. J. F. Barker of Muskegon, Michigan, is selected as principal of the new technical school of this city.

NEBRASKA.

FALLS CITY. Richardson County Teachers' Association recently closed a three-days' session. So many teachers were present they could not find accommodations and were forced to return to their homes. The eight high schools of the county debated the subject "Resolved, that American Municipalities Shall Own and Operate Their Public Utilities." Professor George Carrington, county superintendent of Nemaha, was present, and Professor Gregg of Peru Normal delivered a psychological lecture.

SOUTHERN STATES.

GEORGIA.

ATHENS. The State Normal school has closed the most prosperous year in its history. The attendance has reached a maximum. The total registration during the year has reached 568, which makes this the largest student body in the state. There are twenty-nine members of the faculty and forty officers and teachers in the institution. Ninety-nine counties out of the 145 in Georgia are represented in the student body. There are 124 students at the State Normal holding diplomas from other institutions in the state and other states; there are 163 who have had experience in teaching before coming here, and there are 186 who earned the money with which they are paying their expenses through the State Normal. The parentage of the students here is as follows: Farmers, 269; merchants, 33; professions, 43; county and city officials, 13; and the remaining scattered through a large number of callings. Since the establishment of the school thirteen years ago there have been 6,496 teachers to register in its classes. There have been 336 graduates during that time. During the first few years of the school the graduates were few in number, as most of the teachers spent only a few weeks here at a time. In recent years, however, the number of graduates has largely increased, owing to the fact that nearly all the teachers now come for the full four-years' course.

SOUTHWESTERN STATES.

COLORADO.

COLORADO SPRINGS. The new census makes this a city of 30,000. There are 140 teachers. Superintendent John Dietrich has had his salary raised to \$3,000 and a re-election for

three years. The supervisors' and high school teachers' salaries have been raised \$200 each. The city has always been in the front rank, educationally.

CALIFORNIA.

SAN FRANCISCO. Miss Katherine M. Ball, art superintendent of the city, took a year off because the schools were not equipped with conveniences for drawing and has been lecturing most acceptably and successfully on Japan, "The Color Prints of Old Japan," "Japanese Paintings and Prints," "Folk Lore of Old Japan," in the leading cities on the Pacific coast.

PASADENA. The city is rejoicing in a beautiful new school building, which is named the Roosevelt. The principal, R. G. Sharp, is leading a great movement for city playgrounds for school children. Every champion of playgrounds deserves public commendation.

SANTA BARBARA. There is to be a summer school with normal courses in sloyd and in manual training for primary and ungraded schools from July 15 to August 16, and it is hoped that visitors to the N. E. A. will take advantage of it by corresponding with H. A. Adrian, superintendent of schools of Santa Barbara.

NORTHWESTERN STATES.

WASHINGTON.

SPOKANE. Superintendent J. A. Tormey of this city has been elected secretary of the Kootenay River Land Company. The company has 9,440 acres of land in southeastern British Columbia, where it is purposed to establish a town, also installing a plant to irrigate 7,000 acres of the land to grow fruit. Mr. Tormey will continue his work as superintendent of schools in Spokane, which now have an enrollment of more than 15,000. Mr. Tormey is one of the most successful school men, financially, in the United States.

The use of the flag to mark a schoolhouse which has become so common in this country is to be adopted in England in the Edmonton union schools, but with a difference. The plan is to hoist the Union Jack a quarter of an hour before school time, thus incidentally warning lag-gards that it is time to quicken their steps. Thus patriotism and punctuality are taught at the same time. English schools, by the way, are showing themselves eager to reciprocate in the matter of hospitality. The Dover town council, among others, has voted to ask for a share of the American and Canadian teachers expected on a tour of investigation in the autumn.

A husband was being arraigned in court in a suit brought by his wife for cruelty. "I understand, sir," said the judge, addressing the husband, "that one of the indignities you have showered upon your wife is that you have not spoken to her for three years. Is that so?"

"It is, your honor," answered the husband.

"Well, sir," thundered the judge, "why didn't you speak to her, may I ask?"

"Simply," replied the husband, "because I didn't want to interrupt her." —The Bellman.

The Educational Outlook in Alabama

In none of the southern states is the outlook for education more promising and hopeful than at the present time in Alabama, notwithstanding the fact that she has had the unenviable record of being the third state in the number of illiterates,—having fifteen per cent. of her white population unable to read or write,—of having the fewest teachers per thousand of any of the states, and of expending the smallest amount per capita for educational purposes. The percentage is high, however, compared with expenditures for other interests.

The hopefulness above referred to consists in an increasing interest in education which is directed mainly in the following lines: (1) the perfection of the system; (2) the better preparation of teachers; (3) better schoolhouses and equipment; (4) an increasing desire on the part of rural communities to secure good teachers, combined with a willingness to pay adequately for their services.

The system is simple, consisting of a superintendent of education, a county superintendent, a county board of education, and three trustees in each district. The present superintendent of education is Harry W. Gunnells, whose service as assistant of the previous incumbent gave him opportunity to become acquainted with the problems of education in this state, and with the best means of solving them.

Besides the State University at Tuscaloosa, and the Medical College at Mobile, there are eight normal schools, five for white and three for colored students, nine agricultural colleges, an industrial institute for girls, an Agricultural College and Polytechnic Institute, a School for the Deaf, Dumb, and Blind, and many minor institutions supported partly by the state, besides numerous denominational schools. These schools play a considerable part in the education of the state, and some of them take high rank. The cities of Mobile, Birmingham, and Montgomery have exceptionally good school systems.

The state money, derived from the usual sources, is distributed to the counties according to the school population of the county, irrespective of color. This money is used entirely for the payment of teachers' salaries, and in addition each county has the right to raise a tax of one mill on the dollar for the purpose of prolonging the time during which school may be held. Thirty-two of the sixty-seven counties have already availed themselves of this privilege, although the law has been in force but a short time, and it requires a three-fifths vote of all voting at a regular election to carry the measure.

The scarcity of help, and the absence of a strong compulsory education law have worked to hinder the progress of the schools in many localities. There has been a strong antipathy to a compulsory attendance law, but public sentiment is much stronger in favor of it than formerly. Attendance is compulsory for two months. As eighty-two per cent. of all the population live in the country, and as four-fifths depend upon state and county aid, it can be seen that there is a close connection between the newly awakened interest in the

rural communities and the generosity of the last legislature.

This legislature will go down in history as the "educational legislature." In less than an hour, one day, it passed bills granting to the cause of education more than a million dollars, and that with less debate than formerly attended the granting of a few hundred dollars. Besides the bills granting money, others were passed changing the re-districting law which has already done much to strengthen the district schools, so that it is even more effective than before, and granting to districts the right to buy books for the use of indigent children. Each county is also allowed \$1,000 for the building or repairing of rural schoolhouses. One of its provisions is that no district shall have more than \$200, and that not till an equal amount has been raised by the district applying for it, to be used for the same purpose. The school term will probably be lengthened from five to seven months.

The state has had a uniform system of books for nearly five years, and as most of them have proved satisfactory, it is thought that they will be re-adopted for another term of the same length. Great attention is being paid to the industrial education of girls, a feature entirely new until recently. The normal schools are doing the most for education in giving large numbers of young men and women the training, the inspiration, and the professional spirit which fit them for their exalted office.

The awakening in education in Alabama is but one of many indications of progress; and as her material interests are developed it is only to be expected that her advancement in education will keep pace with her prosperity.

COLLEGE NOTES.

The retirement of Mrs. Adella Antoinette Field Johnston, from active service on the faculty of Oberlin College is an event of great moment in the history of the college; for her membership in the faculty dates back to 1870, and she has thus completed a term of service eleven years longer than that of any one else now connected with the institution and equaled only five times in the past—by Professors Morgan, Dascomb, and Churchill, and Presidents Finney and Fairchild. Mrs. Johnston in 1850 came to Oberlin to enter the preparatory department. She graduated from the literary course of Oberlin College in 1856. In 1859 she was married to James M. Johnston, who had graduated from Oberlin in 1858.

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Mrs. Johnston was elected principal of the women's department in 1870, a position which she held until 1900, although the title was changed to dean of the women's department in 1894. During all these years Mrs. Johnston added teaching to her administrative duties, and in 1890 she was appointed professor of mediaeval history. In 1900 she resigned as dean of the women's department in order to give her best efforts and her entire strength to her professorship. Mrs. Johnston was honored with the degree of Master of Arts from Hillsdale College in 1873 and from Oberlin College in 1878, and was made Doctor of Laws by Western Reserve University in 1906.

The faculty of the Massachusetts Agricultural College have voted to recommend the election of Professor W. R. Hart of the Nebraska State Normal school as professor of agricultural education. Professor Hart is a man of about fifty years of age and is considered one of the strongest men in the educational work in Nebraska. He spent his boyhood on an Iowa farm and received his education in Iowa Wesleyan University, Iowa State Law School, and the University of Nebraska. He had his Master's degree from the latter named institution. He has had teaching experience in country schools and also in high school and normal and college work. He is a member of all the educational associations in Nebraska, has contributed numerous educational articles, and written several monographs on educational topics. The department to which Professor Hart has been called, is an entirely new one at the Agricultural College and is a very important departure. Professor Hart will be expected to make a thorough study of all phases of agricultural education and to be of especial help to the teachers, principals, and superintendents of the state in introducing agriculture into the elementary schools and high schools, and in the establishment of agricultural high schools. The summer school of agriculture, to be held for the first time during the coming summer, promises to be a great success, and is to be part of the work of this department of agricultural education. It is believed that the Massachusetts Agricultural College is the first institution in the United States to organize this work on so broad a foundation, although many other colleges have introduced various phases of instruction for those desiring to teach agriculture.

Professor F. Kohlhausen of the Rhode Island School of Design has recently delivered in Manning hall, Brown University, an illustrated



lecture on "The Evolution of the German Arts and Crafts." The lecture was in German and was one of a series given this year by the department of Germanic languages and literature at Brown University.

A new instructor in mathematics, J. H. Conover, has been appointed to begin work at Brown next September. Mr. Conover is a graduate of Rutgers College and takes his Ph. D. at Yale this year. He has taught five years, first at the Hotchkiss school and later at the Sheffield Scientific school, and he is a member of Phi Beta Kappa and of Sigma Xi.

The Brown Chapter of Beta Theta Pi will erect a fraternity house on the corner of George and Prospect streets, just off the campus. Plans have already been drawn up, and it is proposed to build at once.

Doctor Marvel has secured Hugh C. McGrath of Boston to coach the Brown track team for the rest of the season. As Mr. McGrath has been very successful in his work at Boston it is expected that he will develop here an all-around team, although it is now rather late in the season.

THE MAGAZINES.

— The special features of the American Monthly Review of Reviews for July are an illustrated account of the recent development of the rubber industry, by William M. Ivins of New York; a timely summing-up of "The Case of San Francisco," by former Mayor James D. Phelan; a careful survey of the crop situation throughout the world, with especial reference to American wheat and corn; a brief study and interpretation of the present tariff-reform movement in this country, by William H. Corwine; an illuminating article by C. M. Harger, setting forth the new attitude of the Middle West towards Wall Street; an interesting resume of the systematic efforts now made in the South to minister to the needs of the Confederate veterans, by William H. Glasson; a terse but comprehensive illustrated summary of Central America's resources, by Director John Barrett of the Bureau of American Republics; and an enlightening description of present-day conditions in "Morocco, the Derelict of Diplomacy," by W. G. Fitz-Gerald. The editorial department, "The Progress of the World," treats of most of the important happenings of the month at home and abroad.

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THE WEEK IN REVIEW.

(Continued from page 73.)

explore the recent manifestations of anti-Japanese feeling in this country, call attention to the irritation occasioned thereby among their countrymen, and urge the necessity of concerted effort on the part of American business men to check these demonstrations before they have inflicted serious damage upon the commerce between the two countries. This appeal is timely and it cannot be acted upon too soon by the bodies to which it is addressed. The hoodlums and the irresponsible local authorities at San Francisco have it in their power to inflict grave injury on our growing trade with Japan, if not actually to embroil the two countries in war, and they seem disposed to make a reckless use of their power. There is already a movement in Japan for a boycott of American goods by way of retaliation.

THE CLEMENCEAU MINISTRY.

The Clemenceau ministry in France seems to have a charmed life. Previous ministries have been toppled over by trifles, but M. Clemenceau has faced one domestic crisis after another without losing his control. It has been the irony of his fate to be compelled to antagonize his natural allies and to run counter to what might have been supposed to be his own convictions in putting down labor-strikes, military mutinies, and the winegrowers' revolt. But he has acted resolutely on the side of law and order regardless of previous affiliations and sympathies; and we see in him one of the most striking illustrations of the sobering effect of power. His use of soldiers in curbing the wine-growers precipitated upon him a vehement attack by the Socialists, and twenty different interpellations were made against him in the Assembly, but he again came off triumphant, with a margin of 120 votes.

Lord John Russell was not tactful. On one occasion he took the Duchess of Inverness down to dinner, and, after he had sat down for a minute, he jumped up and went to the opposite side of the table and sat by the Duchess of St. Albans. His wife asked him afterward why he had done it. He said, "I should have been

ill if I had sat with my back to that great fire."

"I hope," said Lady John, "you gave your reason to the Duchess of Inverness."

"No," he said, "I didn't; but I told the Duchess of St. Albans!"

Alaska Division of the Bureau of Education.

On April 1, 1907, Harlon Updegraff of New York was appointed Alaskan assistant to the Commissioner of Education, at a salary of \$2,400 per annum, and on May 1, 1907, he was designated as chief of the Alaska division at a salary of \$2,500 per annum. Mr. Updegraff was born in Iowa in 1874, graduated from Cornell College, Iowa, in 1894, received the degree of A. M. from Columbia University, New York city, in 1898, and has nearly completed the requirements for the Ph. D. degree. He has been principal and superintendent of public schools in Iowa, principal of the Girls' Latin School, Baltimore, Maryland, and was for two years assistant in philosophy and education in Columbia University. Mr. Updegraff left Washington in the early part of June on a tour of inspection of the schools and reindeer stations in Alaska.

Dr. Sheldon Jackson, who was appointed general agent of education in Alaska in 1885, retains his title and position as a member of the Alaska division with duties in the bureau at Washington.

The biographer of Rev. S. C. Malan relates that a dishonest gardener had received notice of discharge, and, after an unsuccessful attempt to vindicate his character by plausible platitudes, said mournfully to the vicar, "Ah sir! you will miss me before I be gone half an hour!"

"I shan't mind that," answered Mr. Malan, cheerfully, "if I don't miss anything else!"

Little Johnnie, having in his possession a couple of bantam hens, which laid very small eggs, suddenly hit on a plan. Going the next morning to the fowl-run, Johnnie's father was surprised to find an ostrich egg tied to one of the beams, and above it a card, with the words, "Keep your eye on this and do your best."

National Educational Association.

The executive committee of the National Educational Association is authorized to announce the following railway rates, arrangements, and programs for the fiftieth anniversary convention to be held in Los Angeles, California, July 8-12, inclusive.

Railroad rate: One lowest normal first-class limited one-fare rate plus the N. E. A. membership fee (\$2.00) for round-trip tickets from all points west of Duluth, St. Paul, Chicago, Peoria, St. Louis, Memphis, and New Orleans. This rate will permit going by one direct line and returning by another without extra charge except that if the trip is made one way through Portland, Oregon, via either the Shasta route or the San Francisco and Portland Steamship Company, an arbitrary of \$12.50 is added.

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Dates of sale: From Trans-Continental gateways and from points east of but not including Colorado common points (Cheyenne to Trinidad, inclusive), and east of El Paso and Dalhart, June 22 to July 5, 1907.

From Colorado common points (Cheyenne to Trinidad, inclusive), and west thereof, and from El Paso, Dalhart, and west thereof, June 23 to July 6, 1907.

From points east of Chicago, St. Louis, Memphis, and New Orleans the dates of sale will be sufficiently earlier than those announced above to enable passengers to reach those gateways on June 22 to July 5, 1907, (inclusive).

Return limit: The return limit on all tickets will be September 15, 1907.

Stop-overs: Stop-overs will be allowed both on the going and returning trips at all points west of Chicago, St. Louis, Memphis, and New Orleans. To secure stop-overs application should be made to the train conductor before the ticket coupon covering that part of the journey is removed. At certain points, specified in the ticket contract, tickets must be deposited with the joint agent at the stop-over point. Passenger conductors will furnish ticket holders with all information governing these regulations.

The going trip must begin on date of sale and must be continuous up to and including the stop-over points named above.

Validation of tickets for return: Both San Francisco and Los Angeles are made terminal points for the going trip. All tickets must be validated for return from one or the other of these points, according as ticket may read by the joint agent appointed for that purpose.

General Information.

RECEPTION.

All trains entering Los Angeles will be met by members of the reception committee and the excursionists conducted to the general information bureau, and the official N. E. A. headquarters, where they will register and, if they have not already made hotel reservations, will be as-

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What kind of marks you got at school
Last week, my little man."

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"Wus red, but they wus few;
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Wus simply black an' blue."

—Denver Post.

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"I have been watching the smoke for some time," said he.

"Why, then, did you not give us notice?" asked the astonished travelers.

"Well," responded the man, "there are so many new-fangled notions nowadays, I thought you were going by steam."—Boston Herald.

The Boston Medical and Surgical Journal, published by D. C. Heath & Co., has printed in recent numbers the following articles of interest to educators:—

"Supervisory Nurses for the Boston Public Schools."—Editorial.

"The Education of Defectives."—Editorial.

"Medical Inspection of Schools."—Editorial.

"The Medical Inspection of Schools," by Dr. R. W. Lovett.

"Instruction in the Physiology and Hygiene of the Sex; Its Practicability, as Demonstrated in Several Public Schools," by Helen C. Putnam, chairman of the committee to investigate the teaching of hygiene in public schools, of the American Academy of Medicine.

"The Science of Education."—Editorial.

"Medical Aspect of Athletics in Preparatory Schools," by Dr. John P. Blake.

"Physical Training for Girls in the Brookline High School," by Dr. Walter Channing.

"The Child and the Public School Curriculum," by Dr. Thomas F. Harrington.

"A Report on the Examination of the Eyes of 420 School Children of the Town of Brookline," by Dr. Robert G. Loring.

"Examination of the Teeth of the Children in the Public Schools, with a Report upon the Examination of 700 Children of the Pierce Grammar School, Brookline," by Dr. William H. Potter.

"Physical Training in Boston Public Schools," by Supervisor James B. Fitzgerald.

"Medical Supervision versus Medical Inspection of Public Schools," by Thomas F. Harrington, M. D.

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When your cares are multiplied,
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In the days of grief and trouble
When your heart is sorely tried,
It is well to keep a-thinking,
"There's a sunny side!"
—Susie M. Best, in the Designer.

Uncle Reuben was taking his first ocean voyage down to Florida.

"Did you sleep well, uncle?" they asked him after the first night out.

"Not perticler," he replied. "Them bustles ye hev t' tie under yer arms kinda keeps a feller from restin'."—Selected.

BOSTON THEATRES.

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Professor Adam Hendershott, traveling on a trolley-line to call upon a friend, asked the conductor to transfer him at a certain point. Soon afterward the car stopped, and he was surprised to see outside the very friend he was seeking. He started to leave the car, but the conductor said brusquely, "You can't change for your car here!" The professor passed him, taking no notice.

"Can't change cars, here, I tell you!" snapped the conductor again. Professor Hendershott, deep in conversation with his friend, merely waved his hand to signify that the car might go on without him.

"Here, you old jay!" cried the man with the brass buttons, angrily, "don't I tell you that you can't change cars at this station?"

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AMERICAN INSTITUTE OF INSTRUCTION.

SEVENTY-SEVENTH ANNUAL CONVENTION, MONTREAL, JULY 1-4, 1907.

EDUCATIONAL EFFORTS FOR INTERNATIONAL PEACE.

BY SAMUEL T. DUTTON,
New York City.

The representatives of forty-five nations are now in conference in the interests of international peace. It is the second time that such a meeting has been held. Should this conference decide to meet regularly until its great purpose is accomplished, that decision will perhaps be the most beneficent event in modern history. Those who have worked hardest to bring it to pass will have some difficulty in realizing that the day of promise has so nearly dawned. A new sentiment and a new sense of human brotherhood has begun to manifest itself in many parts of the world, and The Hague conference is simply an expression of the world's desire for more friendly and sympathetic relations between the nations. May we not say that this evident desire for international conciliation shows the conquering power of a great moral ideal.

It is my purpose to identify some of the influences which have favored the peace movement. They are all in a broad sense educational, though often also intensely practical. They are all potent, though often unconscious and indirect. When, in very early times, the members of one tribe or clan began to exchange their crude products with strangers, or the natives of one island for purposes of trade began to make visits to another island or to the coast of a continent, these primitive peoples began to know and be interested in each other. Thus it is that trade has often been one of the most important factors in promoting the relationship of different peoples. In these days of steam and electricity, when we see in our harbors ships from every important port, and when the whole world is a net-work of commercial interests, we realize that war is becoming more and more impossible, by reason of the manner in which the world is organized for the purpose of free and rapid interchange of commodities, and because of the dependence of one people upon another. Free trade is no longer a political scare-crow, but is rather looked upon as something that in the nature of things must eventually come to pass, not perhaps on the grounds of altruism, but by reason of the highest utility as considered from the world point of view.

The postal service of the world, regulated by the postal union at Berne, whereby peoples of all lands are able quickly to communicate with each other, is a type of the world organization at once encouraging and prophetic. The diplomatic and consular service of nations under the new order of things, makes for fraternity and good will.

America, by reason of immigration, has become the

most cosmopolitan of all lands. Here Germans, Slavs, Scandinavians, and Italians are mingling and mixing with our American stock, until it will soon be hard to tell where one begins and the other ends. For us to think of war with any European nation would be cruel and preposterous. Another influence which operates to check the warlike disposition of governments is the financial one. The great bankers have interests too world-wide to make war permissible. Should The Hague congress agree that neutral peoples cannot loan money to belligerent nations, long wars would be out of the question.

It is apparent that the world has reached an international stage, and that we need to have our schools and colleges send into the world those who are educated to a conception of what this means and what the higher laws of humanity are. We need, to-day, citizens of the world who can take the world point of view in such matters as immigration, international trade, and economic privilege. Why should we urge selfishness and fair play in the personal life, and overlook those larger relationships which enable men to look beyond their own yards and even the boundaries of their own country and still feel responsible for honorable dealing? How can a person intelli-

gently pray "Thy kingdom come," who cannot at least imagine the world dominated by the golden rule and the principles of human brotherhood?

It is generally agreed that the time is ripe for international fair play and co-operation. What has hitherto been recorded in selfishness, deceit, and blood must henceforth be written in truth and justice.

Let us look briefly at some of the influences to which we are indebted for the present auspicious outlook. The great literature of the world has ever been and is a solvent leading to more righteous feeling and conduct. The Bible, every book of which, whether history, poetry, precept, or gospel, is a story of the battle and victory of right over wrong, has taught men to "seek peace and pursue it." Its earliest writers heralded the Prince of Peace, and its latest contributions prophesied the grandeur of His final triumph.

The sacred writings of the Orient also are not wanting in that inspiration which saw the realization of the higher ideals of human freedom and happiness. But it is not merely that the great literature has uplifted the human mind and revealed the thought of God and His purposes touching the elevation of man, but it has given a common nomenclature and common standards of morality and justice, which, being transmuted into law, have long controlled human conduct. Homer, Virgil, Dante, Cervantes, Shakespeare, Goethe, Tolstoi, Victor Hugo, Charles Dickens, and many others, as well as the great historians and poets, have shown the real



HENRY C. MORRISON,
State Superintendent Schools, New
Hampshire. President American
Institute of Instruction, 1907-'08.

worth of the people of one nation to those of another, and so have increased mutual respect and sympathy.

The fine arts also have given expression to the highest aspirations of the human soul, and the ideals thus expressed have become the common property of the race.

The great music has summoned strong men of all nations to a truer devotion and a higher patriotism as well as to a more complete self-sacrifice and a nobler manhood. The whole world feels that in a large sense Beethoven, Mendelssohn, Haydn and Wagner belong to it. The decalogue of Moses, the Sermon on the Mount, Greek art and literature, the Magna Charta, the declaration of independence, the emancipation proclamation, and the rescript of the Czar calling the first peace conference at The Hague are all of world-wide significance, and must be regarded as great milestones in the progress of the race. The theory of evolution is applicable to the moral development of man as to the development of the physical world.

Coming a little nearer to the pedagogic phases of the subject, it must be remembered that for centuries children and youth have been sent to school in foreign lands. The ancient universities of Italy, Germany, and England for several centuries gathered within their walls the choice youth of Europe, and made them acquainted with such learning as the time afforded. Seats of learning were often held inviolate, and were undisturbed during long periods of war.

The fact that America was settled by Englishmen, and that its great teachers and preachers in early days had received their training at Oxford and Cambridge, gave a distinct character to our revolutionary struggle. It was impossible to forget that brother was fighting against brother, and when once the independence of the colonies was settled and the young republic was fairly started on its course of rapid growth and expansion, the mother country and the young republic began to develop that better understanding and those relations of mutual continence and esteem which are to-day regarded with so much joy and satisfaction by both English and Americans. The thought of war between America and England is most repellant to all right-hearted people of either nation.

Recently there has been established a new form of reciprocity in scholarship, namely the exchange of professorships. Doubtless this practice, so well begun, will become a strong feature of modern university life. It may be that some plan will be arranged for the exchange of teachers in the higher schools. Large delegations of teachers from English schools have visited us during the past year, and there is an increasing tendency on the part of teachers everywhere to visit schools in other lands than their own, thus becoming acquainted with the ideals of intellectual and moral training which belong to other systems. No nation has been more ready to learn from others than Japan. Her young men are to be found in all of our great universities. Several of the most prominent Japanese statesmen and admirals are graduates of our colleges and naval academy. Japan has sat at our feet for years as an ardent student, and is to-day one of our warmest friends. Those sensational persons who predict that we are to have war with Japan are to be treated with indignation and contempt by all concerned.

If we investigate what may be called the higher life of the world and take account of the results of research and scholarship as they are applied to the uses of mankind, we find much that is international in character. Already there are international conferences in several departments of science, medicine, social reform, education, linguistic study, religion, law, theology, temperance, labor reform, and arbitration. It would seem as

though politics were about the only thing that is not brought under the influence of an organizing federative principle. The whole civilized world through its specialists is working in harmony for humanity, to prevent suffering, to reform the criminal, to secure justice to the wage earner, to protect women and children from unhealthful labor, to save, educate, and reform the defective, the delinquent, and the criminal.

It still remains to speak of what the schools can do directly for the cause of peace. The commissioner of education in New York, at the recent Mohonk conference, stated that there are in the world 3,500,000 teachers, and that of these 580,000 are in the United States. What a mighty influence may be exerted in case all teachers everywhere set justice, kindness, and human brotherhood as the highest aims in education. The spirit of our American schools has improved wonderfully within the memory of many of us. Their power to humanize, socialize, and refine the community is beyond question. If substantially the same spirit were to prevade all the schools of the world, the cause of peace would be correspondingly advanced. The old monarchies are gradually yielding to the demands of the people for a larger voice in public affairs. This staunch and steady movement toward democracy is sure to be reflected in all schools and institutions of learning, and through them will reach the homes of the people.

The knowledge of other lands than ours, whether gained by travel or general reading or the study of geography, enlarges the mind and removes racial prejudices. Teachers may favor breadth of view and respect for other peoples by aiding the young to see what each country has achieved in education, politics, literature, morals, and art. In other words, the human side of geography, which is at once the most interesting and the most valuable, should receive increasing attention. History also, if rightly taught, will reveal the fact that peace hath her victories; that among the greatest events have been those discoveries and inventions which have compelled nature to give up her secrets for the good of mankind, have conquered diseases and have increased the comfort and the joy of living. History rightly taught, without bias or prejudice, will make war hideous, and those who permit or encourage it will be seen to be guilty of the greatest crime. The new method of writing history promises to be a pronounced aid to international courtesy and regard. Every high school student should know that international law is being rapidly developed, so that nations are restrained in many ways and can no longer ruthlessly encroach upon the rights of others. They should understand what The Hague Tribunal stands for and what is understood by such terms as the "Parliament of Man," "International Police," and the "Federation of the World." The report of the committee on the teaching of history, appointed by the American Peace Society, is a timely document and will serve to call the attention of authors of historical text-books and teachers as well to their great opportunities. We are glad that the critics have already given their approval to those writers who emphasize the common life and achievements of the people rather than the intrigues of courts and the clash of arms. J. R. Green, in his "History of the English People," set a good example which has not been unheeded. In short, a vast improvement has been made in the last ten years in historical study and teaching, and the effect of this improvement will be seen in a wider interest in world affairs. Increasing attention to sociology and economics in our higher schools is favorable to a larger human feeling and a more just sense of the relations which men should hold to each other.

Schools of philanthropy, such as are now being organ-

ized in our large cities, are charged with a spirit that makes for peace and good-will.

Many schools devote some time each week to current events, and students are thus trained to recognize those facts and accomplishments which have more than a passing interest. Such training cannot fail to broaden the sympathy and arouse an interest in present history, which after all is more important than any other. The unhappy conditions in Russia, and the attempt to relieve the famine sufferers there and in China, the unrest in the south of France, the progressive policy of the Liberal government in England, the wonderful growth of some of the South American republics, all these things are of vital worth as subject matter. So the humanitarian movements at home, the work of the National Society for the Prevention of Child Labor, the improved relations of employer and employed, the increased control of corporations by the national government, all these should be understood by children twelve years old and over. An event like the recent National Arbitration and Peace Congress in New York may properly receive attention. The representative character of its officers, speakers, and delegates, and the profound impression which it made upon New York and the country render it worthy of a high place in the history of the past year.

I have said nothing about what the schools may do for peace through the use of good literature. It is a self-evident fact that whatever elevates, refines, and dignifies the human mind is effective toward the end for which we are working. Washington, Franklin, Jefferson, Charles Sumner, Channing, Jay, Whittier, Emerson, Longfellow, Lowell, Phillips Brooks, and many others have spoken eloquent words in behalf of the world's peace, words which are worthy to be learned and oft repeated by pupils in our schools. Of literature for the use of teachers, bearing directly upon this subject, let me refer to Mrs. Lucia Ames Mead's small volume, published by Ginn & Co. of Boston, entitled "Patriotism and the New Internationalism," also her "Peace Primer," which can be obtained for a few cents, and which is full of valuable information. Of books published by the same firm, which teachers may wisely read, I will mention "World Organization," by Bridgeman; "Arbitration and The Hague Congress," by Foster; "The Federation of the World," by Benjamin F. Trueblood. I must also mention Miss Jane Addams' "The Newer Ideals of Peace," published by the Macmillan Company. Every school should subscribe for the Advocate of Peace, published by the American Peace Society of Boston.

In closing let me say, first, that in school and college there should be an intelligent interest in all those forces and movements, whether economic, social, or political, which tend to unite nations and promote kindness and co-operation. Second, the government of the school and the spirit and aim of all its activities should develop those faculties of kindliness, broad-mindedness, and humanity which are needed in the United States if she is to be a leader in securing the world's peace. Third, all the studies of the school may contribute that knowledge and those habits of thought and feeling which are the necessary possession of all who are to take their places as citizens of the world.

RESPONSE TO ADDRESS OF WELCOME.

BY GEORGE A. WALTON.

"An early member of the American Institute, I am privileged in her behalf to respond to your cordial welcome to the hospitalities of your highly reputed, prosperous, and beautiful city.

"The American Institute of Instruction is not an en-

tire stranger in the Dominion, and our experience at Halifax, and earlier in Montreal, assure us of a royal entertainment, an assurance to which your kind words have set the seal. In accepting your hospitality we may express the hope that our proceedings and the mingling of yours with ours will be a contribution to the cause for which the Institute exists as well to yourselves as to us who bring it to you. We trust it will prove, as your hospitable entertainment certainly will, a blessing alike to those who give and to those who take."

After giving a very interesting account of the history of the American Institute and its achievements, Mr. Walton said in part:—

"This institution did not fully enlist the active co-operation of the teachers until the forty-eighth year of its existence, when the plan was adopted of holding the meetings in places of special interest for teachers to visit and conditioning low rates of travel upon the payment of a small fee for membership. It is in part this policy which brings the seventy-seventh annual meeting of the American Institute for a second time to this gem of a city set within this valley of verdure, within and along its majestic river, set in the highway of travel circling the globe.

"The 'States' at one time contended for a boundary line between our western territory and yours of 54 degrees, 40 minutes, but you brought us down to 49 degrees. It was just, moreover it was well for you and for us. Access to the Pacific through the Straits de Fuca was the cōy you needed to bind ocean to ocean with bands of steel, to build your 600 miles of railway through the sublime scenery of the Rockies. Our members are here to see this, and other achievements, as well those of man as those of nature.

"But we hope to learn something besides geography and history and civil polity during our visit. We have some problems in education old to you that are new to us, we have schools that are half French, half English. How to teach children of different tongues to use a common language and learn through it, is a new problem to us. You have done it, and we want to learn your way. With us the problem involves, not two, but many tongues—Armenian, German, Greek, Italians, and many more.

"Other more usual problems we have partly worked out for New England. They are common to the Provinces and to the States. These, here and now, we can consider together. To this end the united meeting with the provincial association is most welcome.

"Our name is not 'New England,' it is not 'National,' it is 'American.' Our hearts are large enough, our arms are long enough to embrace all earnest searchers after the truth, whoever and wherever they be.

"We thank you sincerely for your words of welcome."

SOME NEW DEMANDS WHICH THE PROGRESS OF MANKIND MAKES UPON EDUCATION.

BY WILLIAM A. MOWRY, PH D., LL.D.

[Dr. Mowry began his address by a brief sketch of the beginnings of the public school system in the New England colonies, and of the slow growth of the schools till after the advent of Horace Mann and others.]

"Now for more than fifty years many educators have placed great stress on what they have been pleased to call 'The new education.' A careful study, however, of the history of the schools in past ages will show that many things claimed as new are really old. The subject to be discussed in this paper is not the 'so-called' 'new education,' but it is the question, 'What does the present age require to be taught in the schools, which was not needed in past times?'"

Dr. Mowry then discussed, briefly, the following points:—

(1) Industrial training. This was shown to be needed because the old apprentice system has disappeared, and in its place has come labor-saving mediums, until "nearly every sort of a workman is now merely an adjunct to a machine."

(2) A more systematic plan of nature study. "The study of natural phenomena has a powerful influence in training the powers of observation, perception, and even apperception. Nature study give us a vast fund of useful knowledge, and by it the moral faculties are steadily improved."

(3) Drawing and designing.

(4) A more careful knowledge and a more correct use of the English language. "I fancy," said the speaker, "what is most needed is distinct articulation, clear enunciation, a low pitch, and a proper use of the voice. All this may be accomplished, and—shall I say it?—ought to be accomplished in the schools."

(5) A more logical and saner teaching of history.

(6) "The necessity of instructing the young people in the matter of our international relations—the true internationalism—the coming World Unity."

Here allusion was made to the influence of commerce upon our foreign relations, as modified and increased by railroads, steamboats, telegraphs, cables, the wireless, and the telephone. New inventions of warlike instruments and destructive apparatus have made modern warfare almost suicidal.

The influence of The Hague conference and The Hague were then discussed.

"Now comes the question directly to us, fellow teachers—What can we do to hasten the coming of that promised millennium?" If wars shall ever be done away, and 'peace on earth' ever come, that glorious consummation must be brought about through the teaching of peace principles to the young, and, of course, especially in the schools.

"It is only within a very recent period that teachers have begun to realize their duty and their responsibility in this matter. At present there seems to be a gentle ripple upon the waters, but no great waves have yet come dashing up against the shores of government, to influence legislation. Yet the schools in quite a respectable number of the states have already begun to celebrate a day in May as Peace Day. Here and there we hear of churches and Sunday schools observing Peace Sunday. But it is high time that the teachers and the schools of the United States and of Canada should all observe this day with appropriate exercises in the interest of this international peace movement.

"I greatly fear that America is yet behind nations of Europe in this matter. We hear of large peace associations among the teachers in the cities of France, and in that country there is a flourishing general association of teachers, organized for 'the promotion of correct international ideas upon this peace movement,' which association is rapidly informing the teachers as to how they can best instruct their pupils in this great reform.

"I venture the assertion that, morally and patriotically, you, fellow teachers, have no more important and no more hopeful work to perform in your profession than this. We all have something higher and more needful to teach the rising generation than the three R's, nature study, or physical training. The schools, all schools, public and private, must be nurseries of patriotic sentiments and good citizenship. They must teach and exemplify good morals and religion. In doing this we perform our highest and most important duty. And we must not stop with a narrow definition of patriotism. Is he a truly patriotic citizen who has supreme regard for his own family alone, or his town,

county, or state? Is he a full-fledged patriot who looks for the success of his own country only? Do you remember the prayer of that narrow-minded, selfish man who put up this petition: 'Lord, bless me and my wife, my son John and his wife, us four, no more.'

"True patriotism embraces the whole world. He who looks and labors for the highest good of all nations is doing his best for his own nation, while he who, by his negligence, allows another nation to dwindle and retrograde is, at the same time and by the same course, hindering his own nation from going forward, and helping it to go backward. The greatest good of the greatest number is the proper motto for all legislative and executive action. This applies equally to states, the nation, and the world."

The speaker then urged an improvement in teaching geography and history.

"The story is told of a missionary to the poor whites in the mountains of Eastern Tennessee that in conversation with a strong-minded native this colloquy ensued:—

"'Well, I s'pose you-uns down yender know a good many things the we-uns up here don't know.'

"'Possibly that may be true.'

"'Well, we-uns up here know many things that you-uns down there don't know.'

"'Doubtless that is true.'

"'Well, mixin' up larns us all.'

"So it does. The great increase of our commercial relations has given us a higher regard and a more friendly feeling towards all nations, and this clear showing of justice and brotherly good will is everywhere reciprocated."

CHILD LABOR AND EDUCATION.

BY OWEN R. LOVEJOY,

New York City, Acting Secretary National Child Labor Committee.

Theoretically we give the average American child ten years of schooling. We place him in school at six years of age, and offer courses of instruction that will occupy his time and thought until he is sixteen. Practically, we give, I am told, four years instead of ten, on the average, releasing the child from school at a few months past eleven years of age. When we consider the thousands of young people who have advantage not only of the high school courses, but of the college and university, it is obvious that this average of four years is due to the fact that many other children receive far less than this, perhaps a year, or three months, or none at all. Why do these children leave school so young? Have we prepared them for the duties and possibilities of life? I believe two defects in our social organization will help to explain: First, child labor; second, inadequate instruction.

Premature labor robs the child of the years and opportunity for education. He enters industry too young to undertake the more intricate and rewarding forms of labor. In default of anything in modern industry which can be dignified by the term "apprenticeship," he is kept for several years upon some simple task, which frequently calls into requisition but a few muscles and offers no technical development. A report recently published in Massachusetts shows that the child who begins work at twelve or fourteen years of age as compared with one who remains in school until sixteen is permanently handicapped in the pursuit of a livelihood. This means, of course, that even those who are not injured by accident or exposure are compelled to labor through life at wages which never lift them above the poverty line.

The man employed at labor which barely sustains life is the least able to offer his children those educational

advantages contemplated in every well-organized community. Frequently the limitations of his own childhood have rendered him incapable of appreciating these opportunities, and his very honesty and desire for economic independence lead him to thrust his children into industry at the earliest possible moment. This we find notably true among some of the foreign races that are settling in large numbers in our industrial centres.

The general attitude of a community towards education is directly affected by the presence of its children in industry. Where the largest percentage of young children is employed the least concern among the people is the equipment or maintenance of educational institutions. In a New England community two years ago I found that with two or three hundred children in the school, there was no public school building, the place used being owned by the textile manufacturing company, which employed the people of the village. The argument in that community against a higher age limit for working children was that the children taken out of the factory would have no place to go to school.

The premature labor of children is also, we believe, responsible for the backwardness of many pupils. New York was startled a short time ago by the report of the large percentage of backward children in the schools. Then came the later report that thousands of these are backward because they have defective vision, over 30,000, I believe, of 97,000 examined. But this is not the root of the problem. We want to know why 30,000 children have defective vision. Were they born of abnormal parents? Are they having their eyes ruined by bending over some piece of home work in their miserably-lighted tenements, and what are the wages they receive?

An investigation we have just conducted shows that in a single school of about 700 pupils, ranging in age from six to fourteen years, 83 per cent. of the children are employed in various home industries out of school hours. A recent report of the New York Department of Labor showed several hundred children from four to fourteen employed in home factories in one section of six New York city streets. Some of these children were reported as working far into the night.

Inadequate education in turn complicates this problem of child labor. Were we to trace the causes of truancy, we should find that the child frequently becomes a truant because he has been set at tasks which fail to interest him mentally, and which weary him by physical inaction, and because the reports he brings home (a home, perhaps, of limited means and almost unlimited ignorance) are reports which fail to impress the parents that he is receiving anything that will contribute to the family income or fit him for industrial productiveness.

We cannot omit from our educational processes the fitting of a child as an economic factor in society. This is not a plea for the so-called "practical" as against "cultural" education. It is a plea for the extension of the best in our educational system until it reaches at least a majority of our children. Obviously a vast majority of our children are destined to earn their living in some form of what society most needs—productive manual labor. Those who at present choose the so-called "cultural" education choose it largely because of its practical benefits. Why then deny this union of culture and the practical to those who will live by manual labor instead of by some profession?

In aiming directly to serve the majority of its patrons rather than bending its chief energy in an attempt to pick out of 100 children the one child who may become a college president or a captain of industry our schools will add immeasurably to the wealth and joy of

the majority, at the same time rendering higher service to the one future genius who is believed to lurk in every schoolroom.

I am not contending that a steel plant shall be set up in the schoolhouse, or that a coal breaker shall become a feature of the apparatus. But there must be at least enough of the practical in the curriculum of every school to cause the patrons of that school to see that it is a part of the life of the community. Many of our children are taught the lore of ancient Greece and Rome and the chivalry of the middle ages, and the physical geography of the continents, but as to the dominant industries in their own community, and why they are dominant, and whether there would be an advantage in making a change, how much are they taught of this? The dominant industry in many a town simply engulfs generation after generation of the people, principally because they are unaware that there is any other way to maintain life than by offering themselves up to the mill.

Such changes as are being made in the educational program in many parts of New England and, indeed, throughout the country, are truly cultural, for they include the physical as well as the mental culture of the individual.

Our program involves, on the one hand, such restrictive laws as shall entirely prohibit the little child from the fields of gainful industry and bring him within the range of the school, and on the other hand, an educational program which will afford such occupation and relaxation that the child will not leave school willingly—an education which prepares the child for self-supporting industry, an education which the parent will recognize as preparation for higher wage earning, and which will inspire him with sufficient patience to forego the pittance of to-day for the higher rewards of to-morrow. This program will be opposed by the taxpayer, and, indeed, by the very people whose benefit from such a reform is greatest, but if virtue, intelligence, and industrial efficiency constitute the foundation of a democracy, we must be willing to pay the price.

THE FUTURE OF THE PUBLIC NORMAL SCHOOL.

BY CHARLES S. CHAPIN,
Principal of Rhode Island Normal School.

In February, 1903, an article appeared in one of our educational journals on "The Passing of the Normal School." In a mood of enviable self-complacency, the author summoned the normal school before the bar of his omniscience and performed the functions of judge, jury, prosecutor, witnesses, executioner, undertaker, and grave-digger. That any institution should have the temerity to thrust its head into public notice four years after the burial service has been read over its remains can be explained only as the Irishman accounted for the activities of a turtle which he had hit on the back with an axe. "Begorra, I killed him entirely; but, the blamed fool ain't conscious of it yet."

Even while this critic was dipping his pen in iconoclastic ink, 177 public normal schools in the United States were training 49,175 students in their normal departments at an expense of \$3,582,168 for current charges and \$1,268,742 for buildings—a total of \$4,850,910 for 1903. Four months after the publication of the news of their death, these schools graduated 8,782 teachers. Moreover, these figures, in comparison with those of previous years, showed a remarkable gain in numbers, equipment, attendance of students, and annual cost of maintenance. In the fourteen years from 1889 to 1903, the public normal schools had increased from 135 to 177, their students from 26,917 to 49,175, and the appropriations for their support from \$2,212,952 to \$4,850,910.

In order that those who are not yet conscious of their own dissolution may further appreciate their present condition, I quote certain figures for the school year 1906 furnished me by courtesy of the United States Commissioner of Education, and not yet in press. The number of public normal schools in 1906 was 181, a gain of four since 1903. The appropriations for their support were \$4,643,365, and for buildings and equipment, \$1,549,906, a total of \$6,193,271, that is, a gain of \$1,342,361 since 1903; the number of graduates was 9,680, a gain of 898 since 1903. Every state in the union save one now maintains a public normal school system. The statistics of private normal schools and city training schools prove quite as conclusively that the normal school idea is more deeply rooted in the public mind to-day than at any time since 1839, when Massachusetts established the first three normal schools in America.

Of course, our grave-digging friend was the victim of the very common mania for generalizing too hastily and too broadly from a very few alleged facts which are not so. The normal school has come to stay. Its existence is as secure as that of the elementary school, the high school, the college, or the university. It is more popular, more necessary, and more useful than ever before. The only practical question worthy the serious attention of any busy man is, "What shall this future be?"

The only discussion of the future which has any value must be based on a careful inventory of present conditions and tendencies, a conservative and modest attempt to connect cause and effect, and a statement of the ideals toward which the labors of institution-makers should be directed. Since no man can have more than a superficial view of his own little corner of the world, and since there is no such institution as a typical normal school, I content myself to-day with expressing merely a few tentative opinions on matters which I assume to be common to all public normal schools, leaving out of the discussion those features whereby we are differentiated.

The future of the normal school, like that of every other school, depends largely on four elements, viz:—

(1) The public demand for its graduates. (2) The character of its students. (3) The quality of its faculties of instruction. (4) The ideas and ideals which control its administration.

(1) The public demand for its graduates.

Four years ago I sent a letter of inquiry on this head to every public normal school in the United States, and received replies from one-half the entire number. The statement was made unanimously that the demand for normal school graduates is greatly in excess of the supply. The Rhode Island normal school confines itself to the narrow field of training teachers for grade schools and for kindergartens. Though its graduates number each year more than eighty, the annual demand, as disclosed by the office record, exceeds this number by more than fifty. The experience of every normal school principal is probably not very different. The call for teachers, especially for grammar schools, was never so insistent as now. While one cannot speak with certainty on account of the impossibility of securing reliable data, it is probable that the nearly 10,000 graduates of the 181 public normal schools in 1906 did not even replace the number of teachers leaving the profession that year for matrimony, old age, ill health, or for better business opportunities. The best information I can get leads me to believe that 50,000 is a conservative estimate of the number of grade teachers who retire annually. But if this figure is cut in two, we still face the probability that the percentage of trained teachers in grade schools throughout the United States is actually falling. Massachusetts has maintained her normal school system for sixty-eight years; but even in that

pioneer state nearly half the teachers have had no training whatever for their work. The public schools are facing an actual famine of trained teachers and the situation is growing more acute every year.

(2) The character of the students in public normal schools.

The qualifications of a good teacher are both natural and acquired. The former include all that we mean by personality. These are:—

1. Adaptability and tact; that is, the ability to adjust one's self in thought, language, and method to the immaturity of children.
2. A strong attraction for teaching and a genuine love for children.
3. Intellectual ability.
4. Executive ability.
5. Common sense.
6. Good health and a cheerful disposition.

One who lacks any of these natural qualifications will not teach well. Since the normal school cannot create personality, it cannot make teachers. Its most important function is to discover, to inspire, and to train the born teacher, and to fit her into her appropriate place in the schools.

The craze for sending all kinds of girls to college, which operates alike on high school teachers, parents, and students, is not an unmixed good for the colleges, the girls, or the public. A college professor of high intellectual ideals, much experience, and keen insight recently asserted in my presence that possibly one-half the students in college to-day are quite immune to all influences of culture. Some day we shall discover that there is no one type of education that is best for all, and that a normal school of high grade is a better place for many promising girls than the college. Meanwhile our public schools are poorer and the colleges are not much richer by this diversion from the primary schools of many young women who should be teachers.

The other influences that are depriving our schools of needed teachers are too familiar to need more than mere mention. The inadequate salaries of teachers, their inferior social status in some communities, the ease with which positions are secured in other occupations, the increasing difficulties of school discipline on account of the laxity of home discipline, the petty and inquisitorial supervision of some superintendents and special teachers, the multifarious demands on the teacher's strength and time, the nervous wear and tear of the schoolroom—these with others have been assigned to me by young women of ability and independence as reasons for turning their backs upon teaching.

Unless better inducements are offered to grade teachers, our normal schools will more and more draw their students from lower and lower social strata. This means a crippling handicap to our best endeavors. The girl of twenty who has never read books with pleasure, will not learn to appreciate good literature at the normal school; solecisms of early speech are harder to eradicate from her tongue than nettles and burs from her skirts after a walk in the fields; her habits of slovenly study and inaccurate thinking cannot be corrected; her manners are not likely to be a model for children's imitation; her ideals of teaching cannot be elevated much above the plane of her own early school days; even her moral standards must retain the characteristics of her early environment. One of the most disappointing experiences of the normal school principal is that so many of his graduates revert after graduation to the narrow vocabulary, the false ideals, and the vicious intellectual practices of their own childhood. The philosophy of education, the history of educational ideals, the teachings of psychology and progressive methods of instruction, are shed like water from a

duck's back by such personalities. Good teachers can be formed only from that class of students who have learned in their own homes to see straight, to think clearly, to love the things of the mind, and to follow refined ideals in their manners and behavior.

How to check this possible deterioration in the quality of candidates for admission to the normal school in the future is a serious problem that interests the public schools quite as much as us. Both for its own future and for the safe-guarding of the public schools, the normal school has laid upon it the duty to dismiss fearlessly all students whose personality unfits them for teaching.

(3) The quality of the faculties of instruction in normal schools.

The normal school idea requires that teachers shall have personality, scholarship, knowledge of children and sympathy with them, and special training. We can require no less than this of the normal school instructors who assume to develop such qualities in their students. And yet to assemble a normal school faculty of first quality is one of the most difficult of tasks. It is easier to secure a good college professor, high school teacher, elementary school teacher or kindergarten, than the right kind of normal school instructor. And the reason is obvious. Whoever seeks any one of these other teachers knows where to find them. The normal school principal has nowhere to go for his assistants. To be sure there are a few institutions which prepare such teachers, but their facilities are quite inadequate to meet the growing demand. It is not uncommon to find professors of psychology with several degrees after their names who seem entirely ignorant of the needs, interests, and capacities of the children who are to be taught by the normal graduate. Above everything else we need on our faculties the inspired and the inspiring teacher.

(4) The ideas and ideals which should control the administration of normal schools.

The aim of the normal school is first and last a practical one. The public asks us to graduate not educational philosophers or experts or psychologists or specialists, but good all-around teachers. The persistent call of the superintendent is for the woman who can teach. A few years of experience in placing teachers in all sorts and conditions of schools clears the cobwebs from the brain of the normal principal and compels him to shape his administration with reference chiefly to immediate efficiency. The following suggestions as to the proper policy of the future normal school are, of course, only personal opinions binding upon nobody but myself:—

(1) The normal school must not aspire to be a college or a school for advanced pedagogical work or for educational research, or an experiment station, but must be contented to remain a normal school. It makes little or no practical difference whether the grade teacher has a correct philosophy of education, or, indeed, whether she has any at all. As for the so-called science of education, there is none; or if there is, nobody knows who has it. It is entirely safe to affirm that few normal school girls of twenty have the background to form a philosophy of education except as they catch it parrot-like from the lips of an instructor. The superintendent of schools, the normal school instructor, and the mature teacher who has behind him a body of interpretative experience, can profit by these advanced courses, and will find them at the university, where alone they belong. But the average young woman who is to teach three or five or ten years can spend her scanty leisure for preparation much more profitably. The same considerations apply to the study of the history of education and of psychology in the normal school. As for psychology, the grade teacher has no time and little use for original

research or for experimental work. What an eminent educator sneers at as "second-hand knowledge" is exactly what she needs.

(2) The chief study of the normal school of the future would be the art of teaching. It is better to graduate one woman who can teach, than a score who can only pass examinations on what somebody else has said about teaching. Anybody can do the latter, but it is only the select few who can do the former.

(3) As to the curriculum of the normal departments of our schools, two obvious things are to be said. First, we need rich courses in culture material. The normal student needs generous courses in history and in literature, with much practice in going to authorities and great books at first hand. To the experienced normal school man, it is equally clear that what is sometimes made a reproach is an absolute necessity in our work. The popularly despised study of methodology and the intensive review of the subjects of the elementary school curriculum are necessities.

(4) As the supreme test, guaranty, and opportunity of normal school instruction, the training school should be an integral part of our system. The ideal is a trinity of institutions, unified by one central mind—the normal school for the inspiration and instruction of the teacher; the model school where she may see good teaching; and a training school in which, for at least half a year, she may teach all the time in entire charge of a room in the actual conditions that prevail in public schools.

(5) Finally, the normal school of the future must inspire its students so that as teachers they will inspire others. Whatever our shortcomings are, we have been and still are the foremost influence in the country in creating the true professional spirit and in developing a genuine love for teaching. In this part of our work, at any rate, we have always succeeded. By every means in our power, by furnishing rich courses in literature and history and science, by teaching the hackneyed subjects of the common school curriculum from new angles of vision, so that they glow with interest, by contact with normal school instructors of high intellectual and moral ideals and of generous and of persuasive personality, we must continue to inspire the future teachers of children with right views of the dignity, possibilities, and delights of teaching.

When we have done these things, plain and simple as they are, the normal school need not worry because it is not a college or a university, or because it cannot confer degrees, or because its aims and activities are misunderstood by those who take no pains to understand them. Our work is modest, but it is indispensable; our places can never be filled by any other institution; the work of our hands will be established in better teaching, better schools, and a better State.

TEACHING PATRIOTISM.

BY LUCIA AMES MEAD, BOSTON.

Within the last fifteen years patriotism in the United States, to use the language of the street, has had a "boom." The salutation of the flag, and special exercises for Flag Day have become general and in many cases obligatory in our states, and now a new national board with headquarters at Washington sends out from the government-printing office a "Report on the Feasibility and Advisability of Some Policy to Inaugurate a System of Rifle Practice Throughout the Public Schools of the Country." This, it is maintained, will be a "great factor for national peace," and is therefore supposed to be in the interests of patriotism. Within the last ten years our expenditures for the navy have trebled, and this notwithstanding the fact that no foreign foe for ninety years has ever refused to arbitrate with us

whenever we have been ready to arbitrate, and notwithstanding the fact that we have not an enemy in the world. Thus far, not even the militant nations of the Old World have ever taxed their people to teach school boys the art of killing, and if any of our states yield to this new demand from Washington, as it is reported California has done, it will have no parallel in the civilized world.

Whether war, or the alarmingly increasing war budgets, shall continue to threaten civilization and prosperity depends largely upon the way in which patriotism is taught to the next generation. Patriotism in the popular mind is connected with armies and navies. Most American children conceive of the flag as having some peculiarly close and sacred relation to "the rockets' red glare, the bombs bursting in air," and the teachers and mothers must themselves be taught otherwise before the teaching of patriotism shall be dissociated from what is partial or superficial and shall incite to genuine service of country. Patriotism means such love of country as leads to service of country. Less and less has service demanded the slaying of our fellowmen. To-day, with the world made capable of organization so as to effect justice between nations, the arbitrament of arms becomes an anachronism and a crime against civilization. Rival armies and navies will be supplanted by a small international police, and neutralization, conciliation, and a far greater use of diplomacy will prevent most quarrels, while a supreme court carrying out decrees of a world congress will settle such as remain by judicial process, as they are now settled between our states.

War was inevitable before democracy, steam, and electricity changed all the world of business and of international relations as well. It is with no sense of belittling the past heroism of the battle field that we must now lay emphasis where it is far more needed.

Who are the enemies of the United States? Thank God, nowhere does one exist outside our own borders. Teach the child then that the farmer, the miller, the baker, the doctor, the nurse, and the health board, the fireman, policeman, the teacher, preacher, and mother are serving their country even more than the man who makes guns or uses them. Teach him that these men and women are fighting the famine, fire, disease, the ignorance and sin which are the only real enemies we have and are vastly more deadly and destructive than any foe that ever threatened us in arms. Show him for every man who perished by a bullet fifty have died of preventable disease or has been killed or crippled by preventable causes. Remind him that the United States has been at war less than one-tenth of all her history and that only one small fraction of the male population was even then in arms. If patriotism is a virtue only for the soldier, then 79,900,000 of our 80,000,000 citizens can make no claim to it to-day when we have only 100,000 men in our army and navy. The child must be taught that good citizenship is no stupid, humdrum thing but that it may show rarest type of patriotism; for no inspiring drum beat or bugle call, titles, gold lace, medals or pensions throw any glamor over the daily duty of trying to make honest and safe and clean and beautiful the town or village where we live.

If one cannot love God whom he hath not seen unless he love his brother whom he hath seen, how can he love his great country which he has not seen unless he loves the little spot in it where he lives and for which he is most responsible? Unless the citizen of San Francisco or Philadelphia strives early and late to make his boss-ridden, graft-infested city an honorable unit among the sister cities of the land, unless the man who keeps the corner grocery at Podunk Four Corners wins his election as town clerk without giving free drinks to the

town vagrants, unless the railroad president thinks of the public more than of stockholders, unless the governor has a conscience like that of Governor Hughes, let him beware of calling himself by the high and holy name of patriot.

More honor should be given to our civic heroes—to the pioneers, explorers, to the police and firemen and coast-guard, to the doctors who risk their lives among infected regions, to such men as Colonel Waring, who saved New York 15,000 lives by his war against filth. Moreover the theory of patriotism must find some practical exemplification, however slight, in such little civic duties as even children can perform, in making backyards beautiful, in keeping streets clean, in setting out trees and vines and in studying local beauties and deficiencies with an eye to the public weal. The first instruction in patriotism will be incidental and not labeled as such. Miss Jane Addams of Chicago has well counseled us to make more striking and attractive our peace celebrations.

Where there is a choice in national anthems, let those most frequently sung be such as deal with the broad, general principles underlying national life—justice, freedom, peace. Let the old superstition expressed in the lines,

"Then conquer we must

When our cause it is just,"

be always explained as untrue to fact and never left to warp the child's mind from the truth of history.

In the United States the teacher can find her illustration in the Mexican war, which General Grant, who fought in it, rightly declared to have been iniquitous. History is full of records of bloody victories of lions over lambs; war never settles the justice of a cause, and no more important lesson in history can be taught in any school than this. The home teaching, though it be incidental, is most important. The child copies all the likes and dislikes of his parents. If they confound a show of bunting and a noisy Fourth of July orgy with patriotism; if the father goes to his club on the evening of his primary meeting and the mother cares more for colonial furniture and tablets to her ancestors than for the incoming little Russians and Armenians whom she might help to become good citizens, be sure the children will quickly take their cue from them and look upon civic service as entirely apart from patriotism.

Patriotism, as taught to-day, leaves the supposed patriot frequently faithless to his nearest duty, and on the other hand, makes the geographical boundary lines of his native land the limit of his love and sympathy. The idea of patriotism must expand and strengthen in two directions. It must help purify and defend the nation by overcoming the constant enemies that are within, while by justice and good will it must prevent any people from becoming occasional enemies without.

THREE ESSENTIAL FACTORS IN ADMINISTRATION.

BY H. C. MORRISON,

State Superintendent, New Hampshire.

The basis of modern society is profoundly economic. The forces which control the development of society, and which press upon the individual at all points in his life, at home, in the market place, in his civil relationships, in the church even, are all of them economic forces. There is no escape from the necessity of considering the economic phase of well nigh every problem. The pessimist would call this, I suppose, a frank confession that commercialism is the dominant cult of modern life, and the dollar its fetish. It is not such a confession. On the contrary, I wholly believe that the possibilities of human happiness under our present economic regime

are infinitely more real than at any other time in the world's history. It ought to be remembered that just as we are confronted with economic control in every direction, so other men in other ages have lived under, successively, a feudalistic, an ecclesiastical, a political control—to name but a few phases of the life of the past.

Perhaps the present most noteworthy characteristic of the economic control of society is its rapidly accelerating advance as manifested in the rapidly developing industrial organization of both labor and capital, and in the increasingly absolute dependence of the public upon such organization in practically all the concerns of life. This acceleration of the dominant control of society is no new phenomenon. Our attention has been called to a similar experience in other ages and under other conditions. As a phase of civilization develops it appears to be inevitable that there should be evolved one dominant force; and that this force, if uncontrolled, should soon take on such an acceleration that sooner or later forces holding society together, unable to withstand the pressure, breaks down, and a period of degeneration sets in. Several such periods during the Christian centuries, not to go back further, will be readily recalled. Probably the most notable case in all recorded human history was that signalized by the decadence of the pagan civilization of classic antiquity and the long mediaeval darkness which followed. Of course, such cases are, in a word, examples of the pace that kills.

I suppose scarcely anybody would dispute the proposition that the key to the situation is the education of the masses on planes of adequate conception and efficient accomplishment. How far this thought represents the inward conviction of the English-speaking peoples, and how far it represents merely a traditional sentiment, is a fair question upon the answer to which the future of the English-speaking peoples must mainly depend. That the Germans and the Japanese are thoroughly convinced of the significance of the education of the masses, the events of the last few years leave us not at all in doubt.

I have spoken of an education on lines of adequate conception and efficient accomplishment. It is hard to determine whether or not our conceptions are adequate. Whatever our educational aims are, however, we have no right to remain in ignorance on the point of efficiency; we have no excuse for not knowing whether or not we are making good. As a matter of fact, we have no lack of highly advertised aims in education. The educational community, both individually and collectively, finds it very easy to proclaim lofty conceptions of education. By far our greatest need is the power and habit of getting done what we start out to do.

Efficiency is, in the main, a problem of administrative structure, the key to which is a nice adjustment of responsibility. Given a correctly organized administration, and other matters, all the way from teachers of insight and skill to money for their compensation, will take care of themselves. More than one American college or university and every successful business enterprise is an example of the truth of this statement.

I propose to discuss what seemed to me the three essential factors in administration, and to point out some principles of their mutual adjustment. The first of these essential factors, as it seems to me, is government expressed by some form of the school board, its function being essentially the expression of the will of the people.

The board must be sensitively responsible to the public conviction of what is needful in public education, and for the realization of that public conviction in results. As an organization for the securing of results, its place in the public school system is in no sense different from that of the board of directors in an in-

dustrial corporation. While, in the nature of things, the board must attend to the making of certain general rules and regulations governing the welfare of pupils and teachers, and while it must in the last analysis determine the specific direction which the work of the school is to take, as expressed by the program of studies, still its chief opportunity is the selection of a superintendent competent as an executive, in whose professional knowledge and skill, and in whose business judgment the board may have the utmost confidence. Once selected, it must depend upon him to guide the schools and direct them professionally towards the attainment of the results which the board has decided it wishes to get. The relations of the board to the superintendent must be essentially those of selection and dismissal. If he fails to secure results, the board should promptly dismiss him, not undertake to tell him how to secure them.

The second essential feature of efficient administration which I should name is direction or supervision, as expressed by a superintendent of schools, or director of schools. Just as the school board must be sensitively responsible to public opinion, so must the superintendent or executive be sensitively responsible to the school board for results. Anything which interferes with that chain of responsibility interferes with and ultimately destroys the efficiency of the system. But there is no responsibility without commensurate power. You can hold nobody responsible for that over which he has no control, even though you affirm and reaffirm in legislative enactments that he shall be responsible. He cannot be responsible for results, unless he has as entire executive control of the schools as has a general in time of peace control of his command.

On the other hand, the checks upon the superintendent should be precisely the same as those upon other men holding similar positions in other lines of effort. I have said that the superintendent should have entire executive control of the schools. Does that mean that he should have the power to discharge teachers, or to promote them, or to degrade them without specific accountability for his action? Certainly not. The teacher should be entitled to some check upon the superintendent, but strictly within professional lines. This, however, is a very different matter from allowing teachers to rush over the heads of principals or superintendent to some member of the school board, or to influential politicians, present *ex parte* statement of grievances and secure direct interference by the board with the discipline of the school.

In the United States people have an instinctive dread of one-man power. It is, perhaps, as much by appeals to this political instinct as by any other thing that the school superintendent or principal is kept from becoming an efficient, responsible executive. But the very weight of adequate power inevitably gives to its possessor who is dependent for his livelihood and his professional career upon the right, just, prudent, effective exercise of such power an overwhelming sense of responsibility, and that is the best check upon the superintendent with reference to the people. The holder of one-man executive power is infinitely more careful than he who shares his responsibility as well as his power with two, three, a dozen others.

The third essential factor in administration which I should name is inspection, or competent, professional, impartial valuation of results. Provision for inspection is seldom made, or, if made at all, is usually fatally mixed up with other factors. The power of the inspector should be, it seems to me, to fully investigate all matters relating to the school system, to report and publish his findings as to specific educational results. He should not have power to order changes. The in-

spector should be absolutely independent of both board and superintendent, should probably in the United States be either a state or county officer, should be, in short, a sort of educational court.

The economic competition by individuals in the twentieth century is, from all present indications, likely to be extremely sharp. Under the constantly increasing application of scientific principles and scientific methods to all the affairs of life, it is likely that unskilled labor of all sorts will shortly become almost unknown. Whereas a generation or two ago the wholly uneducated and untrained man, so be it he was possessed of industry and honesty, had a fair chance in competition, it is more than probable that the wholly uneducated of the next generation will almost wholly live below the margin of poverty. It is no less likely that the twentieth century will see a contest for selection and survival between different types of society and different types of organization now contemporary in the world. Such contests will, no doubt, be in the main on economic lines; they may or may not be on military lines. If so, the military phase will probably be incidental to the economic phase. The central contest will perhaps be between the democracy of the Anglo-Saxon type and democracy of the Germanic type. Two centuries and a quarter of almost uninterrupted advance, of assured supremacy in the world, may reasonably have given us Anglo-Saxon people a strong impression that we are the chosen people. But the time has long since passed, if indeed it ever existed, when the God of the nations had favorite children. Our type of society, both economic and political, will abide in so far as we are able to adjust and adapt our racial ideas to the demands which the ever changing conditions of life in the world make fitting. In so far as we rest content in the faith that conditions of progress will adapt themselves to our ideas, the type of society which we represent will certainly perish in the contest with more adaptable types. Ability to adapt ourselves will depend not upon our great men, not upon our exceptional men, not even upon our leaders, but upon the high average intelligence and character of the social mass itself. I have no fear of dispute when I assert that the chief, if indeed not the only medium through which the social mass can be so elevated, is strong, adequate, efficient public education—strength, adequacy, efficiency, and the greatest of these at present is efficiency.

FOUR ASPIRATIONS OF THE TRUE TEACHER.

BY CHARLES H. KEYES,

Supervisor of Schools, Hartford, Connecticut.

I. The live and growing teacher is first of all a learner. He knows that excellence of life as a whole comes from endeavor to be excellent in the present duty or exercise. He knows, other conditions being equal, that strong scholarship makes for strong character, and his boys and girls, for whom the chief end of genuine education is desired, must be early impressed with high ideals of substantial scholarship. To learn is to come into the right contact with one who learns. The power to study effectively is gained only by working with one who not only knows how to study, but is actually practicing the art he would impart. So every true teacher must constantly cherish the aspirations for more complete scholarship. To add to one's academic equipment year by year is essential to life and growth as a teacher. No matter what has been the training preliminary to entering upon the work, he who expects to be a live teacher must keep up his own student life. The learning mind is the only flame from which the learner's torch can always be lighted. School will be kept by those whose education has been finished, but the mind

and heart of youth will never be fired at the altar before which the lamp of learning is not kept lighted.

The young teacher reflecting upon this thought may ask the question, "What shall I study?" There are three guiding answers to this inquiry. First, study the subject in which you are already best grounded. Or, second, study a subject, deficiency in which has hampered you in your work. You may thus eliminate what may else be an insurmountable obstacle to progress in your profession. Or, third, study any subject in which you have an interest strong enough to drive you for a series of years, remembering that power comes from strenuous and protracted endeavor in a limited field. Learn much of one subject rather than a little of many subjects. It will not always be true that the wisest choice must fall upon a subject you are called upon to teach in your own school.

II. As a second necessary aspiration of the true teacher, I name mastery of the science and art of teaching. The day is not far distant when communities will exact and teachers will meet this requirement for elementary schools. Normal schools have necessarily accepted this doctrine as a fundamental plank in their platform, and a possible majority of their teachers accept it as a guiding principle of professional life.

Teachers of elementary schools and high schools will be the readier to apprehend the vital necessity of this, when the colleges recognize and admit their large responsibility for the continuance of the conditions under which our schools now suffer. Because of the attitude of the colleges high schools defend their own malpractice by saying that the colleges will not furnish them teachers trained in the science and art of teaching—that teachers are recommended to them by college presidents and professors on the basis of scholarship alone. On the other hand it may well be questioned whether the demand of the secondary school is not at fault. Professor Hanus of Harvard University recently told our New England superintendents' convention that whenever these superintendents actually demanded teachers trained in the science and art of teaching, Harvard University would do its part to answer their demand. Is it not true that in the face of such a demand, the colleges would have no choice, and the day would speedily be upon us when everywhere teachers would cherish this second aspiration of the true teacher.

III. As the third aspiration of the true teacher, I place the continuous cultivation of the health that keeps the heart young. Few callings in which educated men and women are engaged make such strenuous demands upon physical powers and such serious inroads upon health as does that of the teacher. Particularly is this true of the service rendered by teachers in the elementary schools.

The conscientious teacher is for every moment of the school day compelled to be at the high pitch of attention. She must strive to be conscious of the mental attitude of every pupil in her class. She feels their every mood and sentiment. For her there is no minute of the school day in which she is relieved from this nervous tension. Is it any wonder that teachers break down and wear out? Is it so strange that so many elementary school teachers grow two years older every twelve months?

Now the ideal school is a place where pupils work hard in an atmosphere of happiness at things well worth while for youth. No one learns much that is worth price in an atmosphere of chronic ugliness. "As the teacher, so the school is." Only the orderly, cheerful, industrious teacher will have an orderly, cheerful, industrious school.

The teacher who would preserve her usefulness and

keep herself from degenerating into the character of that faithful day laborer, the school keeper, or of that intolerable nagging nuisance, the task mistress, must persistently cultivate her own health. She must do it because it means more perfect service to humanity. The lake and the river still invite us in summer and in winter; so do the meadow and the hill. We have the garden as well as the gymnasium, the horse as well as the golf club, the summer on the farm as well as at the fashionable hotel. Vacation is the opportunity for the teacher to remember what is due a wholesome human young woman as well as what is due the ambitious scholar. Fidelity to this third aspiration of the true teacher is the only thing that will make our devotion to the first and second count for much.

IV. As the fourth and last necessary aspiration of the true teacher, I name the duty to increase her social and spiritual influence. The school exists after all for more than scholarship and health and good cheer. Its best instruction is never the outcome of formal lessons nor of occasional exhortations. Its largest contributions are to the conduct and character of the young. In a word true teaching is but communicating to her pupils the best that is in herself. Politeness and patriotism, courtesy and charity, respect and reverence, honesty and honor, truth and trustfulness,—all these are gained by the boys and girls, not through what the teacher teaches, but through what she is.

Since she must be a source of such inspiration, she needs to renew the current of her own life by regular contact with the best individuals and organizations in the social life of her community. It is not enough that she meet the minister, and the doctor, and the other school teachers, that she is occasionally active in the Sunday school, or the literary society, or the sewing circle. She needs, without neglect of other ambitions, to strengthen and refine herself by contact with the men and women about her who are of most social worth. She may well be a better teacher by giving some time to activities that appeal to fine women rather than simply to teachers. Thus and thus only may she continue year by year to be an inspiration to gentlest, noblest living as well as to clearest, sanest thinking.

The schools of the future need better teaching than those of the past or the present. That they may enjoy it, let those of us who now bear the burden cherish while we may these four aspirations of the true teacher. Influenced by what we do, as well as what we say, communities will insist that every school deserves the teacher born and made, so born and so prepared that the professional life and growth are inseparable from the cultivation of that scholarship, skill, health, and character which combine to make the true teacher.

THE TEACHERS' PART IN THE PEACE MOVEMENT.

BY MRS. FANNIE FERN ANDREWS, BOSTON.

Alongside of the statesman, business man, laboring man, minister, mother, and the so-called peace-worker, the teacher takes his place in the movement for international peace. The whole category of human endeavor is turned in this direction; never before in the history of the world were the active forces of mankind joined so unitedly in the achievement of a common purpose.

Twenty-five hundred statesmen from the different parliaments of the nations are working out a practical plan for an organized world. Coincident and co-operative are the efforts of the business men of the world who are arraying themselves against war by the construction of plans that will bring about world peace. Throwing also their weight into the scale in favor of in-

ternational peace are the labor organizations who have declared themselves against war. So, too, are the churches preaching the gospel of peace in a practical way, not only by observing Peace Day, and teaching the sentiments embodying this idea, but in actual demonstration, concerning the movement for an organized world. The women's organizations have joined this progressive march. There is hardly a woman's club that has not considered the subject, and in many cases the women of the United States have co-operated with school authorities in having the matter presented to the children in the schools. Then, there are the five hundred peace societies of the world, beginning their work in 1815, and now formed into a great international organization.

What is the teacher's part in this great movement? He, too, has joined the ranks in the cause of peace. At Lille, in 1905, the Association of French Public School Teachers, having fifteen thousand members, declared in its resolutions that their watchword is, "War against War." The International Congress of Teachers, represented by eighteen nations, devoted an entire day to the theme, "What Can the Schools Do to Spread the Peace Idea?" and among their suggestions was the special observance in the schools of the eighteenth of May. The schools of the United States began to observe the day in 1905. Massachusetts and Ohio were the first states to take up the matter, but the last anniversary was observed by many other states. The Department of Superintendence, at its meeting last winter, passed a resolution recommending suitable exercises in the schools on the eighteenth of May, and United States Commissioner Elmer E. Brown has made a similar recommendation in his first annual report. Consistent with all this will be the annual address of Dr. Nathan C. Schaeffer, superintendent of public instruction in Pennsylvania, whose subject is, "What the Schools May Do for Peace."

The first educational organization in the United States to consider the peace question was the American Institute of Instruction, which at its meeting last summer passed a resolution providing for the appointment of a committee to draw up plans, to present to the next annual meetings of the National Educational Association and the American Institute of Instruction, for organizing the teachers of the United States into an active campaign for teaching international peace. This committee, with Dr. Schaeffer as chairman, has met during the year, and is presenting to the N. E. A. and the A. I. I. a set of resolutions, which provide for the appointment of another committee, which shall carry on this work.

The national peace congress meeting in New York last April anticipated these educational efforts in initiating a movement for organizing the children of the United States into a league of peace. Already the committee appointed at this time is at work. And not only have the children of the public schools begun to organize for peace, but the students in the colleges have taken up the work. At the national peace congress a most enthusiastic meeting was held at Columbia University, when a committee was appointed to organize the students of the colleges into peace clubs. Bright, indeed, seems the future of this plan, backed as it is by the Intercollegiate Peace Association, already representing thirty colleges and universities.

The educational campaign for international peace has begun; and every teacher in the world has a part to play in it. He should lend his aid to the organized educational efforts; he should stand shoulder to shoulder with his fellow teachers in the world for the achievement of a higher world civilization. The teacher is an international figure, and he can never perform his highest func-

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ATTENTION FROM DUTY INSTEAD OF INTEREST.

The motive prompting attention has an important bearing upon its intellectual value. Attention because of personal interest is not only natural, but it is inevitable. If you are to buy a suit on Saturday you are sure to observe the suits you like all the week. You make no effort to do it. You simply cannot help it.

A high school principal tells this experience: Young Jones had given him much anxiety because of lack of interest in his work. Among other evil tendencies was gambling by the use of slot machines, matching pennies, and so on. The principal labored with him. The boy promised to reform, reported from time to time that he had reformed, and, what was more to the point, showed an intense interest in his studies. When the monthly examination came around he entered upon it with keen relish, even asking the principal if he couldn't have his papers examined first because he was mightily interested to know how he came out.

The satisfaction of the principal was great, and he said: "You do my heart good, my boy." "You see, I have had two dollars up on this examination for a month," was his honest response.

Attention because one ought to give attention is quite another matter, intellectually as well as morally.

Skilful attending to affairs that interest is easy and natural. The beaver can build a dam, adapting strength of every part to the force of the current. Even animals of lower intelligence attend to whatever interests them.

Children should be advanced to attention to that in which they should be interested, regardless of whether they are or not. The moment we lift ourselves to the plane where we are indifferent to the tendencies of easy and near likes and dislikes, and consider rather whether or not we should attend

to any given thing or event, we have taken a long stride intellectually as well as morally.

The best feature of school athletics is the fact that students learn to give closest attention to whatever contributes to highest efficiency. What would not the school accomplish for pupils and students if the same purpose could dominate their life in relation to all school work.

Highest efficiency, individually and collectively, as a purpose in school would give "attention" a new significance.

The keynote to the wonderful development of the juvenile court is "attention to better things in work and play." The school that does not win a pupil's attention to the better things in school and out fails of its real mission. Without such attention, there is no worthy character in thought, feeling, or purpose.

LIMITATION OF ARMAMENTS.

Edwin D. Mead publishes a pamphlet on "Limitation of Armaments," discussing the position and duty of the United States at The Hague Conference. He praises warmly the declaration of Secretary Root that the question of the limitation of armaments, referred by the first Hague Conference to the second, "is of the nature of unfinished business and cannot be ignored, but must be dealt with," and that even "if the effort now fails one more step will have been taken toward ultimate success." This is the position also of the British government and of the Interparliamentary Union. He lays special stress upon the report prepared for the Interparliamentary Union by Baron D'Estournelles de Constant, who has declared that systems are not wanting for limiting armaments by common agreement without imprudence and without injustice, if the Powers seek them in good faith, but that the Powers have not earnestly done this and will not until public opinion forces them to do it.

Mr. Mead says: "There are necessary things logically and practically prior to disarmament or to any large reduction of armaments. A uniform system of arbitration is prior; an adequate international court is prior; a recognized code of international law is prior. But Baron D'Estournelles is right in seeing that all these things are now certain and immediately certain, and that the development of all is now so far advanced that the refusal by the co-operating nations to stop the increase of their armaments while the work of perfecting proceeds, not only reveals a terrible insensibility to the burden which these great armaments impose upon their people, but implies in powerful quarters a lack of the sincerity and faithful seriousness which are essential to all advance. He is right in seeing that, as the International Tribunal has come, so the International Parliament is assured, will doubtless be decreed the present year, through the simple provision that the meetings of the Hague Conference itself shall hereafter

be regular. All these things are confidently accepted. Sustained effort will be demanded for the perfecting of each; but the effort for none of them demands any longer vision nor much virtue. The battles for all have been fought and won. But thousands of conventional men who now applaud arbitration and The Hague Tribunal and an International Parliament, because these are substantially achieved, reluctant instantly when armaments are touched. With the great navies and armies are bound up all the prides and prejudices, the ambitions and greeds of a false and selfish patriotism; and to-day's virtue is in firmly and manfully meeting this source of mischief and menace. It is only firm and virtuous action here that can prove the earnestness of nations in their effort to supplant the methods of force by the methods of justice, and hasten the development of the machinery of international law and order."

NEVER TOO MANY GRADUATES.

Every year some editors and lecturers, preachers and teachers indulge in comments upon the oversupply of high school, college, and university graduates. This can never be, provided such graduation signifies that which it is supposed to signify. There is no employment or condition in life in which it is not worth while to know as much as one learns in any good school. Short as life is it is long enough so that, if he has the means, one can well afford to spend sixteen years in mastering the wisdom that has come down to us and in upon us.

The world is not suffering for workers in any general line of endeavor, but it is suffering for want of intelligent, skilful, artistic workers.

The cry for shortening the student course is without reason except in those institutions in which life signifies a species of demoralizing idleness. If it is preparation for better service then the more the preparation the better.

ELLEN TERRY'S ADVICE.

One of the most fascinating articles that has appeared in many months is by Ellen Terry on "When I Was Married," in July McClure's. It bubbles over with life and advice for living. Among the lessons she imparts is this notable experience: She played in good company in her early teens. Many of her associates have never been heard of. The chief distinction between herself and these fellow players was this, that she always memorized every play entire, the others were content to memorize their own parts. What a lesson in life!

KEEP THE BOYS.

Charles City, Iowa, had 102 boys to 100 girls in the third, fourth, and fifth grades, while in the sixth, seventh, and eighth grades there were but sixty-two boys to 100 girls, or two-thirds more in the first group of three grades than in the second. To Superintendent Charles A. Kent this was alarming, and he addressed himself to changing the situ-

ation. The city did not realize how serious was the situation, so he advanced some money and induced fifty boys to put in \$4, and he fitted up thirteen benches and equipped them with tools, and he gave an hour a day for four days each week, and the fifty boys in four groups came one hour a day out of school time while Mr. Kent taught them wood work. He saved the boys to the schools, and the demonstration was so complete that the board of education has employed a teacher for this work.

MILWAUKEE'S NEW BOARD.

The appointments to the new school board have been made by the committee consisting of the mayor, city attorney, president of the council, city treasurer, and city comptroller. The new board is made up as follows:—

Six years—A. J. Welch, C. L. Kissling, A. S. Lindemann, Mrs. Simon Kander, and H. C. Raasch. Four years—Duane Mowry, William L. Pipelow, John Tadych, Mrs. C. W. Norris, and J. H. Puelicher. Two years—Gustav Wollaeger, Carl C. Joys, J. M. J. Keogh, W. A. Arnold, and Mrs. C. B. Whitnall. The composition of the board politically is: Republicans, 7; Democrats, 4; Social Democrats, 4. The old board will hold over until August 6, when the first meeting of the new board will be held.

MOST UNFORTUNATE.

The Chicago board of education has changed the name of the "Henry George school" to the "George M. Pullman school." This would be most unfortunate anywhere, but most of all in Chicago. The two names are radically unlike in their signification. Whatever the bare majority may be Chicago has hundreds of thousands of persons to whom the name of Henry George is dear, and to these the name of Mr. Pullman is not dear. After Mr. George's name had been selected and carved on the building it is a needless affront to change it and remove the carving. True it may have been malicious to have selected that school for the George school, and it may be that name is to be replaced on another school less offensively located. Let us hope so. The public schools must never give any cause for bitterness to the common people.

MILWAUKEE'S NEW SYSTEM.

Milwaukee is to have a board of fifteen. At first they are appointed by a board consisting of the mayor, city treasurer, city comptroller, city attorney, and president of the city council. No member of this board of education can hold office in a political organization or be a salaried city officer. At the end of one, two, and three years five members shall be elected each time by the city at large. The superintendent of schools' office is not to be disturbed until his term of office expires three years hence. The provisions of the new law are up to date in all particulars.

TWO VIEWS.

In the copper country in November last, school men and women were making heaps of money in speculating in coppers. "I've made \$16,000 in two years," and similar remarks by superintendents, high school principals, and others were quite common, and ordinary life seemed very tame, but in June — "Oh, he — or she — has lost everything and is so heavily in debt that he — or she — will never try to settle," and then those who had gone on the even tenor of their ways felt better over a humdrum of life.

HOPKINS — GARFIELD.

President Henry Hopkins of Williams College will be seventy years old within the next year, and in anticipation of that event has tendered his resignation to take effect next June, and Professor Harry A. Garfield son of President James A. Garfield, has been selected to succeed him and has signified his pleasure in the honor. He will spend the year in equipping himself especially for the position.

The National Liberal Immigration League has issued letters to those interested in immigration and appealing to them to support a movement for a law providing for deportation of criminal aliens, just as dependent aliens may be deported. The league would make a ten-year requirement for naturalization. The letter says in part:—

"We also lay stress on raising the standard of citizenship by prolonging the period of probationary citizenship to ten years, and by requiring of candidates for naturalization a guarantee of good conduct and knowledge of our institutions. The cry for labor in this country is so great that we welcome immigrants to pave our streets, build railroads, and dig subways. But when it is a question not of the admission of aliens, but of conferring on them the rights of citizenship—the right to choose our mayors, governors, and the President, the right to vote for judges, and to serve as jurymen entrusted with our material interests, with our life and the honor of our women—then we are more exacting."

President R. H. Jesse, University of Missouri, like Tucker of Dartmouth and Raymond of Wesleyan, has broken down under the strain, but unlike them he will return to his work after a period of prolonged rest. He has done a notable and noble work.

It is estimated that the best of vacation school life can be provided at \$1.00 per child for the season, and yet many children clamor for the privilege and cannot have it because the appropriations are not adequate.

Boston employs 450 teachers in her vacation schools, in the supervising of her playgrounds, and in other ways promoting the interests of public school children in the long summer vacation.

Milwaukee has three women on her new school board, the first in twelve years. Only four of the old board members are re-appointed on the new board.

If the state adoption farce can survive the comedy and tragedy of May and June, 1907, the putrefaction is not as complete as the odor would suggest.

An optimist is a publisher who can think only of the states in which he won in May and June and forget that in which he was sacrificed.

President Woodrow Wilson of Princeton's latest reform in college life looks more foolhardy than heroic. Let's hope for the best.

Don't invest in Martian commerce. The canalists of Mars are too sensational. Better bet on the height of the North Pole.

The frightful naval extravagance is emphasized by sending the Atlantic squadron to the Pacific at the cost of a million dollars.

The Detroit board of education voted to raise Superintendent Wales C. Martindale's salary from \$4,000 to \$8,000.

There are thirty-six out of 105 county superintendents in Kansas who are women, or more than one-third.

Sixty-nine killed, 4,722 injured, half a million fire loss in celebrating Fourth of July.

Teachers' excursions reached Los Angeles two or three days earlier than usual.

Youngstown grade teachers are raised from \$25 to \$40, and principals \$100.

Coe College, Cedar Rapids, Iowa, is \$280,000 richer than it was June 1.

Jane Addams is always the star attraction at an educational gathering.

Boston has an expert director of her playgrounds and vacation schools.

Nothing short of a national child labor law is acceptable.

Harvard gave out 1,052 degrees at commencement.

Vacation schools are popular to the limit.

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THE WEEK IN REVIEW.

A WAR FLEET FOR THE PACIFIC.

The announcement that preparations are being made for the despatch of a powerful fleet of battleships upon a "practice cruise" to the Pacific has given new vitality to the reports of strained relations between the United States and Japan, and has supplied the sensation-mongers at home and abroad with an abundance of ammunition. The first official intimation of the proposed cruise came from Secretary Metcalf, in an interview at Oakland, California. Prior to that, the newspaper rumors regarding such a movement had been pronounced unfounded, in high official circles. No sudden shifting of the fleet is contemplated. The summer cruise will take place as usual in the Atlantic, but next winter will witness a fleet of at least sixteen battleships on its way around Cape Horn, reversing the famous voyage of the Oregon.

EFFECT OF THE MOVEMENT.

The foreign press is taking this movement fully as seriously as is called for. Russian newspapers frankly admit that they "hope for the worst," and add that, in the event of hostilities, Russia will observe a strict neutrality. English, French, and German papers do not treat the matter so exuberantly, but discuss it with a gravity which implies war as a possibility; and the delegates at The Hague are represented as greatly depressed by the possibilities of the situation. Some conservative American newspapers deplore the plan, on the ground that it is certain to be misunderstood, and that it can hardly fail to increase popular irritation in Japan. On the other hand, there are a few who think that it is in the interest of peace that it should be demonstrated, as an incident of this "practice cruise," that the United States can protect its Pacific coast, or its Atlantic coast either, if it has to do it.

THE JAPANESE NAVY.

Few foreign observers realize how rapidly Japan has been increasing her navy since her war with Russia. The Earl of Ronaldshay, in an article in the last *Blackwood's*, states that the navy yards at Kure employ 30,000 men, are capable of building battleships equal to any now afloat, and of turning out everything connected with their construction, from a rivet to a twelve-inch gun. There are now under construction in Japanese yards two huge battleships of the Dreadnaught class, four first-class armored cruisers of from 13,000 to 14,600 tons, and three small cruisers. In addition, two battleships of 15,980 and 16,430 tons respectively recently arrived from England; and of the captured Russian ships, six battleships, four cruisers, two coast-defence ships, three destroyers, and two gunboats thoroughly rebuilt and equipped are nearly ready for sea. Altogether, these vessels represent an aggregate increase of tonnage amounting to 226,483 tons.

MAYOR SCHMITZ SENTENCED.

Judge Dunne, at San Francisco, July 8, imposed upon Mayor Schmitz, who had been convicted of extortion, the extreme penalty of the

law, five years in the penitentiary; and deplored the inadequacy of the penalty to the heinousness of the crime. There was an extraordinary scene in the court room when sentence was pronounced. With characteristic effrontery, Schmitz, blind with rage, repeatedly interrupted and insulted the judge, and his counsel did likewise until the judge threatened to send him to jail if he did not cease. When the sentence was pronounced, the crowd in the court room cheered and howled its satisfaction until it was bundled out of the room by the sheriff's officers. It was not a suitable or dignified demonstration, yet some allowance must be made for the natural triumph felt over the downfall of impudent municipal corruption which for so long had seemed to be impregably entrenched.

MR. ROCKEFELLER IN COURT.

When John D. Rockefeller finally appeared in court in Chicago, in response to the summons of Judge Landis, it appeared that he knew very little of the affairs of the giant corporation of which he is the titular head. He had not been to the company's offices for eight years, and had not been kept informed as to the details of its business for a much longer time. He did not know the exact capital stock; he had vague ideas as to the nature of the business; and his only impression about the dividends was that they averaged about forty per cent. on the capital. But from the secretary of the corporation Judge Landis elicited more exact information, sufficient to serve as a basis for the apportionment of fines which, on the recent cases against the Standard Oil Company of Indiana in which convictions have been obtained, may amount to more than \$29,000,000.

THE TOBACCO TRUST.

The tobacco trust is the next on the list of giant combinations in restraint of trade against which the United States government is to proceed under the Sherman law. A petition has been filed in the United States Circuit Court at New York against the American Tobacco Company and about sixty other corporations and twenty-nine individuals, asking the breaking up of the agreements under which the consolidated concerns are working. The petition sets forth the growth of the combination and the methods which it has used to acquire and divide up most of the tobacco business of the world. It is intimated that criminal prosecutions will follow, and it is significant that the government has expressly waived the right of demanding answers under oath from the defendants, the making of which answers might be the means of giving them immunity against criminal prosecution.

LAND FRAUDS.

It is announced that the government is planning to indict men high in the councils of the Southern Pacific railroad for complicity in land frauds. The investigation of these frauds has been in progress for five years, and some of the fruits to date are the trial and conviction of Senator Mitchell of Oregon, the sentence to prison for five years of

AMERICAN INSTITUTE OF INSTRUCTION.

[Continued from page 97.]

tion until he is imbued with this international consciousness. One generation of teaching the principles of justice, peace, and international unity would revolutionize the world. This can be done through the teaching of literature, geography, history, and, in fact, through every exercise connected with the school. There are many examples in literature that convey the peace idea; through geography, the children of the world should learn their true relations to other lands and peoples; history should show the aims and aspirations of the people of different nations, who, working together, are making modern history. The teaching of civil government should be supplemented by the teaching of international government; for this latter knowledge is necessary if the child is to realize fully the significance of the administration of his own country. Such teaching will establish in the child an attitude consistent with the peace idea.

The full realization of all great movements rests upon the future generations. To what nobler work can the teacher consecrate himself than to build up a new people whose country is the world, whose countrymen are all mankind? The efforts of the statesmen, business man, laboring man, minister, and the peace-worker are contemporaneous; but the teacher's work is fundamental.

SOME CONNECTING LINKS BETWEEN THE COMMUNITY AND ITS SCHOOLS.

BY SUPERINTENDENT JAMES J. PALMER,
Greenville, Penn.

How to keep the schools close to the community which supports them and weld them to the patrons with links that are stronger than bands of steel, this is our problem.

The superintendent is, so the rules say, the executive officer of the board. He is the official connecting link between the community and its schools, and on his efficiency as an officer depends to a large measure the success of the schools.

The bond of union which the superintendent must supply lies along the line of the influence of his personality more especially than upon any formal or official character. To dispel the illusion that the superintendent is a dictator is necessary if there is to exist between the schools and the community that bond of sympathetic co-operation which satisfies both elements. The superintendent's relation towards the man with the dinner pail should be just as cordial as towards the town's leading citizens. At least a speaking acquaintance both in and out of school should be cultivated with all classes of pupils. An unruly boy's acquaintance with the superintendent and his belief in fair treatment in times of trouble will often save the day for both boy and teacher.

The superintendent should know the business and professional men in his city. He should find some opportunity to make and cultivate the acquaintance of the staunch middle class. Many of the women of this class are influential in the community, and oftentimes their counsel and support will prove a pillar of strength to the successful management of the schools. The superintendent should meet the man of affairs with the air and consciousness of quality. Measured by the subordinates who take his direction, the superintendent is inferior to no man in the community, for every child in the schools is a worker in the superintendent's industry. In the expenditure of money and the conduct of its general business the schools are one of the important indus-

tries of the town. A respectful, dignified, and courteous demeanor towards the women of the moneyed class is also essential to success.

But not the least of the superintendent's influence on the public is exerted through the teachers. The teachers are in daily contact with the homes, and are the best interpreters of the management's attitude towards the homes and the community. If the superintendent is dictatorial, so will most of the teachers be; if he is reasonable and fair, so will they be. In fact, the teachers act like a deflecting wall to give to the community the impressions which he makes upon them.

The modern system of schools is concerned about the broader ideal, and knows full well that there are other powers to be cultivated besides the ability to read, write, and cipher. So the public must be brought in touch with the real work of the schools by actual contact. One of the best means of accomplishing this is through specially arranged days for visiting the school-rooms, commonly called patron's days or reception days. Possibly the best results from these comes from the close association between teacher and pupils necessary in preparation, and the fact that the parents meet the teacher and see the school environment of their children. Speaking exercises, singing, displays of written work, art, or constructive work may any or all of them be made to arouse the pride of the parents in their children's efforts, and be helpful in teaching the community different ideals. A general display of rather striking school work, or the results of either home or school gardening, combined sometimes with a competition with prizes to be awarded by competent, unbiased judges will prove helpful in maintaining public interest in the schools.

Literary programs, consisting of speaking parts, or better, when possible, the presentation of little dramas or plays or concerts or cantatas adapted to children's voices and children's capabilities, all help to interest people in the schools. The help of the better singers in town or of some local talent outside of the schools proves valuable in allying their circle of friends with the schools. In our own case our high school orchestra is the best orchestra in the city, and has been very valuable in both entertaining and in keeping many people interested in the schools.

Progressive schools are in danger of growing away from the sentiment in the community unless still other means of educating the patrons or of cultivating public sentiment is provided. Probably the best means of doing this is through the discussion of the educational problems of the day by able speakers whose sincerity and authority is unquestioned. Special effort must be made year after year to bring different elements of the community in touch with this and other popular means of adult education. The women's study clubs of the town and other organizations may be actively interested in the schools by providing through the schools special lectures along the lines of their interest. Art exhibits and other exercises of a special character which the schools may easily supply at nominal expense draw to the schools some of the best elements in the community. All of this public work may be even more than self-supporting. These exercises give splendid opportunity for brief expositions by the superintendent or some other capable person of the community school problems.

And last but not least of the links by which the community and its schools are bound together is the recognition by the schools of the community's needs. The citizens delegate to the schools the task of preparing their children for life in the community, and it asks, and rightly, too, that their children and young people fresh from the school be at least ready to begin the ac-

tive work of the community, and assume a share of its responsibilities and duties. The product of the schools must be efficient in meeting the real duties of life.

The schools must cultivate the homely yet very necessary virtues of industry, punctuality, and honesty. Other demands, too, must be met. The children must be legible writers, correct spellers, intelligent readers, and must possess facility and accuracy in the ordinary processes of computation. But besides these, young people who leave the school in the higher grades or graduate with a complete course must after commencement find their place in the commercial and industrial life of the community, or be prepared to continue courses of study for professional or cultural careers.

It is not enough then that the schools give theoretical instruction in bookkeeping, typewriting, mechanical drawing, or subjects of pedagogy, but such instruction ought to be modeled to some extent to suit the needs of the places which pupils will be obliged to fill. In a broad sense, aside from narrow aims the schools must meet the demands of the community for efficient workers in its own special industries. Not only must the schooling keep this end in view, but the school through its management, as represented by the superintendent and teachers, should undertake to recommend to employers suitable candidates for positions, and should on the other hand keep in touch with such candidates when employed, and influence them all it possibly can to meet with success the demands made upon them. In so doing the community will come to trust in its schools for efficient workers, and some of the problems which vex us will be well met and in a large part solved.

COMMON SCHOOL EXTENSION.

BY OSSIAN LANG,

Editor the School Journal, New York.

Let us take it for granted that we are all agreed on the desirability of making the schools social centres, and that in fact they have already become so.

The common school, then, has become the social centre, and we will consider how its social influences can be still further extended and intensified. Before we can do this, however, let us take account of what is already being done under the auspices of the American common school. The school is called the common school because all individuals in the community have a share in it. It is the one thing they own in common. The very nature of the school's origin involves the co-operation of parents as a vital element. The home is—or ought to be—the educational centre for the child. The school should be the educational centre for the parents. The school's purpose is—or ought to be—to aid the educational endeavors of the home by supplying what the home cannot accomplish. Co-operation of the school with the home is the real problem here, not co-operation of the home with the school. Instead of sorrowing that so few parents visit the school, let us regret rather that so few teachers visit the parents of their pupils. The final responsibility for the education of the young rests with the parents. Parent's meetings afford splendid opportunities for bringing about intelligent co-operation of home and school.

The school community, however, is composed not only of parents and children and teachers. There are others vitally interested in the proper conduct of the school. Society at large must be able to satisfy itself that the school is doing its best to promote the common welfare. In deference to the demands from this direction, if for no other reason, the school seeks to give every pupil a bread-winning power that will put him on a plane of self-reliance, and to instill intelligent and unswerving

respect for law and order, together with right views of personal liberty. The school does more. Its specific purpose is the social regeneration of the individual in the service of civilization, good citizenship, neighborliness, and righteousness.

"Universal education of the people in common schools free to all," not the children only, but all the people, young and old,—that is the new gospel. It is this which really unites the people of a locality. It organizes them into an educational community. The express purpose of this union and organization is the maintaining of a school as the common agency for meeting the educational responsibilities which naturally rest upon the several families, but whose conscientious fulfilment is of vital interest to society, and whose sufficiency and efficiency is of fundamental importance to the state. The survival of a community in our American civilization depends essentially upon the care bestowed on the utilization of the privileges and opportunities supplied in the common school.

When the common school was first called into existence selfishness was even more active than it is now to prevent its development.

From a place where little children were drilled in the three R's, the common school slowly developed into an educational institution for the young. Story after story was added to the structure. The common high school came, and the common college followed. Nor was the school permitted to remain a mere literary centre. Demands arose for manual work, for nature study, for art instruction, for agricultural training, for horticulture, for housewifery arts, and other forms of industrial education. These demands were met. And that brought up the further question as to the age at which education at the common expense should cease. Illiteracy and the lack of understanding on the part of the immigrant foreigner, of American institutions, united to throw still more light upon the foundation principles of the common school. Society responded with night schools and free lectures. More and more the necessity developed for transforming the common school into a general culture centre of the community maintaining it. A drill station for children in the three R's, first; an educational institution for the young next; then a literary centre; then a general culture centre for young and old, and then a further step forward—a social centre—and that added recreation to the former endeavors. Nor will the evolution stop here.

When the common school was first established it was looked down upon as a free school for those unable to pay tuition. Gradually this attitude gave way to the more equitable one that attendance at the common school is a civic privilege, assuring to the pupils a social training which no segregation can ever supply even with the most perfect equipment. In like manner, when the night schools were first opened, the idea prevailed in self-contented minds that these were charitable institutions, for the blessings of which those who attended them should be devoutly thankful. At the present time citizens have learned that every community whose night schools and free lectures are well patronized is to that degree better, more wholesome, more desirable to live in.

Let us make the school necessary, indispensable, useful, lovable, attractive. Let us invite the people to come. Let us advertise the school. New York advertises its free public lectures and free concerts by placards, illumined signs, newspaper notes, handbills, and other means. A small town in New England has circulars distributed broadcast to inform the people that certain schools, whose location is described, have reading rooms and rooms where men may smoke and chat, that the use of these rooms is entirely free, that the laborers may appear in their work-a-day dress, and that all are welcome.

It is this attitude translated into practical activities that will draw into the school the people of the community. They will be enrolled in classes, lecture courses, societies for cultural and economic improvement. There will be recreation too. The playgrounds will be utilized after school hours for games, gymnastics, and rest. Good musical entertainments and art exhibits will be supplied. There will be sewing clubs, household clubs, communal gardening, photographic contests, visiting the sick, welcoming strangers, an information bureau, mothers' clubs, and fathers' debating societies. Alumni associations will be formed—in fact, this will be among the first duties of the new school, to keep hold of the boys and girls whose names have been on the register. It is worth while to follow up these young people and keep their interest bound to the schools.

The organization—the school community—will take pride in its social centre. The building will be attractive, and everything about it will be inviting. Everything that ingenuity can devise and local effort supply will be put in operation as soon as its bearings upon the general good is recognized. It is no use to shut the eyes to the fact that the common school is rapidly becoming a central clearing house for various social endeavors that will, of necessity, enlist many, if not all, the people in the advancement of the common welfare.

Social service will be the ambition characterizing the new evolution—social service in its broadest and most comprehensive scope—social service identified with the highest type of human aspiration—social service representing the truest human interpretation of the divine idea underlying destiny—social service expressing best the earnestness of man's endeavoring to do the will of the All-Father which is in heaven.

NORMAL SCHOOL EXTENSION.

BY EDWARD D. COLLINS,

Principal State Normal School, Johnson, Vt.

Because of the public school the normal school came into being; through the interests of the public school only can it extend its work. The normal school must be filled with the spirit of this age which places such demands upon teachers. It must furnish the teacher not only with Hobbs' sticks; it must provide her if need be with a point of view. Without neglecting the field of ethics or civics or physical culture or industrial education, it becomes necessary consciously and definitely to cultivate the field of esthetics.

We lack ideals rather than ideas. The boy working his problem in arithmetic or algebra may be gaining in the control of his mental operations and becoming a more accurate and logical thinker. He may be enlarging his grasp of the essential conditions which enter into a problem, and so be preparing himself for an enlarged sphere of usefulness in business. But he is working under fixed conditions and inflexible processes and he can arrive at no result different than that of every other man who ever solved the same problem. He is not expressing himself in his work; he is not liberating his own soul.

Ideas will give us things undoubtedly—inventions, improvements, devices. The era stands for ideas. Material prosperity is ours because we have the ideas. Our very prosperity reveals our real deficiencies; for with our wealth we portray the creatures of our imagination. We reveal the same lack of standards in statesmanship, in public service, in citizenship, that we do in architecture, sculpture, and music. The reason is identical. The public school is concerned with the masses, and we fall below the highest standards of history only because we fail in that support without which leadership can never be effective.

This is why the public school has everything to do in the matter. If that teacher will drop the notion that her work is a failure because she does not turn out another Angelo or Mozart, and will consider that her task has been well performed when a moderate degree of sympathetic appreciation is evident throughout her school for beauty of form or tone, she will cease to be the failure that she imagines herself and instead begin to lay the foundation for national art and national music. We need the painful struggle of liberating our ideals. The illustration will serve for the entire group of esthetic activities. It is the proper business for the public school to lay these foundations. It is the function of the normal school to prepare the teachers for the public schools.

The normal school, then, has everything to do with the matter. And normal school extension has a particular duty.

The character of this extension work will not be so much pedagogical as esthetic, will have to do less with the schoolroom than with life at large. Its aim will be to improve the teacher through the enrichment of her experience, the enlargement of her conceptions, the gradual but continual changing of her point of view until narrowness gives way to breadth, self-satisfaction to spiritual longing, discontent with material surroundings to genial appreciation and enjoyment of whatever environment may be hers. It matters less what particular line of extension work a normal school undertakes than that it undertakes some work clearly in line with the principles laid down. Just what the form of work shall be depends upon the environment of the school and the greatest needs of its graduates.

It is a part of normal school extension to assist the perplexed teacher in overcoming her difficulties, and such work may well be encouraged until it requires the organization of a bureau of correspondence. I can well understand that a teacher fresh from training in one part of a city may find in her first appointment, in another part of the same city, possibly, conditions so utterly different from those under which she was trained that her first feeling is one almost of resentment against the institution which failed to anticipate her particular needs; but she forgets for the moment that principles are better than devices, and that to reduce all problems to an immediate and easy solution would be as undesirable as it would be impossible. A little sympathetic guidance, as a sort of first aid to the injured, is all that is necessary or wise to bestow.

Again, extension should take account of that class of teachers who find their point of view so modified by a year or two of teaching that they wish once more to study method on the basis of their newly acquired experience. For such teachers regular courses in summer schools will do far more than conventions or brief educational meetings. It is my opinion that the normal schools with their unexcelled equipments and their public appropriations are the proper institutions for conducting such courses.

A third opportunity for service is open to normal schools in the preparation of carefully annotated lists as guides for further professional study and particularly for reading of general cultural value intended to broaden and enrich. It is my belief that a well-trained normal graduate surpasses a college graduate who has not had similar training in capacity to work and ability to concentrate mental effort. Many teachers in eight or ten years do an amount of reading which if properly planned and systematically carried out under instruction would exceed that required for an earned master's degree. In connection with such directed reading, the assistance of traveling school libraries should be invoked.

Another means of reaching teachers in service at regular periods, as frequent as may be desired, is open to normal schools in the publication of pamphlets or periodicals, which may be transmitted through the mails at second-class rates of postage. Such periodicals may be made of as great value as the reading lists. They make an appeal to practical school men as an excellent means of keeping in touch with graduates. Most graduates who remain in the profession will register changes of address for the sake of receiving the publication regularly, and will thus enable a school to keep its records more nearly complete without an endless chain of correspondence.

Experience and observation convince me that these and similar channels of effort are legitimate means of extension and are genuinely useful and that a sufficient number of teachers will take advantage of them to keep a field secretary reasonably busy in a school of only moderate size. Extension work should not be a reflection of the regular work of the normal school. It must be more. Outlook rather than introspection is needed. Contact of mind with mind must be sought. Ideals must be emphasized. The teacher must become a living part of the community outside the school. The profession will be enhanced if the teacher is more a man than a teacher. A working member of society with high ideals he must become, conversant with all means of doing good, but a slave to none. The normal school in its professional work keeps constantly in view the child beyond the teacher. In its extension work it must keep as constantly in view the teacher beyond the child.

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EDUCATIONAL INTELLIGENCE.

[ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.]

MEETINGS TO BE HELD.

- October 17-19: Vermont State Teachers' Association, Burlington, Vt.
 October 17-19: Northwestern Iowa Teachers' Association, Cedar Rapids, Iowa.
 December 26, 27, 28: Montana State Teachers' Association, Missoula.
 December 31-January 1, 2, 3, '08: Colorado State Teachers' Association.

SUMMER SCHOOLS.

- July 1-October 31: Summer courses for foreign students, University of Dijon, Dijon, France.
 July 1-August 23: Summer session, Fisk University, Nashville, Tenn.
 July 1-August 3: Summer term, University of Maine, Orono, Maine.
 July 1-19: Summer school, New York University, New York City.
 July 1-26: Summer session, Interstate Normal, Norfolk, Va.
 July 1-August 2: Summer school, University of Georgia, Athens, Ga.
 July 1-August 9: Summer session, Oshkosh State Normal School, Oshkosh, Wis.
 July 1-August 3: Summer school of Manual Training and Domestic Economy, Bradley Polytechnic Institute, Peoria, Ill.
 July 1-August 9: Summer school at University Heights, New York University, New York City.
 July 2-August 9: Summer courses, Harvard University, Cambridge, Mass.
 July 3-27: Summer school, Connecticut Agricultural College, Storrs, Conn.
 July 4-August 14: Summer session, Cornell University, Ithaca, N. Y.
 July 5-August 16: Summer school, Yale University, New Haven, Conn.
 July 5-August 16: Summer school Syracuse University, Syracuse, N. Y.
 July 7-August 17: Summer school, Chautauqua Institute, Chautauqua, N. Y.
 July 8-August 19: Summer school, Whitewater Normal School, Whitewater, Wis.
 July 8-August 17: Summer school, University of Pennsylvania, Philadelphia, Pa.
 July 9-August 17: The summer session of the Columbia University, New York City.
 July 9-August 30: Summer school, State Normal school, Plymouth, N. H.

NEW ENGLAND STATES.

NEW HAMPSHIRE.

Dartmouth graduated 220, the record with this institution.

MASSACHUSETTS.

EAST NORTHFIELD. Philip K. Green, professor of English and mathematics, and Professor David A. Durward, assistant in the agricultural department at the Mt. Hermon

school for boys, were drowned July 2 while canoeing in the Connecticut river by the upsetting of their canoe.

BROCKTON. Don C. Bliss, for seven years superintendent of schools at Kearney, N. J., has been chosen by the school board of this city as the successor to Superintendent of Schools Barrett B. Russell, who had held the office in Brockton nearly twenty-three years. He was born in Vermont, graduated from Dartmouth, and then was principal of a high school in Michigan, afterwards being called to Kearney, N. J., and then being elected superintendent of schools in that place. Barrett B. Russell, whose tenure is stated to have been the longest of any superintendent of schools in the state, resigned the latter part of April.

GREENFIELD. Fourteen notable changes have taken place in the teaching force. Those who have retired have mostly received decidedly better positions elsewhere, and those who succeed them have as a rule had better scholarly and professional training but less experience.

BOSTON. Arthur Amos Noyes, Ph. D., educator and author, professor of theoretical chemistry and director of the research laboratory of physical chemistry at the Massachusetts Institute of Technology, is to be named as temporary president of the institute until the vacancy created by the departure of Henry S. Pritchett, on July 1, is permanently filled. Professor Noyes was born in Newburyport September 13, 1866, and was graduated from the Massachusetts Institute of Technology in 1886.

CONNECTICUT.

PORTLAND. The successor of Miss Teresa Fitzgerald, teacher of Central school, resigned, is Miss Ellen B. Peck of Clinton, a graduate of Wesleyan University.

PUTNAM. The town school board has adopted this schedule of wages for teachers under the charge of the principal of the Israel Putnam school: First and second year, \$10 a week; third fourth, and fifth, \$11; thereafter, \$12.

The town school board has appointed Alice R. Wilbur of Abington teacher at Putnam Heights for 1907-'08, and Elizabeth McGregor for the school at East Putnam.

HARTFORD. The trustees of Trinity College have voted a leave of absence of one year to Rev. Dr. John J. McCook, professor of modern languages. Professor McCook has not been in his usual health of late.

WAUREGAN. Miss Ada Burlingame and Miss Mary Tracy have been re-engaged to teach the Wauregan school the coming year.

NORWICH. Miss Carrie A. Stevens, principal of the East Broad street school, sailed from Montreal recently in company with a number of friends for Europe. She landed in Liverpool, and after visiting insular Europe for a while, will go to leading parts of the continent, returning to Norwich in time to reopen school in September.

STAFFORD SPRINGS. Miss Emily Willard of Portland, Me., has been secured by the town school commit-

tee as assistant in the high school to fill the vacancy made by the resignation of Miss Brooks. Miss Willard is a graduate of Bates College.

Miss Laura Brooks, who has been an assistant at the Stafford high school for the past year, will not return next year. She resigns to teach in Poughkeepsie, N. Y., at a considerable advance in salary.

Charles Morrall has been engaged as assistant principal in Monson Academy. He will teach history and Latin and will have charge of the dormitory.

DANBURY. Leon C. Staples, who recently resigned as head of the science department of the Danbury high school, has been elected superintendent of schools and principal of the high school of Portland.

PLAINFIELD. There is general regret that John L. Chapman, superintendent of Plainfield schools, concludes his labors here at the end of this term, to be superintendent of schools at Millbury, Mass.

NEW HAVEN. A new schedule of salaries for the teachers of New Haven, involving an increased appropriation of nearly \$50,000, will go into effect not later than January 1, 1908, if the recommendation made by the committee of the board of education is adopted.

MIDDLE ATLANTIC STATES.

NEW YORK.

NEW YORK CITY. Associate Superintendent A. W. Edson is giving a course of sixty lessons in school organization and school management at the New York University. This work will detain him in the city until August 10, when he expects to get a few weeks' vacation in Vermont.

BUFFALO. A summer school for girls, under the direction of Miss Ada M. Gates, principal of school No. 36 in Day's Park, will be held from July 8 to August 16 at 19 West Mohawk street. For several summers past a vacation school for boys has been conducted at the Y. M. C. A. and a demand for a similar chance for girls has led this year to the establishment of a vacation school exclusively for them.

PENNSYLVANIA.

SOUTH BETHLEHEM. Lehigh University is raising an endowment of \$1,000,000.

CENTRAL STATES.

OHIO.

OXFORD. Miami University has an enrollment of 1,114. This is 158 more than ever before.

CINCINNATI. Dr. Thomas Evans, a noted chemist, professor in the University of Cincinnati, died on June 27 from overwork, or from neglect of his health because of overwork. He was one of the university's most eminent scholars.

Resignation of Professor Edward M. Brown as head of the department of English language and literature at the university has been accepted, and Henry Heath Bawden of Vassar College is elected in his place.

Dr. Brown has been connected with the English literature department for seventeen years and for fifteen years has been painfully crippled with rheumatism. He will receive a pension of \$1,500 a year from the Carnegie fund. He was elected professor emeritus for life.

MICHIGAN.

SAGINAW. Superintendent E. C. Warriner is another of the highly fortunate men, being in a city that has a most benevolent man, W. R. Burt, who has given nearly a quarter of a million for public school education. To the Industrial high school alone he has given \$175,000—conditioned upon the city's giving \$60,000 more, so that they have as complete, modern, and every way satisfactory a building for art, wood work, metal work, physical training and science department as there is in the country. Mr. Burt has recently given \$1,000 for a library along industrial art lines. Superintendent Warriner has established five school gardens that interest the pupils and attract much attention.

DETROIT. The city is making immense strides educationally. There is to be an addition to the Central high school costing \$250,000. This is not to accommodate more pupils but to give vastly better equipment to those already there. In the same way \$100,000 will be expended for the West high school. Every modern appointment will be in these buildings.

MUSKEGON. This is one of the five or six most favored cities in the United States in private provision for public schools. In proportion to the population it is second only to Menomonie, Wisconsin, if, indeed, it is second to that city. The combination of high and industrial high school is as ideal as anything I have seen. Superintendent J. P. Frost has worked out a condition of harmony that is admirable. Practically every student in both high schools devotes two-fifths of his periods to manual activity. The physical exercises in the matchless gymnasiums are all that could be desired. The great acquisition this season is an adequate, completely equipped athletic field adjoining the high school properties.

ILLINOIS.

CHICAGO. Charles W. French, principal of the Normal Practice school, formerly principal of the Hyde Park high school, is to be vice-principal of the Chicago normal school. Mr. Cooley desires to discontinue the Yale as a practice school for prospective teachers and use instead the Harrison school, Twenty-third place and Wentworth avenue, and that William C. Payne, principal of the Yale school, be retained as the head of the proposed Harrison practice school. The reason for the change is to have the teachers become acquainted with the children of foreign speaking families. The Yale and Normal practice schools are now in English-speaking districts. Kate S. Kellogg, former principal of the Yale practice school, who has been traveling in Europe for three years, will be recommended as the principal of the Wicker Park

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school, a vacancy caused by the reinstatement of Charles D. Lowry as district superintendent. Harry S. DeVelde, teacher in the Crane Manual Training school, is elected to the department of geography at the normal school, vice Elizabeth Smith, resigned.

Edward Chester Delano, district school superintendent of Chicago, who, in point of consecutive service, was one of the oldest members of the public teaching staff, was found dead in bed at his home on June 7. Mr. Delano, who was seventy-four years of age, had devoted more than half a century of his life to the cause of public education in Chicago, and had been a district superintendent for thirty years. He was granted a certificate to teach in the Chicago schools in 1856 and became a member of the faculty of the Central high school at once. He severed his connection with the high school to become head of the Chicago normal school when its doors were thrown open, and directed its policy until 1877. In September of that year he was made assistant superintendent of schools. The functions of this office he continued to discharge until his death, although the title was changed to that of district superintendent in

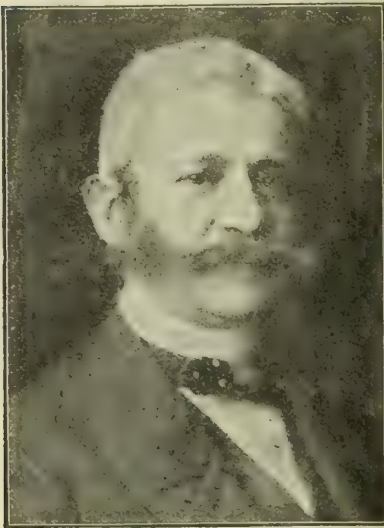
1898. A banquet was given at the Sherman house last year on the fiftieth anniversary of his first connection with the public schools. Mr. Delano was born in Massachusetts May 10, 1833, and was graduated from the Bridgewater (Mass.) normal school in 1850. He came to Chicago six years later.

JACKSONVILLE. Superintendent J. D. Freeman, of the school for the blind, has resigned of his own motion and will enjoy the leisure which he has certainly earned. He made his reputation as superintendent of the Polo schools, which owe him more than can be expressed. He was also assistant state superintendent for several years. He is a leader in the state and his resignation causes universal regret.

GALESBURG. John Winter Thompson of this city is elected president of the Illinois Music Teachers' Association.

BLOOMINGTON. The fiftieth anniversary of the first state normal school of the West proves to be the greatest home-coming week on record in this section. There are 500 Chicagoans in attendance. In every respect it is breaking all records.

MOLINE. The Illinois Music



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Teachers' Association meeting here passed resolutions entering vigorous protest against the issuing of teachers' certificates without pedagogic training.

EVANSTON. Northwestern University, most prosperous by far of all denominational colleges, except Chicago University, is booming beyond all precedent. President A. W. Harris is setting an unheard-of pace.

MONMOUTH. The Monmouth board of education has broken the deadlock by selecting W. R. Snyder of Indianapolis superintendent of city schools. About sixty applications were considered. Mr. Snyder was for sixteen years at the head of the Muncie, Ind., schools. Mr. Snyder was one of the Indiana educational leaders until three years ago, when he was tempted to enter upon a business career.

WISCONSIN.

MILWAUKEE. A highly gratifying feature of the regular work of the school is shown in the fact that while the monthly enrollment was 1,356 more than the same month a year ago, the average daily attendance was 2,408 more. Such figures speak volumes.

The state normal school is to have a new \$60,000 building.

IOWA.

BURLINGTON. The city is to put \$150,000 into new school buildings this year.

SOUTHERN STATES.

TENNESSEE.

NASHVILLE. W. K. Vanderbilt, grandson of the founder of Vanderbilt University, gives \$100,000 to the university this month.

SOUTHWESTERN STATES.

TEXAS.

AUSTIN. At the final city institute of the school year Dr. Hall of the State University delivered the address and the board of education gave a luncheon to the teachers.

THE WEEK IN REVIEW.

(Continued from page 101.)

Attorney-General Meldrum of that state, and the indictment of Representative Hermann, Senator Borah, and others. Many cases are now awaiting trial in California and Arizona; about 150 indictments have just been found at Denver; and the work is being pushed in Wyoming. The frauds were of the most unblushing character and involved many millions of acres. There is no doubt that the prosecutions will be relentlessly pushed, without fear or political favor.

KING EDWARD IN IRELAND.

With that gracious tact which has distinguished him since his accession to the throne, King Edward chose the present occasion, when Ireland was disturbed anew by political and land questions and especially by the disappointing attempt at an increase in self-government, to visit the island in company with Queen Alexandra. They visited the exhibition and rode through the streets of Dublin, wearing the Irish color, the king a green necktie and the queen a moss green and mauve toque. The warm-hearted Irish were captivated by the spectacle and gave the royal pair a rousing welcome. The visit was well timed and it did more, doubtless, for the restoration of good feeling where irritation had been caused by recent events than more formal overtures could have done. King Edward is a born diplomatist of the most tactful type.

Sloyd in India.

The system of manual training represented by the Sloyd Training school in Boston, which school was founded and is supported by Mrs. Quincy A. Shaw, has been honored by being selected as the most desirable system for sloyd for India. Inspector-General of Education, Mr. Bahbba, a government official from Mysore, India, after having visited several representative schools in Europe and America, finally decided upon the system as taught in Boston.

An official letter has just been received by Gustaf Larsson, the princi-

pal of the Sloyd Training school here, inviting him to Bangalore, capital of Mysore, to inaugurate sloyd in India by giving a six-months' course for teachers selected from different parts of the state. Mr. Larsson has accepted the position, by permission of Mrs. Shaw, and will leave America on June 11 to make a short visit to his native country, Sweden, and he will sail from London on July 14 for his work in India, returning to Boston early in March, 1908. During Mr. Larsson's absence the school in Boston will be in charge of his first assistant, Joseph Sandberg, and the usual corps of teachers will be on duty. Mr. Larsson intends to leave his seven-year-old son with relatives in Sweden while he is in India.—Boston Transcript.

A FEW BRIEF REMARKS.

The reel thing—A trout fisherman. Graft and the world grafts with you.

The automobile slays more than the sleigh.

The "is-it-hot-enough-for-you?" man is under cover.

Making love in an automobile depends a good bit on the sparker.

Also the boddier may not care to let his left hand know what his right is doing.

Politeness is gradually becoming confined to the people who want to borrow money.

One time when the world is willing to take a man at his word is when he owns up to having made a mistake.—Philadelphia Record.

SHE RAISED HIM.

A young man who had not been married long remarked at the dinner table the other day:—

"My dear, I wish you could make bread such as mother used to make."

The bride smiled, and answered in a voice that did not tremble:—

"Well, dear, I wish you could make the dough that father used to make."—Watchword (Dayton, O.).



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Suggestive Lessons on Earthquakes—Sixth, Seventh, and Eighth Grades.

The superintendent of the Tacoma, Washington, schools has issued the following interesting circular:—

I. What Constitutes an Earthquake?—Earthquakes are jars in the rocks, resulting from faulting, volcanic action, and other causes; more to be dreaded than volcanoes, because they rise without warning from the unknown and invisible depths, shake into dismembered fragments the structures on the surface, and die away. Volcanoes give warning—premonitory rumblings, columns of steam and dust, etc.

II. Causes.—Geologists have suggested three great fundamental causes. The most probable is as follows:—

(a) The inside of the earth is solid and very hot. This heat is being slowly conducted from the inside of the earth to the outside, and radiates thence into space. During this process the crust has become cool, while the great body of the earth has remained hot. The temperature of the outside is but little affected, but the inside is losing heat and contracting, since rock contracts as it cools. Result: Interior is tending continually to shrink away from the crust, but actual separation of the inside from the outside is impossible; the outside must accommodate itself to the diminishing volume within. This accommodation, or readjustment, causes earthquakes.

(b) Bring out in discussion that mountain growth is often responsible for earthquakes. A jar is sent through the rocks when they slip along fault planes. Volcanic explosions and the rush of lava into fissures, forming dikes, also cause earthquakes. Any jar to the rocks, as an explosion of gunpowder, or the falling in of caverns, will cause an earthquake.

(c) California earthquake due to a slipping of the earth's crust along an ancient fault, resulting from successive dislocation dating from the Quaternary period. Rift traced by the commission from Point Arena, Mendocino County, to Mount Pinas, Ventura County, 375 miles in a southeasterly direction. Area of destruction extends about twenty-five miles on each side. Line of rift nearly straight; runs into ocean below Ft. Ross; enters shore again eight miles south of Cliff House. Along rift the ground shifted both horizontally and vertically. Southwest wide of rift moved ten feet to the northwest, and was raised four feet as compared with rift on the other side. As a consequence of this movement it is probable that the latitudes and longitudes of all points in the coast range have been permanently changed a few feet. (Pictures, Cosmopolitan, August, 1906.) Bring out fact that the region extending for some hundreds of miles north and south of the Bay of San Francisco may be considered as practically susceptible to shocks, on account of the number and magnitude of faults. (See accompanying maps.)

III. Occurrences.—Since earthquakes are so commonly caused by the breaking of rocks and by the movement of lava, volcanic regions are especially liable to them, but

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there have been violent earthquakes far from volcanoes; as Lisbon, Portugal, 1775; southern Arkansas, 1812; Charleston, 1886. Such shocks are usually due to the slipping of rocks along a fault plane.

IV. Effect.—Earthquakes often cause avalanches, which dam streams and form lakes. Lakes and ponds also gather in depressions. Trees are thrown down. Animals are swallowed up in cracks which are opened in the ground. Houses are overturned and thousands of lives are lost. If the shock is in the sea a water wave may be started which causes much destruction and low coasts.

V. Peculiar Geological Condition of Caribbean Sea.—The Lesser Antilles are the summits of a mountain chain sloping steeply to the west, shelving away gently on the east; row of volcanoes all along western edge in various stages of activity indicate line of weakness in the earth's crust. Underneath the Caribbean sea the earth's crust is somewhat

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shattered, especially at edges. It rests on a substratum permanently or intermittently molten and ready for action. Abnormal condition of weather—change of pressure of the atmosphere—may affect the level of some lava reservoir and start a series of actions and reactions. After the eruption of 1902 (Mt. Pelee) many facts show the floor of the Caribbean sea to be sinking as rock underlying it has been ejected. Many new craters have been formed.

The Royal Society of England, in 1903, made an interesting report of work done by torrential rains in the West Indies. These rains remove deep layers of volcanic dust, and pouring down the great hills scour the surface with rain furrows that join together in larger streams, which cut still deeper channels into the soft material, unite, forming rivers to take the place of old ones which have been buried out of sight.

VI. Kingston.—Third earthquake. Port Royal destroyed 1693. Norway, Sweden, Michigan, Pennsylvania felt

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shocks about the same time. Mount Etna and Mount Loa active also. So many recent earthquakes cause many to believe that a critical period in the shrinking of the earth's crust has been reached. Sinking of crust supposed to be due to what geologists call an "inthrow" occurring in the rocks beneath the surface.

Locate Kingston. What and where was Port Royal? Bring out point that Jamaica is in the unstable Caribbean sea region. Distinguish between tremor and real shock.

Note: Of the 1,400 earthquakes recorded yearly in Japan, less than fifty are sensible. Pictures showing destruction caused by Japanese earthquake of 1891, Tarr's Physical Geography, pp. 130, 133. What is a seismograph, and for what used? Good illustration Nat. Geog. Mag., May, 1906.

Graduates Number 3,000.

Over 3,000 young men and women were graduated from the colleges of New England, and were awarded bachelor degrees in courses in art or science, during the month of commencements. The number cannot be given with exactness, but the above figures are based on a canvass of twenty-nine institutions of learning in the six states, and are approximately correct, although in part they represent the number of candidates for degrees in the senior classes instead of the number of those actually selected for awards. With due allowance, however, for the average number of candidates who fail in final examinations, the total should exceed 3,000 and may reach 3,100.

In any event, it is estimated that the bachelors of arts and science who were graduated outnumber by hundreds those who have emerged in any previous year from the classic shades of New England colleges. In past years the total has not exceeded 2,800, and the increase of the present June output of diplomas may be regarded as a reflection of the general prosperity in the country. Of the colleges, Harvard and Yale lead, naturally, in the number of degrees awarded, with Dartmouth and Brown following, but the women's colleges, Smith, Wellesley, Radcliffe, and Mount Holyoke, are very important factors in the list. The total of women receiving bachelor degrees in these colleges and in co-educational institutions in New England is in excess of 900. By far the greater number of recipients of bachelor degrees will be awarded this distinction for courses in liberal arts, the list of those entitled to the degree of bachelor of science being less than 800, as compared with approximately 2,300 who will receive "sheepskins" designating them as bachelors of arts.

Taken in the order of states, the colleges included in the canvass are: Bowdoin, Bates, the University of Maine and Colby in Maine; Dartmouth and the New Hampshire State College in that state; the University of Vermont, Middlebury College, and Norwich University in Vermont; Harvard, Amherst, Tufts, the Massachusetts Institute of Technology, Worcester Polytechnic, Massachusetts Agricultural College, Boston University, Boston College, Holy Cross,

Clark University, Smith, Wellesley, Mount Holyoke, Radcliffe, and Simmons Colleges in Massachusetts; Brown University and Rhode Island State College in Rhode Island, and Yale, Wesleyan, and Trinity in Connecticut. In the departments of medicine, law, and theology the number of graduates at various institutions is also noteworthy. The returns indicate that something over 375 prospective members of the bar will have suitable diplomas conferred upon them, and about 250 will qualify as physicians and perhaps 100 as ministers.

BOSTON THEATRES.

KEITH'S.

There will be two items on the bill at Keith's next week of more than ordinary importance, "The Pianophiends" and "A Night with the Poets." "The Pianophiends" is the name given by Jesse Lasky, originator of "The Military Octette," "The Colonial Septette," "The Stunning Grenadiers," and several others of the biggest features ever seen in vaudeville, to his latest conception. It enlists the services of eight people, four of them remarkably pretty girls, and five pianos. It created a veritable sensation in New York and should make quite a stir in Boston, for it is certainly a very novel idea, capably worked out. Another out-of-the-ordinary presentation is "A Night with the Poets." It is a most artistic affair, a decided advance along the lines of illustrated songs and living pictures, and must be seen to be thoroughly appreciated. Matt Keefe and Tony Pearl, "The Yodler and the Harpist," do a musical act that is extremely attractive, Keefe having a fine voice that he well knows how to use, while Pearl is a master of the harp. A Boston girl who has won distinction in musical comedy, May Mooney, will show her fine contralto voice in several selections. Cornalla and Eddy, who do a clever acrobatic and juggling comedy turn; Phil and Nettie Peters, in a nonsensical offering that will win many laughs; Martini and Maxmilian, burlesque magicians; Allen, Delmain and Allen, travestyists; Davis and Walker, "real coon" singers and dancers; "Wise Mike," Foster's educated dog; the Valdings, ring performers; the Kaufman brothers, burnt-cork entertainers, and the kinetograph will complete the bill. The Fadettes will be the leading features of the Old Home week bill, commencing Monday, July 29.

THE MAGAZINES.

—The current number of the New England Magazine contains an illustrated article by Whitman Bailey, son of Dr. W. Whitman Bailey of Brown University.

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Head-Master of Central Evening High School, Boston.

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JULY 25, 1907.

A. E. WINSHIP, Editor.

NATIONAL EDUCATIONAL ASSOCIATION.

FIFTIETH ANNIUERSARY, LOS ANGELES, JULY 8-12.

The new leadership is complete.

Child labor laws must be national.

World wide peace is the watchword of the N. E. A.

President Schaeffer is for peace when the other fellow will keep his place.

President Joseph Swain of Swarthmore College is the president of the National Council. It will be interesting to see if he can do anything with it.

Amendments to our spelling to be made according to the existing rules and analogies of English spelling, with due regards to the standards accepted by scholars.

Superintendent T. A. Mott of Richmond, Indiana, was the man responsible for successfully bringing forward Dr. Henry B. Brown of Valparaiso, Indiana, for trustee of the Permanent Fund. Mott has something to his credit every year. He is a leader who leads.

Miss Elizabeth Shirley of Montebello did as well as any one could to take the place of Margaret Haley in opposing the adoption of the new charter. She did not win a vote, no more would Miss Haley have won a vote. The whole opposition has been an inglorious mistake.

Dr Schaeffer's success never lagged for a moment. He kept the Association off many a reef and bar during the week. It made no difference how big the man was who tried to take a hand at the wheel, President Schaeffer politely sent him to the gentlemen's cabin. No man ever said "Mind your own business" to such big men so courteously as he did on more than one occasion.

NINETEENTH DEPARTMENT.

Upon the following petition, a "Department of National Organizations of Women" was created. They are as much desired by the N. E. A. as it is by them. We petition the National Educational Association to provide a department to be known as the Educational Department of National Organizations of Women in order that in meeting each year with the professional body the national societies of women may co-operate more successfully with each other and with the educators of the country in bringing the home and the school into more helpful relations.

GRANDLY HEROIC.

Here is a resolution that should immortalize the Los Angeles meeting. It is the result of President Schaeffer's opening address. The National Educational Association believes that the forces of this world should be organized and operated in the interests of peace and not of war; we believe that the material, commercial and social interests of the people of the United States and of the whole world demand that the energies of these governments

and of the people be devoted to the conservative and healthful pursuits of peace, and that the people be relieved of the burdens of providing at enormous expense the armaments suggested by the competitive design for supremacy in war. We further believe that the fear of war and the possibility of war would alike decline if governments were to rely more upon the sentiment of the people and less upon the strength of their armies and navies.

A GLORIOUS RESOLUTION.

The National Educational Association notes with approval that the qualifications demanded of teachers in public schools and especially in city schools, are increasing annually, and particularly that in many localities special preparation is demanded of teachers. We regret the attempt that is being made in some quarters to evade the consequence of low salaries. The salaries and often the conditions under which the teachers in the public schools teach do not offer sufficient inducement to offset the more promising positions in the commercial life of a large city. Resource is had therefore to selecting students with incompetent high school or normal school training to fill these yearly increasing vacancies. Hence we believe that constant effort

should be made by all persons interested in education to secure for teachers such adequate compensation for their work that both teachers and public will recognize teaching as a profession.

THE COOLEY RECEPTION.

The reception to President-Elect Cooley in the parlors of the Alexandria hotel was second only to the reception given Presidents Benjamin Harrison and Theodore Roosevelt. Thousands of educators surged through the lobbies of the headquarters. The most distinguished school men of the nation were glad to do the Chicago educator honor, and on every side were heard predictions of the future greatness and usefulness of the National Educational Association under his leadership. One would have thought he was expected to be president of the United States by and by. Indeed it would be no more strange for Mr. Cooley to be President of the United States in fifteen years than for him to have been thought of as President of the N. E. A. fifteen years ago.

A NOTABLE UTTERANCE.

By President Benjamin Ide Wheeler of the University of California.

The public school must be made and kept the school for all without recognition of classes or conditions, and it must shape its work and plans so as to close no door but rather open the freest opportunity for the best achievement and the highest advance. The present rigid system of the grades, whose chief excuse has been eco-



SUPERINTENDENT E. G. COOLEY,
Chicago.
President National Educational Association
for 1907-08.

conomic necessity, must yield to permit the more rapid advance of gifted and diligent pupils. The old district school without the grades was more humane. Nowadays the machinery of grades and courses is wonderfully perfect, but the school exists for the child and not for the grades.

The place for the child in reference to the grades is at any time to be determined not by what he has gone through in the past, whether pages or classes, but by the work he is able to go on and do next. Too many minds and too many wills and ambitions are dulled by the routine and treadmill of the grades; and that means bandaging the foot and strapping the skull to produce a standard size. Particularly do the last two years of the grades need to be refreshed and readapted.

NOT KNOWN?

The funny episode was when someone said that Dr. Henry B. Brown of Valparaiso, Indiana, was too little known to be made a member of the Board of Trustees of the Permanent Fund. Not known? Why, there are more teachers in the United States who have been under him than there are those who have been under any other man at the Los Angeles meeting. Few men at Los Angeles have attended more meetings of the N. E. A., few men have been so often on the board of directors, few who have been better known in comradeship at these meetings. It is time some men learned that there are several widely known and influential men in the association who are unknown to those whose circle is very limited. The reason there is a new leadership is because the old leadership did not heed the warning to make their circle larger.

THE NEW CHARTER.

Without a dissenting vote in the board of directors and with a single dissent in the meeting of the active members, the new charter was adopted and the only threatened discord is forever laid to rest and peace reigns. At Asbury Park and in the days immediately following that meeting there was tumult in the air such as has never been known before. Later when the matter came before the congressional committee there was the bitterest opposition followed by some skillful lobbying which actually scared some congressmen not accustomed to a panic. Then there was anticipation of a great contest when it came to the adoption. But all this is of the past. The charter is unanimously adopted.

MISS MARGARET HALEY.

We are not of those who rejoice in any discomfiture that comes to Miss Haley although beginning with the Asbury Park meeting we have rejoiced in the triumph of several schemes that she has opposed. To our thinking her attitude at Asbury Park was the forerunner of the chain of consequences that have followed during the past two years. Suffice it to say, in no spirit of triumph, that at present every important movement that she has championed in these two years has now come to grief, and every person and measure upon whose defeat she had, apparently, set her heart has been memorably triumphant. Of course she is not depressed by her series of defeats, believing, evidently, that there are other days to come, but, so far as can be foreseen her day is forever past in the N. E. A. in the various state associations, and in all other educational councils outside of Chicago, and halted there, officially for four years. It is equally apparent that there is faint call for her on any educational or other popular platform. To those of us who remember her at Boston in 1903, at the various state meetings and Chatauquas of 1903-1904 it is a sad contrast. Of course she believes she has a mission and a message to which the world must give heed, but for the

present, the Margaret Haley of whom so many of us were proud is not in the winning.

CARROLL G. PEARSE.

The selection of superintendent Carroll G. Pearse of Milwaukee to succeed Newton C. Dougherty in the board of trustees in the Permanent Fund of the N. E. A. has been anticipated from the hour of the necessitated resignation of Mr. Dougherty nearly two years ago.

The logic of events made Mr. Pearse's selection for the board inevitable. He was conspicuous as treasurer of the N. E. A. and has been a leader ever since.

DR. HENRY B. BROWN.

The choice of Dr. Henry B. Brown, president of Valparaiso, Indiana, university, to succeed the late Albert G. Lane as trustee of the Permanent Fund of the N. E. A. is an eminently wise choice. There is no better business in the association and his devotion to the interests of the N. E. A. has been demonstrated for many years, having rarely missed a meeting and having been Indiana's director for a long time. When his name was suggested in an informal way at the superintendents' meeting in February it met with universal favor.

PRESIDENT BUTLER.

The re-election of Dr. Nicholas Murray Butler upon the board of trustees was an honor due him, and continues in the board the service of the only long time member. It will be a radically different board from that of former times, and one especially in touch with present and popular conditions, which is highly important with its present responsibilities. Butler, Greenwood, Pearse, and Brown are the four elected members of the board, the president of the association always being ex-officio the fifth member.

PRESIDENT SCHAEFFER'S KEY NOTE.

No president, not excepting Eliot and Maxwell, has rung out a more popular note of progress than did President N. C. Schaeffer. It was a distinctly heroic message. He says; "There is too much war talk and beating of the drums and waving of the sword in the public schools as now conducted without the addition of rifle practice as a peace measure. Far better to teach the arts of peace and to promote the love of peace in the rising generation than to fill the minds of the young with the pomp of war.

"The fact that boys at the age of thirteen can learn to shoot with marvelous accuracy, should be correlated with the fact that at the same age and even earlier, boys can be taught all sorts of breakneck acrobatics; no one would on account of the skill which may thus be acquired, be justified in advocating the introduction of either acrobatics or rifle practice into the curriculum of our public schools. The development of skill in shooting is desirable on the part of those who join the army or the state constabulary, but if during a strike, every striker were a skilled rifleman, the difficulties in maintaining order would be infinitely multiplied.

"Perhaps for police purposes, if not for national protection, we shall need an army and a navy during coming centuries, but, as soon as the 3,500,000 of teachers in the schools of the civilized world shall begin in earnest and with skill to inculcate sentiments of peace and the principles of justice and fair dealing in the treatment of weaker nations, we may hope for the limitation of armaments and the dawn of an era of peace that is worthy of the disciples of the Prince of Peace.

DR. STORM'S DECLARATION.

President Albert Boynton Storms of Iowa State College, Ames, spoke intensely of "Education and Democracy." He says democracy has encouraged the broadening of the scope of edu-

cation. Older colleges and educational ideals are conservative and aristocratic, but classical culture and the humanities alone are inadequate. The school must teach the real interests of life for a working people. The sturdy youth in laboratories and shops, draughting-rooms and field, with life's real business before them, have brushed aside intellectual dilettanteism. Science and art have meaning for life's earnest work as well as for its leisure pastimes. Higher education, however, in a democracy cannot be adequately provided except by the people themselves. A democratic people do not thrive best in any of their interests by being paternally and patronizingly endowed by benevolence. It is only by self-assertion and by institutions that are organized and equipped and maintained by the people's own will and at their cost that a democratic society can adequately provide for its higher educational needs.

Dr. Storms is the successor of the late Dr. Beardshear and this is his first appearance in an important way on the platform of the N. E. A. From this time on he will be prominent in the councils of the association. He has demonstrated his ability to stand among the leaders.

Cooley and Cleveland is a great combination.

CLEVELAND IN 1908.

If the railroads will permit, the N. E. A. will go to Cleveland for the next meeting, July, 1908. It is a big "if" but the chances are that they will be in better mood than in 1907. It is a fine location, central, easily reached by direct railroad lines from every section of the country with delightful lines of steamers from every point on the Great Lakes. There is no other city with so many people within a radius of six hundred miles. And Cleveland will be the noblest kind of a host.

PRESIDENT COOLEY.

Superintendent Edwin J. Cooley of Chicago was the only man in the country whose election to the presidency at Los Angeles would have satisfied popular sentiment. His selection was determined at Chicago last winter when the Department of Superintendence met there, not by any coterie or conference but by the logic of events. Every prominent speaker sought to place Mr. Cooley upon a higher pedestal than his predecessors and the audience placed heightened emphasis upon each succeeding effort. There was only one expression when men met: "Cooley at Los Angeles." Then followed April and June in Chicago and there has been no such popular acclaim as that which has greeted the name of Mr. Cooley in the past two months. Upon his election, the N. E. A. made a demonstration never made for any other of its members.

DR. W. O. THOMPSON.

President W. O. Thompson of the Ohio State University at Columbus is as popular a man as there is in the N. E. A. He came to the front in an hour in 1901 at Detroit. Up to that time he was unknown in any national sense. There was a crucial hour in the business affairs of the Association. The old leadership staked all on the report of a committee antagonistic to the idea of a National University. Dr. James H. Baker of Denver was leading in opposition and the administration forces were in readiness to lock horns with him. It was at the critical moment that a man arose and hurled a few questions like so many javelins and all was over with the committee's report and Dr. W. O. Thompson was the hero of the N. E. A.

At the Louisville meeting of the Department of Superintendence last year he gave an address never to be forgotten and he had demonstrated that he was a master as well as an opportunist. At Los Angeles he was a leader among the new leaders.

MEETINGS OF THE N. E. A.

Only forty-three at first meeting, Philadelphia, 1857.

Only seventy-five at second meeting, Cincinnati, 1858.

First meeting above 200 was the seventh at Boston in 1872 and it reached 292!

The largest educational meeting ever held was the second at Boston in 1903, with 34,983.

No regular meetings were held in 1861, 1862, 1867, 1878, 1893, and 1906.

No record of membership was preserved for 1859, 1860, 1864, 1868, 1869, 1871.

The first meeting to reach 400 was the eighteenth at Madison in 1884, where there were 1,729.

Since the Madison meeting only two have been as small as that and those were the next two.

The third meeting after Madison was that over which William E. Sheldon presided in Chicago in 1887, with an enrollment of 9,115, or five times the size.

The first seven meetings entire had but few more than 1,000.

The Chicago meeting of 1887 had 1,000 more members than the twenty meetings that were before it.

Asbury Park had as many as the first twenty-two meetings, and Madison, Chicago, and San Francisco were in these twenty-two.

Boston has the record, 34,983.

Asbury Park, 1905, is second, with 23,642.

Boston was fifty per cent. above the next largest, nearly three times the next largest.

Boston had as many as the first twenty-five meetings, and several of the big meetings were in the twenty-five.

The first enrollment above 10,000 was at Denver in 1895.

But four meetings have gone below 10,000 since 1895.

Boston alone has gone above 25,000, and Asbury Park is the only other one that has passed 14,000.

Charleston, 1900, with 4,640, is the only small meeting in eleven years.

The Asbury Park meeting in 1905 was four times the size of the meeting held there in 1894.

Nashville, 1889, with 1,984 enrollment, is the smallest in eighteen years.

In 1885 there were but 625 enrolled at Saratoga.

The Madison meeting of 184 is still spoken of as the big meeting, but no meeting has been so small in eighteen years, but as compared with its predecessors, Mr. Bicknell made 1,729 look huge.

Saratoga alone has had four meetings, but no one of them has been large.

Two meetings have been held at Philadelphia, Detroit, Minneapolis, Chicago, Boston, Asbury Park, and Los Angeles.

One meeting only has been held at Nashville, St. Paul, Toronto, Buffalo, Louisville, Chautauqua, Atlanta, Milwaukee, Washington, Charleston, Cincinnati, Harrisburg, Indianapolis, Cleveland, Elmira, Baltimore, Madison, Topeka, and San Francisco.

Seven meetings have had more than 10,000: Detroit, 1901, 10,182; Minneapolis, 1902, 10,355; Washington, 1898, 10,532; Denver, 1895, 11,297; Los Angeles, 1899, 13,656; Asbury Park, 1905, 23,642; Boston, 1903, 34,983.

Of the forty-three at Philadelphia in 1857, there were twenty-one virtually one half from Pennsylvania, Delaware and Ohio each had four, New York 3, Boston and St. Louis or Massachusetts and Missouri, two each.

Of the seventy-five at Cincinnati in 1858, twenty-six were from Ohio, thirteen from Indiana, no other state had more than six.

At Chicago in 1863, Wisconsin was second, Ohio third, Massachusetts fourth.

At Harrisburg in 1865, New York was second and Massachusetts was third.

At Cleveland in 1870, New York, Illinois were second and equal, Massachusetts third.

At Elmira in 1873, Pennsylvania was second and Massachusetts third.

At Detroit in 1874, New York was second, Ohio third, Massachusetts fourth.

At Madison in 1884, Illinois was second, Massachusetts third.

At Saratoga in 1885, Massachusetts was second.

Until the excursion feature was introduced Massachusetts was usually in the first three or four states.

FINANCES. N. E. A.

Office rent since 1902, \$600.

Salary of secretary since 1905, \$4,000.

Interest on Permanent Fund in 1905 was \$6,552.

Telegrams range from \$53 in 1900 to \$134 in 1898.

Postage ranges from \$462 in 1898 to \$1,632 in 1904.

Supplies for secretary's office range from \$99 in 1902 to \$180 in 1903.

Traveling expenses of secretary and his office force runs from \$139 in 1900 to \$612 in 1904.

The funds are kept in the First Trust and Savings Company of Chicago with special bonds for this fund.

From 1884-1893 average expense was 61 per cent of receipts; from 1894-1899, 65 per cent; from 1900-1905, 67 per cent.

Total receipts for year of Asbury Park meeting were \$56,152 and the total expenses were \$35,549, leaving a balance for that year of \$13,847.

Receipts from Permanent Fund have been: 1895, \$3,058; 1896, \$2,801; 1897, \$2,268; 1898, \$3,164; 1899, \$3,477; 1900, \$3,883; 1901, \$3,841; 1902, \$4,715; 1903, \$6,573; 1904, \$5,134; 1905, \$6,552.

Secretary's office has received cash aside from that taken at the annual meeting as follows: 1905, \$8,184; 1904, \$9,373; 1903, \$5,421; 1902, \$5,405; 1901, \$4,786; 1900, \$5,089; 1899, \$5,255; 1898, \$2,904; 1897, \$3,433; 1896, \$1,103; 1895, \$1,456.

Receipts for railroad for 1905 meeting, \$21,636 or 10,819 members; from extra members from New York City, \$12,724 or 6,362 members; from extra members from New Jersey, \$1,904 or 952 members; from extra members from Philadelphia, \$230 or 115 members; from enrollment at Asbury Park \$3,732. from enrollments during the year, \$7,200 making a total for the year \$46,926 for membership.

ACTIVE MEMBERSHIP.

164 public libraries.

5,168 active members.

78 state normal schools.

One state has more than 1,000.

Ten others have more than fifty.

Only three states have less than ten.

Other cities have thirty-six active members.

Loss of only 93 because of no meeting in 1906.

161 universities and colleges are active members.

Twelve other states have more than one hundred.

Increase of 1073 at Boston meeting which broke all record.

There are 288 New York City schools which are active members.

Pennsylvania added more active members in 1906 than any other state, Ohio is second, New York third, Illinois fourth.

Increase at Buffalo meeting 1896 was 514; at Milwaukee 279; at Washington 105; at Los Angeles 251; at Charleston 118; at Detroit 506; at Minneapolis 337; at St. Louis 253; at Asbury Park 720.

New York leads with 1040 active members, Illinois, second with 475, Ohio third, with 345, Massachusetts, fourth, with 340, Pennsylvania 325, Missouri 237, New Jersey 211, Wisconsin 168, Michigan 151, California 143, Minnesota 130, Indiana 128, Iowa 101.

PERMANENT FUND.

First installment 1884 and 1885, \$3,400.

Present Fund \$155,100.

Since, the additions have been, from Topeka meeting, \$1,175; Chicago, '87, \$11,000; San Francisco, \$9,325; Nashville, \$4,000; St. Paul, \$7,400; Toronto, \$3,600; Asbury Park, 1894, \$5,000; Denver, \$9,961; Buffalo, \$4,300; Milwaukee, \$4,738; Washington, \$10,000; Los Angeles, \$14,000; Detroit, \$10,000; Minneapolis, \$10,000; Boston, \$39,000; Asbury Park, \$8,100.

Boston meeting, 1903 provided one fourth of the entire fund.

These meetings added nothing to the fund; St. Louis in 1904, Charleston in 1900, Saratoga Springs in 1892.

The fund has grown in this way, after Topeka meeting, \$4,577; Chicago, \$15,675; San Francisco, \$25,000; Nashville, \$29,000; St. Paul, \$36,400; Toronto, \$40,000; Asbury Park in 1894, \$45,000; Denver, \$54,961; Buffalo \$59,261; Milwaukee, \$64,000; Washington, \$74,000; Los Angeles, \$88,000; Detroit, \$98,000; Minneapolis, \$101,000; Boston, \$147,000; Asbury Park, \$155,000.

Average annual addition to Permanent Fund from 1885 to 1893, \$4,000; from 1894 to 1899, \$8,000; from 1900 to 1905, \$11,541.

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There is a complete index to the Volumes of Proceedings for fifty years. This is invaluable. Money cannot suggest the worth of this index to the educational world.

Titles to thirty-one papers on agriculture with the place to find each in the Volumes of Proceedings, with long lists of titles, sometimes reaching into the hundreds on fifty-nine different subjects, among which are pensions and salaries.

WHAT CAN THE SCHOOL DO TO AID THE PEACE MOVEMENT?

BY NATHAN C. SCHAEFFER,

President National Educational Association.

The greatest problem of the twentieth century is the boy—with one exception—the girl. As soon as the girl takes up the study of history, she begins to wish that she had been born a boy. Her text-book magnifies the achievements of men and devotes very little space to the deeds of women. Gradually she reaches the conviction that everything great and heroic belongs to the other sex, that life is not worth living unless one can attain military glory, and that her greatest misfortune is to have been born a girl.

The boy is apt to form similar ideals from the text-books on history and the methods of teaching the subject. It seems to me that our text-books, our examinations and our instruction should glorify the arts of peace above the art of war. Whilst it would be wrong to minimize the sacrifices and services of the army and the navy, it will nevertheless be wise to emphasize the victories of peace above the victories of war, and to teach history in such a way that the pupil will write the name of the poet, the orator, the artist, the inventor, the educator, the jurist, the statesman, the philanthropist, in a place as conspicuous in the temple of fame as that occupied by the name of the victorious general or the successful admiral.

How can this be accomplished? In the first place let us instill proper ideals of life and heroism. The pupil can be led to see that Pasteur, the scientist, has done more for humanity than Napoleon, the destroyer of thousands; that Carnegie, the philanthropist, has done more for civilization than the admiral who sinks a hostile fleet; that the men who by experiments upon their own bodies showed how yellow fever is transmitted and can be prevented, were as great heroes as any soldiers that ever faced a cannon's mouth; that the woman who serves in the hospital as a nurse, displays as much heroism as the officer who serves his country in time of war, and that in the sight of God the drying of a tear is more than shedding seas of gore. As soon as the girl realizes that a life worth living does not turn upon fame or fortune or official position, nor even upon science and literature, but upon the personal relations which human beings sustain to one another and to their Creator, as soon as she grasps the truth that it is in the domain of personal relations where woman truly reigns as queen, she grows proud of her sex and no longer wishes that she had been born a boy.

In the next place patriotism should never be taught so as to make it the meanest of all the virtues. It is possible to emphasize the maxim, "My country, right or wrong," to such an extent that the citizen will resort to anything base and contemptible for the sake of furthering the material interests of his country.

Both teacher and pupil should distinguish between the different kinds of war. First, there is the war for tribute. No nation can now afford to carry on war for blood money under the guise of exacting a war indemnity. The second is the war for booty and plunder, such as the wars carried on by the robber barons during the middle ages. Third, is the war for the gratification of personal ambition, such as the wars which the first Napoleon was continually waging. Fourth, is the war for territorial aggrandizement. Of this kind of war our country has not always been guiltless. No teacher in the classroom and no orator on Memorial Day or the Fourth of July hits the mark if he glorifies or in any way excuses any one of these four kinds of war.

There are two kinds of war for which more can be

said. One of these is the war for principle, of which the American Revolution was a type. The other is a war in behalf of the oppressed, the down-trodden, the defenceless, like the Spanish-American war. In dealing with these two kinds of war it is well to point out both sides of the dispute and to show how war can be avoided by the peaceful method of arbitration. How well posted we all are upon every war that our people have waged; how little we know of the two hundred and fifty international disputes which have been settled by the peaceful method of arbitration, and of the forty-four treaties between leading nations like England and France as well as weaker nations binding them to settle their disputes in whole or in part by the method of arbitration. How frequently we discuss the Monroe doctrine which has brought us again and again to the brink of war; how seldom we speak of the arrangement made during Monroe's administration for the limitation of armaments along our Canadian boundary—an arrangement that has secured peace between the United States and Great Britain in spite of all the acute disputes which have arisen since the war of 1812. How few people know the significance of The Hague court, for whose sittings Andrew Carnegie is building a palace to cost a million and a half in our currency.

The teaching of history can be made to culminate in the proper observance of the eighteenth of May and of Washington's birthday. The teachers of France have resolved to observe these days by appropriate exercises, and the schools of America will do well to follow the example of the third republic. The publications of the American Peace Society furnish abundant material at small expense for the proper observance of the eighteenth of May—the day on which the delegates to the first Hague conference assembled—a day which certainly marked an epoch in the world's history. Several years ago at the Mohonk Lake conference Chancellor McCracken pointed out that the most popular text-book on international law devotes more space to the conduct of nations in time of war than to the conduct of international affairs in time of peace, whilst not one page is devoted to the ways in which nations may avoid war. Since that meeting a movement for the study of international arbitration has been inaugurated in most of our colleges. Just as the light which first illumines the mountain tops gradually reaches the valleys, so the light which the higher institutions now disseminate will gradually illumine the teaching of history in the lower grades of schools.

At this time three great meetings are in progress. Delegates from every civilized nation are in session at The Hague for the purpose of lessening the evils and the frequency of war and of promoting the use of arbitration as a means for the settlement of international disputes. On the shores of the Atlantic the Jamestown exposition advertises the greatest military and naval display the world has ever seen in time of peace. On the shores of the Pacific in the city of "the Angels," the association which represents the largest body of educators in the world has met to discuss the latest problems in education. Shall we plant ourselves on the side of peace or of war? Will the advocacy of peace raise a generation of weaklings? Has any one ever dared to call William Penn a weakling? He was as brave and courageous as his father, the admiral. Self restraint is often more difficult than combat. Perhaps for police purposes if not for national protection, we shall need a small army and a navy during coming centuries, but as soon as the three and a half millions of teachers in the schools of the civilized world shall begin in earnest and with skill to inculcate sentiments of peace and the principles of justice and fair dealing in the treatment of weaker nations, we may hope for the limitation of armaments and the dawn of an era of peace that is worthy of the disciples of the Prince of Peace.

THE ECONOMIC RELATIONS OF EDUCATION.

BY W. O. THOMPSON,

President of Ohio State University, Columbus, Ohio.

The purpose of this paper is to offer a few remarks that may suggest the fundamental importance of education from the standpoint of the economic relations involved.

It is a common conception, current even among educators, that education is a burden that civilization must carry as a means of perpetuity and progress. "We must educate or we must perish" is a familiar war cry. With this has been associated the teaching that education must be supported as a gratuity or a charity and as a kind of guarantee of the perpetuity of civilization. There is a truth here but associated with it has been a notion that civilization or more specifically the taxpayer with commendable generosity has been supporting education as a burden placed upon him because the law so provided. Political economy has for a long time directed our attention to land, labor, and capital as the three elements and forces that determine the production and consumption of wealth. Wealth has been regarded as the necessary condition of the progress for the individual and society. In our economics we have placed undue emphasis upon wealth as influencing man and too little emphasis upon man as influencing wealth.

With the results of education even imperfectly realized what shall we say of their economic importance? First of all the educated man is the man of awakened desires. Desire is the basis of economic demand. He is the man not of a few and simple wants but of many wants. This sense of want, this increased desire, is the result of an intellectual and social awakening. The more education the more numerous are the wants and the more imperious the demand. Education initiates, organizes and emphasizes a person's desires. It opens the vision of better things and develops the capacity for enjoying them. It cultivates the desire until it arouses action to meet it. Here are the essentials of a market. In fact the educated man is the market and creates the market. He makes the demand and furnishes the supply. The more the educational process is encouraged the more numerous and wider the reach of these desires.

Moreover the fact of variety developed through education is fundamental in the question of a varied industry concerning which we hear so much. Variety of desire calls for division of labor making demand for every possible talent. It is the highly diversified society, itself the product of education, and not primitive society, that can make profitable use of a variety of talent. The limit of this law of diversity of talent is foreshadowed only by the suggestion of the limit of education and the human mind. The wonderful diversity and variety in the products of modern industry with the manifest tendency toward a better grade of finished product, has come about through an education of the ordinary purchaser. He has improved the character of the demand by insisting upon better products and thus led the way to better wages, firmer markets, and a clearer margin of profit. This variety of taste has not only affected the variety of product but has by specializing industry opened up an opportunity for talent hitherto unuseable and directly checked the fierceness of competition while encouraging the development of initiative.

Moreover, it may be well to call attention to the persistency of the demand made by education. The educated portion of the world has come to know and appreciate the best things. It will persist in its demand for these things. This persistency of demand is the star of hope in our democracy. Economically speaking it is the

key to stability of markets, of values, and of prices. The educated man persists in his demand for things he appreciates, and this persistence of demand has more to do with the stability of markets and with perpetual prosperity than any other element. I should go further and say it was more important even than tariff legislation. We have been slow to see that men and not laws make markets.

Again it is usual to observe that education develops power, mastery and efficiency in living. These are the qualities that enable a man to support himself and to maintain the highest standard of living toward which education constantly tends. The economic importance of this may well be emphasized. The primitive man knows little of wealth or a leisure rich with pleasure. He is dependent upon the gratuity of nature for a considerable portion of his comfort and pleasure. The educated man is also dependent, but upon gratuitous nature plus the initiative of an awakened individual. Now the most characteristic futures of modern progress lie in the area of the mastery and dominion of the educated man. The whole wide field of applied science and of modern inventions has been opened through operation of education. This has changed the standard of life and human comfort and brought new life and outlook to commerce and trade.

One other feature may be mentioned—the relation of education to industry. We have revised our conclusions on this point. The time was when many believed education would relieve from work. The truth is now recognized that education leads into work. It is no mere coincidence that the educated people of the world are the busiest people. The most active people of the globe to-day are found in the governments where education has a free opportunity. Education if time leads to service—a service that shall not end in any private ambition, but in a genuine contribution to public efficiency. Education not only fits for service by developing power, skill, and efficiency, but by presenting the ideals that lead men on to duty and achievement. An educated idler is absurd if not unthinkable.

In summing up the economic relations of education we return to the teacher. He is the masterful personality in the presence of all these forces who organizes, directs and stimulates the uprising generation to achievement, mastery, and freedom. So the teacher whether he be teacher of religion or of education; of philosophy or of science; of agriculture or of mechanic arts; of manual training or of domestic science; of language or of morals; in any or all of these places the teacher is indeed the master who trains the men who make markets, commerce and civilization even a possibility. What we do for education is not then a burden; it is rather an opportunity. The money we give is neither charity nor the payment of a debt; it is an investment to guarantee the perpetuity of man and of markets; of history and of literature; of our own achievements already made and of those of our children yet to be made; in a word the money invested in education is an expression of both faith and desire that a progressive civilization shall not perish from the face of the earth.

ILLINOIS STATE TREE.

On the suggestion of Mrs. James C. Fesler of Rochelle, Ill., the pupils of the public schools, with the co-operation of Superintendent C. E. Joiner, ask the other schools of Illinois to join them in a voting contest, to decide what shall be the state tree, the result of this vote to be communicated to the state legislature, with the request that a bill be passed, declaring the tree so chosen to be the Illinois state tree.

STATUS OF NORMAL SCHOOLS IN THE UNITED STATES.

BY JOHN R. KIRK,
President, State Normal School, Kirksville, Missouri.

Fully half of the normal schools are in a purely static condition. More than half of the normal schoolmen are content with the mere dissemination of the doctrines of educational leaders, past and present. They are peaceful, peace loving, non-combatants, satisfied with the reiteration of threadbare recipes, prescriptions, and devices found in second-rate text-books.

In the middle West about a dozen normal schools are organizing themselves with a view to modifying conditions. They seek to carry on constructive educational enterprises. Much of the so-called normal school training is a deadening routine which substitutes drilling for thinking. Most of the city training schools have little to be said in their defense. They are lacking in virility. They seek to take youthful, inexperienced, high school graduates and make them into elementary teachers by mere training. The dog and the pony show illustrates what can be done by training.

There is much of instability in education which too many normal school men ignore. There are trusts and monopolies in education as in other things. The big universities are seeking to focus all energy upon higher education, so-called. They intimate that "education is from the top." They admit that they are at the top. They seek to bend all things below them to their own purposes. They are organized and well knit together. They are mighty monopolies. They terrify the normal schools. They seek to dominate the normal schools. They would confuse and ultimately put out of commission the small college.

Until a dozen years ago most of the universities opposed the professional preparation of teachers. The normal schools were discovered to be close to the heart of the people who really believe in the special preparation of teachers.

Recently most of the universities changed their policy. Each of them now has, or seeks to have, a "school of education" or "teachers' college," or, at least, a "department of pedagogy." These belated attachments are usually conducted by fresh, youthful Ph. D's, who care little and know less about the "common herd" in the common schools. They dislike the real, live, aggressive normal school. They have much to say about the function of the normal school. It worries them. Too many of the somnolent normal school presidents seem unconscious of the attacks of those new attachments of the university that would take to themselves all of the more important functions of the normal schools.

The new university teachers' college creed is that a half-educated person is good enough to teach children up to and including the last day in the elementary schools, while a fully educated person is necessary from and after the first day in the high school. By this tenet the typical normal school graduate, with superficial academic attainments and much dogma, stands for the half-educated person, while the university graduate, crammed and surfeited with ill-digested pabulum acquired in university lecture rooms, represents the fully-educated person. All this is bad for education.

The ambitious normal schools of the middle West offer academic courses covering the college curriculum. They do not stop to consider the hue and cry about the duplication of studies. There is no exclusive educational territory which belongs to the universities to the exclusion of other institutions, or to normal schools to the exclusion of other institutions. A high school teacher should have lived in a college atmosphere. The university men say this. The progressive normal

school says the elementary school teacher should also have lived in a college atmosphere. The progressive normal school offers a college atmosphere, has a college atmosphere, will not brook or tolerate any other atmosphere. What person in the world needs versatility, culture, accuracy of judgment and scholarship, more than the teacher of the fourth, fifth, and sixth grades? It is a fight to the finish. The progressive normal school demands a sound education, a college education if you please for every professional teacher. It demands just as good scholarship for the elementary teacher as for the high school teacher; just as good professional preparation for the high school teacher as for the elementary teacher.

There is mischief brewing in education. Each teachers' college or school of education in the university now usually conducts a teachers' bureau called "committee on positions and recommendations." One member of the bureau travels about. He is called the high school inspector. His business is to look out for vacancies in the high school, fill them with university graduates if possible, and to point the high school graduates and all other people to the university.

The progressive normal school resents this intermeddling and dictation. It calls for a square deal. It offers and requires ample scholarship for teachers in all grades of public schools. Several of the progressive normal schools of the middle West offer academic courses covering six, seven, and eight years. They admit rugged, young rural school teachers who have little academic preparation above the eighth grade; but these rugged, forceful people from the rural schools have much of promise. They are, in many states, the main stay of the public schools. Wherever the normal schools have made high school graduation the condition of entrance, there the normal schools have become female seminaries and have ceased to have predominating influence in the public schools. Very few boys who graduate from typical high schools ever expect to become teachers. Very few of them ever will become teachers. Therefore if the normal schools make high school graduation the condition of admission, masculinity is further reduced in the teaching corps of our country.

The progressive normal school does not yield to the dictation of any other institution. It stands for positive, aggressive, and constructive policy. Progressive normal school men do not believe that it is the function of the normal school to cater very much to current demands and fashions. They do not sit in idle complacency when they have copied, commended, and disseminated the practices and ideals of educational theorists, past and present. They seek to create ideals, to set up standards, to conduct experiments, and to exemplify the best attainable practices in school education.

THE LIBRARIAN AS A TEACHER.

BY J. N. WILKINSON,
President State Normal School, Emporia, Kansas.

The librarian should be estimated on the basis of ability to teach. Too frequently, the librarian's work is estimated as people estimate the work of a janitor. The low view holds the librarian responsible mainly for such things as keeping the books in their place and keeping off the dust. These things are, of course, important, but only as they contribute to the real end of the librarian's work, which is the teaching of the reader. Teaching is the highest function of the human being, and the conscious giving of instruction is the activity that most distinguishes man from the other animals. He who creates and stimulates a desire for knowledge, and places that knowledge in the reach of the seeker.

is doing the very best of service as a teacher.

The librarian is in charge of a field where many go at first for casual browsing only. He should be able so to hold all who enter this field that they will find rich pastures and be sure to come again. The reader may come seeking an inferior book, but the librarian if not able to furnish the book sought, should be able to find some other that will interest. The reading of inferior books would not be a loss of time if it should be the way of approach to an interest in good books. Without the guiding influence of a living present personality, the habit of reading worthless books is likely to become fixed and the time spent upon them to be worse than wasted. If a reader is to grow, he must be helped to a comprehension of books beyond his grasp. The putting of the question, "Understandest thou what thou readest?" opens up the way for instruction unto life and salvation just as surely now as it did in the days of of Philip and the eunuch.

While the library is properly a laboratory for independent research, the students in this laboratory need an ever present teacher in the person who has charge of the laboratory. When the reader calls for a book, or is looking along the shelves, the librarian can learn his taste, and by an intelligent interest in what interests him, guide him into the way of life. The Wisconsin plan of employing a man to furnish members of the state legislature all that is in print on a subject under discussion, illustrates the librarian's teaching function. The reader needs not merely instruction in bibliography, but in such matters as how to make notes for personal use and in common things as indefinite in general use as is alphabetical arrangement.

The librarian gives instruction to many people not commonly thought of as under such tuition. Ladies' clubs get the librarian's help in making their progress and for individual preparation on the subjects. Books are selected by the librarian to send to the fire departments and street car barns of cities and the light-houses and life-saving stations of the sea coasts. Pictures are selected for loaning to the homes that the taste of the whole family may be improved. The librarian goes with a supply of books as a missionary to the slums. The recreation parks and the library children's rooms have the story-telling hour where the librarian is doing the most difficult kind of teaching, and doing so as to add to the interest in the books that are offered there. The teaching librarian guides the reading of the children so they will not continue in just one class of books and thus incur an arrested development.

The librarian is, in a sense, the head of a great school open to all every day of the week and every hour of the day, and presenting as co-operating teachers, the authors of all lands and all ages. This school teaches on a liberal plan what the ordinary day school gives in more intensive fashion. In view of these facts it would seem that the librarian should be selected with reference chiefly to natural fitness for teaching, and should be trained with strict reference to effectiveness as a teacher.

CHICAGO PLAYGROUNDS.

The Chicago playgrounds and vacation schools lead the world. There have been 7,300 children enrolled for this season, and 2,360 applicants have been refused admission. There are twelve vacation schools as follows: Burr, Dante, Foster, Froebel, Hamline, Holden, Jirka, Jungman, Keith Smyth, J. N. Thorp, Washington. These are equipped with teachers and appointments for from 400 to 800 each. The only out about it is that the little money required for enlarging the work is not provided.

POTENT FACTORS IN TEACHING ORAL READING AND ORAL LANGUAGE.

THE STORY AND THE POEM.

BY HENRY SUZZALLO,

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It may be said that good instruction in the command of language involves a thorough association between experiences, or the ideas which stand for them, and their corresponding symbols. Experiences will influence people similarly. Out of the same experience most people will get some meaning. Symbols are quite variable. Almost every nationality has its own symbols. A word from a given language may give you a meaning and it may not. An Englishman and a Frenchman may have the same experiences, but their words or symbols for them will differ greatly. Language instruction is, therefore, largely a matter of memory, getting a more or less arbitrary symbol associated with an experience.

In every language there are really two languages or two sets of symbols, an oral symbol and a written symbol. Oral reading and oral language represent one aspect of instruction in English. There are two functions connected with oral language, appreciation and expression: "Listening and understanding is oral appreciation." "Thinking and speaking" is oral expression.

As a function, appreciation is prior to expression. We appreciate more than we can express. Expression recruits itself from appreciation. Expression in turn intensifies appreciation. Oral expression is hopelessly restricted if our appreciation is restricted to the language we hear in ordinary life and classroom work. So we read what absent masters have written, give them voice so that appeal is made to the ear and sound association. The story and the poem read aloud are instruments for the deepening of our oral appreciation of language.

In reading and language, three problems present themselves, (1) mastering the mechanics, (2) obtaining or expressing thought, (3) sensing or giving form to aesthetic or literary feeling. The story and the poem find their greatest value in instruction in that they contribute to the solution of the third of these problems. Wherever we strive in literary feeling or form, even in the slightest degree, the story and the poem are the main materials. In the highest degree they represent the combination of the three elements in the beauty of literature, the beauty of (1) material, (2) form, and (3) meaning.

STORYTELLING: ITS INFLUENCE UPON ORAL LANGUAGE AND ORAL READING.

BY MISS EMMA C. DAVIS,

Supervisor of Primary Schools, Cleveland, Ohio.

The consideration of the relation of storytelling to oral reading and oral language leads at once to the question of the relation which these bear to the educational process, and this in turn looks forward to the educational aim.

What is education and what is its goal, may be answered in brief as "character building," and the two great agencies that life employs to this end are the individual experiences and activities, and the experiences of other people portrayed or communicated either by word or mouth or through literature and other arts.

And as we ponder it, does it not seem clear what part the story and poem play in this process? What interpretations of life, what self-revelations, what insights, what clarifications, what harmonizing influences, what

unifying effects, what explanations in terms of the imagination are possible through stories and poems which, if properly selected, have power to reveal the world to the child and the child to himself.

As for the practical results we have not far to seek. We have seen how story and poem may touch the whole range of life—a magic touch at which thought and feeling spring to greet the pictured thought and feeling; experience matches experience and is illumined; words and expressions come into consciousness to clothe thought in speech and the language power expands.

The expansion in language which comes in this most vital way is reinforced and made permanent by the memory and imitation of new language forms in which the stories are clothed. It transcends the language development that comes through ordinary conversation upon actual activities and experiences, because these being intelligible by the use of the more common words and forms, make few demands upon the language power, whereas the literature in which most stories are embodied supply a higher type and wider scope of language.

POTENT FACTORS IN TEACHING ORAL READING AND ORAL LANGUAGE DRAMATIZING.

BY THOMAS C. BLAISDELL,

Professor of English Literature in Michigan State Agricultural College, Lansing, Michigan.

Dramatizing, or the informal "playing" of stories by pupils, although already a potent factor in the schoolroom, has been developed almost entirely within a half dozen years. That it has had so rapid a rise in favor is easily understood, for children, with their active imaginations, are naturally actors. In their hunger to comprehend life, they are impelled to reproduce in their play the life about them. Thus they are ready at a suggestion to reproduce in the schoolroom the occupations of their parents and the stories which they hear and read, for such concrete presentation of them gives a vital meaning and one that the child readily understands.

Power to live through an experience imaginatively makes good readers as well as appreciators of literature. It is this power that dramatizing develops. In order to play the parts in the story of the boy who called "Wolf!" when there was no wolf, thus alarming the reapers, the pupil must be the foolish boy, or the frightened and later impatient reapers, or must have the cunning and ferocity of the wolf. Every time he enacts such a part he is training his mind to understand more readily other stories, and thus to read with more expression. Dramatizing also makes self-conscious pupils forget themselves, and gives an interest and a purpose to the dull and listless pupils, thus helping them to become better readers.

As a factor in teaching oral language dramatizing is potent because it teaches pupils to observe details, and thus to think more clearly. It shows them a direct relation between literature and the little events of their lives, and thus suggests their own unnumbered experiences as subjects of conversation. It makes their voices clearer when they speak, as it removes self-consciousness. Besides these merits, dramatizing helps pupils socially, teaches manners, improves conduct in the schoolroom, adds interest and spontaneity, develops the love of literature, and, better than all else, gives boys and girls unalloyed pleasure.

Although in most schools dramatizing is confined to pupils of the early years, it is more and more being introduced into grammar grades. Every teacher who begins thus to make use of it, finds it a wonderful help. In time a system of dramatization running through all

grades below the high school will be developed. It will prove especially helpful in making pupils familiar with the beautiful classic myths, as it makes them concrete, and thus easily remembered, in a way no other plan can. And when used to make vivid scenes from *Rip Van Winkle*, from *Miles Standish*, and from other literary masterpieces it gives them new power.

Scenic accessories are seldom used, and only such costumes as the cloakroom provides. The plays are given at such times as the teacher may choose, but are especially suitable to recess when out-of-doors play is impossible. The schoolroom becomes the stage, although some schools are using the playground as well; and the extension of this plan is desirable. Lastly, dramatizing is being introduced with exceptional success into the primary work of Sunday schools. Here its power of making the splendid stories of the Bible simple and concrete is making it a potent factor both for arousing interest and for teaching truth.

OTHER FORMS OF COMPENSATION FOR TEACHERS

BY GEORGE W. NASH,

President State Normal and Industrial School, Aberdeen, South Dak.

Dionysius, the younger, was deposed from the throne of grandeur, wealth and absolute power, because a poor but happy schoolmaster. The sceptre gave him only disappointment, the birch brought infinite satisfaction. The tyrant of Syracuse learned in his declining years that the teacher enjoyed compensations not weighed in the steelyards or balanced in the ledger of the merchant.

How impotent is mere wealth to purchase the comforts of religion or the enthusiasms of patriotism. Yet we all know how real and priceless are these compensations and how utterly intolerable life would be without them. Satisfaction and contentment are the chief ends of human activity. It is for these that every rational human exertion is expended; for these men labor incessantly; for these they make war and conclude peace; for these they explore the uttermost parts of the earth and follow the intangible spirit of the mighty ocean along its trackless trails to its mysterious haunts in the brooding deeps; for these men sacrifice comfort, health, friends, and family to engage in a ceaseless struggle for wealth and power, even though, when they have attained them, they learn the satisfaction and contentment they hoped to purchase is far beyond the power of their buying. Everywhere satisfaction, like the pronunciation of Demosthenes, is the first, the second, and the third thing, and happy, indeed is he who so orders his life that satisfaction comes at his bidding to sit at his table and to share his bedchamber.

The teachers' best fortune is of that invisible sort that makes the possessor happy, content, and unenvied. Than this life has no higher reward for any man. Measured by sentimental considerations his rewards are substantial and enduring. "To give subtlety to the simple; to the young man knowledge and discretion," is the divine commission of the schoolmaster and he who sincerely sets his heart to the developing and uplifting task imposed cannot fail to reap a rich return of satisfaction as he beholds the magical fruiting of his honest planting.

The complacency due to the development of the intelligent and moral citizen, the exhilaration wrought by the expressed gratitude of pupils, the joy and the success of those whose lives have in a sense been molded by his hands, are delectable commodities in his store not purchasable in the coin of the realm. Bacon put it well when he said: "The pleasures of the intellect are greater than the pleasures of the senses," and those intellectual pleasures are in a peculiar degree to be reckoned among the schoolmaster's compensations.

"He who teaches is best taught," and the opportunity afforded the teacher to perfect himself in scholarship is no small element in the extra financial compensations of his position. The teacher who does not daily find his life richer in intellectual attainments, while with pride and joy he watches the intellectual unfolding of his pupils has wretchedly missed his calling.

Sordid gold is the lowest and meanest measure of success. If gold be the standard, then the teacher's profession is meaner than the ditch digger's. But gold never was the standard of the measure of compensation in any exalted vocation for longer than a brief period. Who would ask how much money Socrates earned, or what were the wages of Plutarch, Plato, Caesar, Cromwell, Washington, Grant, or Lincoln? No one has ever been so worldly as to think of these great characters in connection with money making. No one associates the success of any teacher with the sum of money he has earned. The most exalted, the most highly respected name in history is that of the great teacher who had not where to lay his head. Yet who would exchange the undying fame of a Nazarene for the gold of a Rockefeller?

THE IDEAL MUSIC SUPERVISOR.

BY FREDERICK H. RIPLEY,
Principal of Longfellow School, Boston.

Obviously the ideal supervisor of music must be stronger, wiser, greater than even the best extant, or he would not be ideal, yet his superiority must be within reach of emulation. He must be a gentleman, a leader, a scholarly musician, deeply sympathetic, profoundly wise, infinitely gentle. By his art, he is to draw all men. A deep student of human nature, he must never lose faith in it. Overcoming spite, envy, malice, jealousy, and even hatred, he can never indulge in them.

In a word he must be

"A combination and a form indeed
Where ev'ry god did set his seal
To give the world assurance of a man."

To these rare powers he must add highly specialized knowledge. He must be skillful in his delicate relations with school superintendent, principals, teachers, and pupils, and maintaining them successfully, practically, he must yet remain an idealist. A component factor of the school system, he must never descend to vain show and empty display. He must emulate Bach's great example, rejecting the unworthy, immediate result in pursuit of the great and permanent. He must work the educational field as a whole, not in unrelated fragments. True his pupils are in classes, and these classes in grades extending from the kindergarten to the college, covering fourteen years' work. Yet the ideal supervisor's scheme takes each little one step by step from the first round of the ladder to its summit, and affords him both pleasure and profit at all stages of his progress.

A double purpose then, is ever before our supervisor, —what should be done for the individual, what must be accomplished in the classrooms. He has in mind the individual as he is to-day and as he will be after years of training, his charges are permanent charges.

The ideal supervisor's effect on grade teachers is to increase their power and advance their interests. Each is to him a possibility, a means for good capable of infinite development. What she may become is his concern, and he holds himself responsible for her development.

Above all things, the ideal supervisor is sincere. "No man adequate to do anything, but is first of all in right earnest about it, first of all, a sincere man. I should say sincerity, a deep genuine sincerity is the first characteristic of all men in any way heroic.

SHORTAGE OF TEACHERS.

BY I. C. MCNEILL,
Superintendent of Schools of Memphis, Tenn.

That there is a shortage of efficient teachers is a fact that needs but to be mentioned. It is the experience of school executives in all sections of this country that there are not enough good teachers available to meet the demands for them. In every system of public education the problem of eliminating weak teachers is met by another very serious question: Where can boards of education secure well-trained, thoroughly-equipped persons, with the graces of character and executive qualities the service of education demands, to take the places of the negative inefficient or poorly trained who should be excluded from service? "Echo answers, where?"

The work of the teacher is with intellectual and moral forces. Because of the slowness of the processes of mental and physical growth and development, the real worth of the one who stimulates, guides and controls the activity of children and youth is not quickly, in many instances, discovered. In time, however, the efficient teacher who builds for the life that now is, and, in my belief, for the life to be, by his power and skill, the result of natural and acquired forces and ideals, is recognized but too seldom in that substantial way to encourage others to realize upon their opportunities to render the fullest measure of service they have the capacity to give.

The profession of teaching is not attractive to many men who know too well that the schoolmaster is not generally held in high esteem in a wordly sense by business men. "He views the question in the schoolmaster's narrow way," is said so often that many a capable young student wishing to be thought "a person of affairs" and "a man among men," turns away from the preparation for teaching and seeks equipment in other lines of effort. The argument which has come down as a persistent element from the Greek philosophy that we grow to be like the things with which we are brought in sympathetic contact makes its appeal and turns the ambitious young man away from a profession that compels the closest association with the immaturity of childhood.

The American people are thoroughly aroused on the scholastic and professional training the teacher, regardless of sex, should have. The interest of the home is the most vital one. No teacher with all the graces of a personality which attracts and charms, with a college training that opens and disposes the mind to an appreciation of the necessary relation of things and in sympathetic communion with the large problems of ethical conduct, is held to be fit to teach unless he or she is able to stimulate, guide and control boys and girls so that they will like school and put forth persistent effort to do and to be. The pay the people, as a rule, are willing to give for expert service, the only kind of service profitable in the schoolroom, has not kept pace with the professional standards erected. Consequently, a comprehensive and adequate professional training under effective guidance does not offer the same attractive returns to the teacher many other lines of technical education present.

In many sections of the nation, especially in the South, women belonging to the oldest and most aristocratic families become teachers. They hold their places in the social life of the community and very often live at home. Their splendid womanhood makes its appeal to the good sense and affections of single men. The story is too well known to be told here. Splendid teachers, noble and beautiful women, often naturally lay aside the work of the schoolroom to grace a home and assume the duties of wifehood.

Other considerations, I regret to admit, are far-reaching in producing a shortage of real teachers. The uncertain tenure of position has caused many a noble person to turn from the most important work of the age, that of public education. The idea, "public office is a private snap," is a revolting one to men and women who have spent long and patient years in making preparation for responsible duties that are sometimes assigned to favored but incompetent persons.

The baneful workings of machine politics and politicians put many splendid teachers out of business. They become disgusted with the unfairness and uncertainty of the outcome where the interests of the children are counted as naught against the interests of parties or party leaders. We have seen some of America's noblest educators belittled and besmirched because they could not honestly bow to the dictates of "gangs" without a conscience." Many have been compelled in order to save their self-respect to seek labor in other fields of human endeavor. There is hardly a man of prominence in the work of educational administration who at some period in his professional history has not felt the force of political organizations standing against the highest interests of America's future citizens. But some politicians are noble men who stand for children's rights. Such men guide political movements aright and insist that the American public schools shall be free from all elements that tend to destroy their usefulness. There are great centers in the United States where public sentiment insists that the best teachers, the best schools, and the heartiest good will towards education are to be permanent. God speed the time when good teachers, with professional training and character will feel secure in their positions and reap deserved earthly rewards for duties well performed!

If this body, by any means at its command, can bring more fully into the active consciousness of the American people the tremendous importance of educational service, the shortage of teachers will gradually grow less and less.

THE VITALIZING OF THE CHILD THROUGH SONG

BY ESTELLE CARPENTER.

Supervisor of Music, Public Schools, San Francisco.

The savages gave expression to their emotions through the use of the vocal organism. It is also natural for the civilized being to do so. In fact, it is a necessity. Therefore, it is our duty as educators to find a way to make song singing a more universal custom. There should be more songs in the schools, the churches, the homes. Music should be recognized by all as an essential. It is as important as fresh, invigorating air in the schoolroom. In fact, it creates an atmosphere and refreshes all those who enter into its realm. That is, of course, if the right kind of music is given and if it is correctly interpreted.

This power of song is so forceful because it reaches the "innermost centre of us and where truth abides in fullness," and there arouses the essence of the man or child, and if presented correctly it quickens the mainsprings as it were of action. It has the power to formulate the motive of life.

When a child is possessed of this power of pure song it is a gift more precious than diamonds. It is a fountain of joy. It makes these words seem possible:—

"I am youth, eternal youth, I am the sun rising, the poet's singing, I am the new world, I am a little bird that has broken out of the egg. I am joy, joy, joy!"

Self-consciousness is destroyed and the real child away from outward circumstances has a chance to dominate through song. When once a taste of this joy is obtained from hearing and giving forth the right and beautiful

music, there comes a realization of a world of pleasure always open; and besides it gives power, poise, and higher development, because it gives a higher love.

THE PROPER ARTICULATION OF TECHNICAL EDUCATION WITHIN THE SYSTEM OF PUBLIC EDUCATION.

BY ELLA FLAGG YOUNG,

Principal Chicago Normal School, Chicago, Ill.

[This paper discusses the introductory uses of material and method fundamental in those sciences which lead into engineering and technical analysis. It raises the problem how to lay the foundations for a scientific attitude of mind and how to acquaint children of the practical type with the attractions of applied science, and on the other hand, how to find a place, in courses of study already overcrowded, for enough technical instruction to be valuable; it suggests that the solution of the second half of the problem lies in making certain groups of subjects, in the upper grammar grades, the cores about which different lines of work shall centre and in using the capital already gained in other groups as incidental to that to be acquired in the main group. Finally, the paper handles the question of early specialization in education only as this question enters into the consideration of the topics indicated. The chief emphasis is laid on the educational phase of elementary science; since, if technical training is to be articulated in the elementary school course, it must be jointed in, not tagged on.]

Substantial work in physics, having as its object the starting of interest and activity in scientific inquiry and as its chief feature experiments using simple apparatus constructed by the children, should be prominent in the daily program of children of ten or eleven years. Another line of practical work should be with foods, plant fibres, and other useful plant products. In the following years the experimental work should be steadily extended, to give the children a good experimental basis in physics, chemistry, biology, and the industrial arts. If the method be that of demonstration by the teacher, the capital already gained by the children in primary construction or handwork will not be invested.

Public high schools for technical training are still few, due largely to the preparatory work done by the technological institutions. The endorsement of the work of these institutions by the parents is an endorsement of the principal of partial specialization for children of thirteen or fourteen years of age.

SHALL TEACHERS' SALARIES BE GRADED ON MERIT OR BY THE CLOCK?

BY E. G. COOLEY,

Superintendent of Schools, Chicago, Ill.

Since the welfare of the children is the fundamental consideration in the carrying on of the schools, teachers' salaries must be fixed with reference to the value of the services rendered. Increases of salary based upon length of service, and increases of salary based upon zeal, student-like habits, and scholarship must alike be tested by this criterion of efficiency.

A teacher in a good school may increase in efficiency for four or five years, even if she relies exclusively upon her schoolroom experience for information and inspiration, but, unless the teacher is induced in some manner to study, the chances are that before the end of the first decade a decline in efficiency will set in, which will proceed steadily as the years go by. A schedule of salaries, then, should include a lower group, making provision for yearly advances for four or five years. At the end of this period, if a teacher does not give evidence of increase in efficiency, in professional zeal, and in student-like

habits, she should be stopped. No teacher should be allowed to advance in salary after she has ceased to advance in efficiency.

Scholarship and habits of study are factors that must be considered in estimating efficiency. No teacher who is not a student can long remain really efficient. If a teacher wishes to impart a piece of knowledge she must not only have appropriated it to herself, but she must have gone beyond it and around it. She must see it in its relation to other facts and truths. Her study cannot cease with entering the work, but must be lifelong. She can retain sympathy with the learner only by continuing to be a learner herself. By this means, too, she can avoid the depressing effect of constant association with immature minds and ideals.

Teachers should not be encouraged to get into the system and then let the clock work. The suggestion that we can keep people up to the mark by mere fear of dismissal is made by those who do not realize how extremely difficult it is to get rid of an inefficient teacher.

Our great cities have found it necessary to establish normal schools for the preparation of their teachers. It will soon become as legitimate a part of the work of the normal school to carry forward the training of teachers after they enter the service as it was to take them from the high schools and make teachers of them.

THE SCHOOL AND THE LIBRARY.

BY J. W. OLSEN,

State Superintendent of Public Instruction, Minnesota.

To be a true teacher one must be able to see education in its finished entirety, must recognize the value of not only that education which comes from the study of books, but of that which comes from the study of things, from communion with nature, contact with men. . . .

Time was when the public school concerned itself chiefly with teaching how to read; to-day the problem is more one of teaching what to read—how to get that out of books which will help the individual to make a living and to live . . .

The work of the school should project itself into that of the library. The need of a fuller understanding between teachers and library workers is becoming more and more obvious. Librarians should understand the school and the needs of the children; a general knowledge of the library and its methods should be one of the requirements for receiving a teachers' certificate . . .

Every school should have a library containing some of the best standard authors, besides reference books for the pupils' studies in classroom, laboratory, and workshop . . . The library should be truly a university of the people and should have the same fostering care of the state as the public school. State support and control of the library does not repress local initiative and interest. As in its aiding of the public school, the policy of the state with regard to the public library would be to help those communities that help themselves . . .

The free school book system and the traveling library are powerful allies in the library movement . . . There should be a central authority exercising such control in the purchase of books as would mean the getting of only the best and the frustrating of the manipulations of mere book agents . . . All librarians, educators, and philanthropists should co-operate. A campaign for the broader culture should be carried on from legislature to remotest district . . .

This is a time-saving age. How will all the time saved advantage us if we are ignorant of its value and unable to spend it profitably? The school must teach how to save time in getting the gist of the newspapers. Although valuable, newspapers cannot take the place of the more purposeful and larger literature . . . It is ours by use of present opportunity to open highways to fullness of life in the future.

TECHNICAL EDUCATION IN HIGH SCHOOLS AND COLLEGES.

BY ARTHUR HENRY CHAMBERLAIN,

Acting President, Throop, Polytechnic Institute, Pasadena, Calif.

The term technical education means more than manual training both in kind and quality of work. Every completely equipped high school should offer courses in technical training as well as in Greek and stenography, that all students may take advantage of them at no expense other than that incident upon attendance at public school.

Trade instruction is neither desirable nor necessary and while the educational principle should always be applied, the work should be in accordance with trade practice. It must be actual, not superficial.

Work for girls should include sewing, cooking, a study of the chemistry of foods, simple analyses, marketing, heat, light, ventilation, sanitation, plumbing, and disinfectants; sweeping, dusting, laundry, and care of the home; hygiene, nursing, and emergency aids; accounts and business forms; domestic architecture and planning of the house and grounds. Advanced courses for boys should include agriculture, drawing, designing, applied art, work in wood and iron at the bench, lathe and forge. Where two years of pattern and machine shop is not essential, the second year may be omitted and an applied art course substituted therefor. Specialization may also be permitted to the extent of allowing two years in a given shop,—turning, forging, cabinet-making, etc.

The technical college is becoming too narrow. Its work must be broadened and deepened. Graduates of engineering schools must have a better grounding in the English language, must understand all common business forms, and possess a knowledge of national and political economy and general history.

Throughout the world and especially in Germany the feeling is growing that the well trained engineer must be a man broad in his sympathies and with a knowledge of people and things that shall give him place anywhere and always.

MUSIC FROM THE STANDPOINT OF A COLLEGE PRESIDENT.

BY STEPHEN B. L. PENROSE, D.D.,

President of Whitman College, Washington.

If the college is to give an all-round education, the aesthetic element must be included; yet art is chiefly lacking in American education. The development of taste is equally important with the development of morals and intellect.

Art is many-sided, and some sides of it cannot be cultivated in the ordinary college, but music can be cultivated, and the education of taste by means of music is easily possible and very desirable.

Caution—First: I am not advocating the introduction of music into the college curriculum, but into the education; not for the sake of credits to be given, but for culture to be gained.

Second: I am not prescribing the study of musical history or science of music, but rather the hearing of good music regularly and under pleasurable conditions of sympathy and understanding.

What can a college do besides maintaining a conservatory of music for those who wish that form of technical education, and offering courses in the science of music for which college credits will be given? It can, first, honestly recognize the importance of music as an element in education and as an readily available instrument in forming taste. Is not the chief end of education to develop good taste?

Second: It can systematically and patiently have good music rendered in the hearing of all its students.

(a) Systematically: Does the college president now regard the rendering of good music throughout the year as important an item in his budget as the equipment of the chemical laboratory?

(b) Patiently: One series of expensive concerts will not do the business. A little good music each day is better than one grand opera.

(c) Pedagogically: Most musicians are bad teachers for they demand that all people shall have a developed taste like theirs, and they do not know how to develop taste. I like Bach and Beethoven, but my children, though they are really musical, can enjoy only a little of such music at a time. They need something simpler, better adapted to their intellectual and moral stage of development.

(d) Honestly: I mean that the music rendered in a college ought always to be good music, even though simple, and meretricious display ought to be banished.

(e) Didactically: Music is an unknown language to many people. Let short chapel talks be given regularly on "How to Listen to Music" and kindred subjects. Intelligence is necessary to appreciation. I itemize the following necessary equipment:—

(1) At least one sensible musician of unimpeachable taste and equal tact, who can not only perform without vanity, but explain without scolding—a musician lecturer.

(2) A college choir to render one brief good selection each day and one or two longer selections each week at a weekly musical service.

(3) A choral society for the serious study of oratorio and larger works.

(4) Glee clubs to popularize vocal music among the students.

(5) An orchestra, of amateur talent largely, but led by a thorough musician.

(6) A band for developing musical enthusiasm.

(7) Much occasional music.

(8) Concerts of many kinds and free to the public.

(9) A few fine concerts each year with the best possible talent.

The college which thus seriously recognizes the place of music in education and spends both thought and money on its cultivation, will greatly help the development of musical taste in the United States.

THE INFLUENCE OF WOMAN'S ORGANIZATIONS ON PUBLIC EDUCATION.

BY HELEN L. GRENFELL,

State Agricultural College, Denver, Colo.

Education is evolution. There are fixed laws which must be sought out and applied in any rational system of education. The compass of psychology points in as many directions for the north pole of education as did the compass of Columbus.

The philosophy of education is faulty and it is questionable whether by pure philosophy it can be perfected. Education is first individual and afterwards social. The seclusion of education in early ages unfitted the scholar for life.

The early idea of education did not include women. Popular education dawned with Luther, and the beginning of female education with the reading of the Bible in homes.

The first girl's high school was opened in Boston in 1826, but closed two years later because too "alarmingly popular." The reception of the first women's clubs—the New England and the Sorosis in 1868,—was equally critical. The foreboding as to results both of education

for girls and of organization for women has proved groundless. We are outgrowing the primitive idea of women's place in the universe and in education. If she cannot evolve the thing she may environ it and thus save force. Men are doing the material work of the world, women are freer to devote their energies to education. Woman approaches the school from a different viewpoint from the teacher, and brings forces to the work not to be elsewhere obtained.

Women are organized for the first time in history and through organization more can be accomplished than through individual or sporadic efforts. Their primary object is altruistic—enlarged means of helping others.

Women's educational ideals are not so high as those of the great scholars, but they are broader. To them it seems more important, that all children should learn to read and write one language, than that a few professors should know a dozen languages—dead or alive. The monastic idea of education has been cherished too long. Woman learns concretely, putting lessons into practice,—"learns to do by doing."

The states with highest educational facilities are those where women are most active. Illiteracy is largest where women have least power and grows less where they vote. Half a million of America's children are illiterate and two million are earning their living. We cannot boast of opportunities while we have to admit such a disgrace.

School people have misunderstood club interference either from misdirected effort or unfortunate personalities. Mothers are the natural allies of the educational forces.

Some of the things accomplished by women's clubs are: Traveling libraries, patriotic and humane education, manual training, domestic science, vacation schools, playgrounds, compulsory education, child labor and pure food laws, juvenile courts, industrial schools, schoolrooms decorated, arts and crafts revised, scientific temperance, instruction, higher salaries, and pensions for teachers.

Women do not stop with finding in club work opportunity for their own development. The heart of the movement is usefulness and unselfish service.

The buildings men raise reflect the spirit of the time. As the Acropolis tells of the religion and art of Greece; the Colosseum and the Forum of the Roman spirit of war, of law and of imperialism, the cathedrals of the middle ages of church dominance, so the lofty buildings of our own country typify commercial aspiration. The twentieth century spirit should be exemplified by the schoolhouses, not immense structures where the child is lost sight of within and crowded into the street without, but planned not only for intellectual culture, but with their books and pictures, playgrounds, gymnasiums and gardens, departments of manual training, domestic science, sewing, and halls for the use of the people, planned so as for growth, where the learner will prove that real "education is life."

THE SCHOOL SAVINGS BANKS.

J. H. Thiry of Long Island city in his last report on school banks shows that since they were instituted in 1885 more than \$15,000,000 has been saved by the children depositors, and this does not take into account the \$5,485,514 reported for the year ending January, 1907. There is a balance now of \$809,617.22, and Mr. Thiry rejoices in this exhibition of saving by the children as a sign that race suicide is only a figment of imagination. Mr. Thiry is a member of the Forty-first district school board of Queens.

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DR. SCHAEFFER'S ACHIEVEMENT.

All too little credit, professional and public, is given educational leaders for individual achievement through professional devotion.

Dr. N. C. Schaeffer is appreciated as a popular educational speaker and as a helpful and scholarly writer as the demand for his time and writings testifies. The fact that he is so highly esteemed as an administrator that in the most hide bound of Republican states he has been repeatedly reappointed, though a Democrat in party affiliation, has been often emphasized, but none of these testimonies to the man is adequate. A characteristic achievement is that by which the last legislature made the minimum salary \$40, and the minimum for all teachers of one year's experience with any certificate above the lowest \$50, with a state appropriation of \$15,000,000 for public schools in order to make this possible. Those of us who have watched the progress of Dr. Schaeffer's efforts to this end appreciate the achievement as others cannot, but the bare fact puts him in a class by himself as a state administrator of schools.

WHAT THE SCHOOLS SIGNIFY.—(I.)

Public education is provided free for all the children in all the states for eight years; Massachusetts now has provision for every child, even in the smallest town, for four years more, or twelve

years. The cities in all states make provision for high school education. In many cities there is free public provision for four years more, or sixteen in all, of scientific and classical study, and in not a few there are three years, or nineteen in all, for professional training. The entire way along are side tracks where children and youth can slide off from the main track for domestic science, manual training, other industrial arts, and for commercial equipment. Nor does it end here, for there are special schools for the lame, the halt, the blind, the deaf, and the feeble-minded.

It seems almost incredible that from public taxation there should be such universal extensive and intensive provision made for all children and youth, regardless of individual ability to contribute to the support thereof.

There is, however, never a sunny side without a shaded side. The shadow is indispensable for the heightening of the color. There could be no rainbow but for the clouds that are brushed aside for its salutation. So one cannot so much as sketch the wonderful provision for education without realizing that the public does not adequately appreciate it, that the school men do not make the most of their opportunities for public services.

Many parents seem to think that they confer a favor upon the authorities by sending their children to the public schools, while some teachers and superintendents appear to think that children are provided in order that they may demonstrate how perfectly the machinery selects the bright children and detects the dull children.

THE REIGN OF TWAIN.

Mark Twain's capture of the British people is as complete as has been that of any American man of letters. He is on the British popular throne, and for thirty days no man in all England was so ardently received on any occasion as was he. Let it never more be said that England cannot appreciate a joke. The British public waited half a century, it is true, to appreciate "Innocents Abroad," but its recognition is now complete, and the "Innocent" is very much at home. What would Emerson, Longfellow, and Lowell have said to have read a prophecy of Samuel L. Clemens at Oxford in 1907?

BETTER, BUT NOT SATISFACTORY.

In Nebraska forty per cent. of the graduates of the normal schools for the last three years went directly to teaching without further study in college or normal schools. Something approaching this is true of many states. This is a vast improvement upon the conditions when these same young women would have taught directly from the eighth grade, but it is not satisfactory. If high school boys and girls are to be certificated to teach, then there must be some pedagogical direction given to their thought while in the high school. Even one period a day for the senior year would improve their teaching greatly. Of course it would not be teacher training such as the best normal schools approximate, but it would give a pedagogical direction to their thinking.

PLAYGROUND AREA.

Superintendent H. D. Hervy of Malden, Mass., in his admirable school report presents the best study we have seen of the playground space for each of the eighteen elementary school buildings, giving total area of the lot, the playground area, the number of pupils, and the average per pupil.

These have not more than five feet square on the average, one has 138 square feet, one 114, three others alone ninety, six others have above seventy. The size of the lots is steadily enlarging as new buildings are erected.

SALARIES IN LONDON.

The maximum salaries in London for assistant teachers are nominally \$1,000 for men and \$750 for women, but already more than 200 teachers have been "barred" from proceeding to the higher maxima. Among these are men and women with twenty, and even more than thirty, years' experience, who have been officially acknowledged as thoroughly capable, efficient, and successful teachers; indeed in many cases they were certified as such, less than six years ago, by the inspectors under the late authority. Strong appeals have been made on behalf of these teachers that reasons for withholding the advance should be communicated to them, and this has been conceded. Persistent efforts will continue to be made to bring about the removal of this most degrading and unjustifiable regulation.

CORSON IS RIGHT.

The Ohio Educational Monthly says: "In a certain city in Ohio there is a pumping station that requires the services of two 'oilers.' We naturally infer that the duties of this position are keeping the machinery properly oiled. This, of course, is necessary and right. These men receive for this service sixty dollars a month, or seven hundred and twenty dollars a year. Possibly, the service is worth this amount to the tax-payer, but it does seem that a teacher who has from twenty-five to forty pupils in his care is doing quite as valuable work for the tax-payer as the 'oiler' and ought to receive as much compensation."

STUDY OF INSECTS.

One of the great studies of the times is that of insects. We see and hear so much about tree planting and so much about forest destruction by the woodmen that we forget that the gypsy moth and brown-tail moth and other insects do a limitless amount of destruction all on their own account, and the tree, when they are through with it, is worse than useless, not having accomplished anything for the world, and remains a cumberer of the ground. Every state college is equipped to give all desired information for the schools. Send cocoons there if you do not know that they are harmless.

CHICAGO UP TO DATE.

There are a million and a third of another million people. More people than in a combination

of nine states in the union, Vermont, Oregon, Utah, Montana, Idaho, Wyoming, North Dakota, Delaware, and Nevada.

It would take four Colorados to make Chicago, or four Floridas, nearly four Maines, six Oregons.

The people eat 600,000 loaves of bread for supper and sixty tons of butter on them, and 40,000 pounds of sugar to sweeten their tea or coffee.

If all the people should decide to have ham and eggs, or liver and bacon, or steak, or chops for breakfast the same day, they would break the market absolutely.

A WOMAN'S TRIUMPH.

Miss Cynthia A. Green, principal of the schools of Charlotte, Mich., was chosen county school commissioner at the spring election, and the men and women, and, above all, the boys of the city almost went wild with delight. When the result was known, crowds gathered, bands played, a huge bonfire was made of material gathered for days by the high school boys, the court house, church, high school, and fire bells rang, fire whistles blew, the fire department made "an exhibition run" to Miss Green, and the boys put her into a carriage and drew her through the streets in triumph.

There had been opposition to a woman's candidacy, and one of the city papers had refused to print Miss Green's announcement that she would stand, even as an advertisement. Yet, though nominated on a minority ticket, she was elected by the largest majority ever given to any candidate in that city. The Charlotte Tribune says:—

"The hundreds of parents whose children had come under her influence took care of her case with remarkable unanimity. The 'arguments' that a woman has no business in public office, that the work is too great a tax, etc., are too thin to wash, especially when presented by men who are supported by women taking in washing. It will gradually dawn on thinking people that the best service to the state is that which is performed by the best people, irrespective of sex."

THE ENGLISH TRIP FOR AMERICAN TEACHERS.

We receive letters of inquiry for the much announced trip to England by American teachers. We answer all personally, but it may save some inquiries to make one general statement. As we understand it there is no prospect of such a trip, but if the plan materializes, due notice will be given. When Mr. Moseley came over as a forerunner of his English teachers' party, he proposed a return trip and asked Dr. Butler and Superintendent Maxwell to co-operate as they were ready to do, but they have never planned to organize such a party themselves, and Mr. Moseley seems not to have materialized his plans. Here the matter rests so far as we can learn.

THE NEW GROTON ACADEMY.

Lawrence Academy, Groton, Mass., has been one of the highly fashionable schools, entrance to which almost literally required that one be registered when he was christened. Scholarship has not been the test, but conditions that have made it

the rendezvous of the sons of wealth and of social distinction to a great extent. The following announcement tells the new story:—

"On suggestion of the committee appointed to devise means for raising the standard of Groton school, pupils are to be sought all over the country, and membership will no longer be reserved exclusively for sons of wealthy Bostonians and New Yorkers. Next year places will be reserved for pupils who wish to enter by competitive examination."

Kansas claims a shortage of more than 1,000 teachers this year. One notable cause is the marrying rage among Kansas women teachers. There has never been anything approximating the matrimonial activity this season. The state needs 12,000 teachers and she has but 11,000. Unfortunately her salaries are not highly attractive.

There are nearly three-quarters of a million public school children in the New York city schools. There are but two other cities in the union with as many inhabitants as there are pupils in the public schools of New York city.

Vermont leads the other New England states in the proportion of the population enrolled in the public schools. Rhode Island has the fewest. It is largely a question of manufacturing industries.

The Teachers' Council of Washington which promised much seems to have come to an end. The theory is all right but we recall no instance in which it has worked well for any length of time.

Boston is forging to the head very fast in playground and vacation school plans and development. Pittsburg alone is her great rival in activity, as Chicago is in achievement.

County superintendents in Illinois have heretofore been paid by the day. They now have a salary. That of Dr. A. F. Nightingale of Cook county is the largest in the country.

In the United States there are now more than 100 cities of over 40,000; eighty-two cities of more than 50,000; and forty cities of more than 100,000 population.

In Minnesota a county superintendent whose salary is less than \$1,400 may draw \$250 for traveling expenses and \$50 for attendance upon the county institute.

Polo, Ill., a village of fewer than 2,000 inhabitants, has a high school whose graduates were in fifteen different colleges from Massachusetts to California. Next.

New York has 3,271 high school teachers, Ohio 2,200, Illinois 1,995, Massachusetts 1,910, Pennsylvania 1,708, Indiana 1,596, Michigan 1,412.

Why college men and college women do not marry is more interesting than important. Several other noble people do not marry.

Superintendent Cooley of Chicago recommends separate schools for boys and girls for the first high school year.

One married woman in seventeen is a wage earner. One-seventh of all wage-earning women are married.

There is more rest in two weeks if you know how to rest than in two months if you do not know how to rest.

Northwestern University gets \$100,000 for a new engineering building and \$75,000 for a new dormitory.

Superintendent Dyer of Cincinnati is honored by being placed at the front in all important civic functions.

Salt Lake City teachers have had an advance in salary all along the line from minimum to maximum.

Cincinnati's vacation schools are successful to the limit of the provision of the board of education.

The Orchardizing of Professor Hugo Munsterberg appears not to have been taken seriously.

Fortunately England appreciates Mark Twain while he is alive. It hasn't seen a joke so early.

In the rural schools of Michigan less than one teacher in fifty has had normal school training.

"We know more of the most distant star than of the human mind," says A. Russell Bond.

Two million copies of the Bible sold in 1906. This was the greatest text-book sale.

High schools with scrappy courses of study need immediate official state attention.

Many a school system needs under draining. There is too much upon the surface.

Vacation schools are no more an experiment than is the teaching of arithmetic.

In New York state the superintendent employs the janitors. Make it universal.

A college presidency is the most difficult position in the United States to fill.

Cincinnati had thirty-one teachers in the Los Angeles trip for the N. E. A.

Japan contributed \$246,000 to the relief fund of San Francisco a year ago.

Of the 107 county superintendents of Kansas thirty-seven are women.

Many Chautauqua assemblies are more educational than ever before.

Beloit College, Wisconsin, has raised a million dollars for endowment.

An unusual number of teachers have been drowned this season.

Minnesota has provided for the consolidation of rural districts.

A burden cultivates strength when it is carried cheerfully.

German universities are exclusively state institutions.

No issue of the Journal till August 15.

THE WEEK IN REVIEW.

HARRIMAN'S FINANCIERING.

The Interstate Commerce Commission has made its long-expected report upon the financial operations of E. H. Harriman. Mr. Harriman does not like the report, and describes it as a political document and a part of a personal pursuit of himself. But to the unprejudiced observer, the report seems a very mild and moderate presentation of Mr. Harriman's transactions, disappointing in the absence of positive recommendations. The way in which Mr. Harriman exploited the Alton road may be taken as a fair specimen of the transactions which it annoys him to have interfered with or even criticised. In about seven years the outstanding capital indebtedness of this company was increased about \$80,000,000. Out of this capitalization there was spent in actual improvements and additions to the property \$18,000,000, leaving an increase of its stock and liabilities, without one dollar of consideration, of \$62,000,000. One year Mr. Harriman and his associates voted a 30 per cent. dividend to themselves, and the whole of it was paid out of the proceeds of the sale of bonds. The payment of this dividend they concealed from the Interstate Commerce Commission. This is only one chapter out of many, and it helps to explain why Mr. Harriman and his sort are solicitous lest President Roosevelt may frighten away investors by calling attention to such transaction and seeking legal means to punish them.

THE EXPLOSION ON THE GEORGIA.

An explosion on the battleship Georgia on July 15, while the ship was engaged in target practice in Cape Cod bay, cost the lives of two officers and six or eight seamen, and seriously injured a dozen more. It is not quite clear how it happened, but apparently it was caused by a spark from the smokestack, which fell upon a bag of powder which a loader was carrying to a gun in the after superimposed turret. The first flash set off a second bag of powder, and the twenty-one men who were penned into the turret were horribly burned. These monstrous ships of war are almost as dangerous it would seem, in peace as in war; for this is the fifth tragic accident on our battleships in a little more than four years. The Iowa lost five men, the Massachusetts nine; the Missouri, thirty-two; and the Kearsarge, seven in this way.

THE CROP REPORT.

The July crop report, though the conditions which it presents are by no means all that might be desired, does not justify the gloomy prognostications made in some quarters and seized upon for speculative purposes. As to spring wheat, although the indicated crop is the smallest since 1900, it is to be remembered that the season is about two weeks late, and with favorable weather from this time rapid improvement is possible.

Even as it is, the July condition is 87.2 as against an average for ten years of 88. Taking winter and spring wheat together, the indications point to a yield of 634,494,000 bushels, but to this is to be added nearly 55,000,000 bushels now in farmers' hands. As to corn, the indications are above the average for the last ten years; and the crops of oats and rye promise to be more than usually large.

THE FRENCH PRESIDENT SHOT AT.

The celebration of the French national holiday, July 14, at Paris, was marred by an incident which came near robbing the republic of its head. As President Fallieres was being driven back to the city from a great military review, under escort, a naval reservist, named Maille, who was standing at the curbstone, fired two shots at him in swift succession from a revolver, but with so poor an aim that no one was hit. Special precaution has been taken to guard the President, for the anti-militarists had planned to use the occasion for hissing the troops and making other demonstrations against them. But it appears probable that the would-be assassin had no political motive, but was simply a lunatic whose madness took this dangerous form. That he should have had his chance at the Presi-

dent, however, when the authorities were more than usually watchful, is a startling reminder of the insecurity of official lives.

THE TERRORISTS AGAIN.

The Russian Terrorists have resumed their activity. Their first victim since the dissolution of the second Duma gave them fresh provocation for resuming their campaign of assassination, is General Alikhanoff, governor-general of Kutais province and former governor-general of Tiflis. He was blown to pieces by a bomb thrown at him as he was driving through the streets of Alexandropol early in the morning of July 16. Two of his party were killed and two seriously hurt by the explosion. He had gained the appellation of "wild beast" by the frightful atrocities which he committed and countenanced while engaged in the "pacification" of his province a year and a half ago. Fifty villages were wiped out during his operations; the men killed or driven into the mountains, and the women given over to the Cossacks. So long as the Terrorists choose their victims as discriminatingly as in this instance, there will be little grief over their success.

THE RAVAGES OF THE PLAGUE.

The latest reports from India show that the mortality from the plague is mounting up to a frightful total. During the six months which ended June 30, the deaths from plague reached 1,060,067. This is by far the heaviest mortality ever recorded. The highest previous record was in 1904; but the total deaths that year were a little less than the figures for this half year. In June there was a considerable falling-off, but even in that month the death roll was nearly 70,000. As has been previously remarked in this column, these appalling figures mark the abandonment by the British government of all attempts to enforce sanitary regulations. The superstitions and caste differences of the natives made practically futile all measures of segregation; and now the dreadful destroyer is suffered to do its work without interference, so far as the native population is concerned. It is strange how little notice such a calamity attracts in the world outside.

THE DEBT QUESTION AT THE HAGUE.

General Porter, in behalf of the United States, has pressed earnestly upon the appropriate sub-committee of the peace conference at The Hague, the objections which this country entertains against the collection of "contractual debts" by force. His position does not go so far as the so-called Drago doctrine of the Latin-American republic, for his proposal does not cover cases of injury to resident aliens caused by unjust imprisonment, mob violence, confiscation of property, etc., but only claims arising from default upon bonds and contracts. The fact is that these claims are almost always speculative, or bogus or greatly inflated, and the use of force to collect them is often little better than an outrage. If the conference were to condemn such steps as were taken by Germany and other powers to collect debts from Venezuela, it would be a good thing; but, in view of the fact that The Hague tribunal actually gave the nations which took these belligerent measures a preference over others which did not, it is not likely to do so.

THE END OF KOREA.

Delegates to The Hague conference have been taken by surprise by the appearance of representatives of Korea, who have endeavored to obtain recognition, with a view to presenting their grievances against Japan. In the nature of the case they could not obtain recognition; but their temerity has been rewarded, as was to have been expected, by prompt action on the part of the Japanese government looking to the complete absorption of Korea. There have been plots and counter-plots at Seoul; and the Korean cabinet, which is pro-Japanese, has forced the Emperor to abdicate in favor of the crown prince. There may still be some show of a Korean government maintained for a while, but to all intents and purposes the little "hermit kingdom" is wiped off the map from henceforth.

PENSIONS FOR TEACHERS.

BY CHARLES H. KEYES, HARTFORD.

No teacher can do the best work for our children while at the same time compelled to be busy with plans for securing a livelihood when the days of service in the schoolroom are over.

Teachers of the largest ability are every year being drawn away from the school service in which they have proved their high capacity to enter upon more remunerative fields of endeavor.

The great army of teachers should always attract many of the brightest and ablest young men and women who year by year graduate from our leading educational institutions. The service should be so treated as to attract young men and women of character and brains to prepare for it as an honored and honest profession.

There are in many of our schools men and women with the largest capacity for growth who are earning unusually good salaries from which they are laying by a fund to take care of themselves in old age. To do this they are compelled to deny themselves the opportunity to travel, the time to study, the ownership of books and the change of scene for bodily rest that are essential to the life and growth of an inspiring teacher.

* * * *

In thousands of the older cities and towns of our Union there are teachers who have practically worn themselves out in the service of our schools. From periods of from twenty-five to forty years they have spared no power of heart and brain in loving and consecrated devotion of their lives to the lives of boys and girls. They are body tired, heart sore and brain weary with a frequency that is agonizing to witness. They have been able to save little or nothing. They cannot see that it is their duty to retire to privation or to charity. No official has the criminal courage and hardness of heart to turn them out to alms or starvation. As a result they are spoiling the tempers or abusing the intellects of whole schoolhouses full of children in return for their confinement by the community at hard labor in the schoolroom. But this cruel and inhuman punishment of faithful old teachers who ought long ago to have honorably retired on pay goes on in a thousand American towns.

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REPORT OF COMMITTEE ON SIX-YEAR COURSES OF STUDY.

The question of dividing the twelve years of the public school course equally between the elementary and the secondary schools presents a twofold aspect: The first is educational or pedagogic; the second is economic. On the pedagogical side, while not unanimous, the trend of competent opinion is strongly toward such a division. The reasons for a six-year course are: First, it would give the pupils the advantage of being taught by teachers specially trained for the different branches, the gain coming from the better teaching that results from the adaptation of the teacher to the work for which he is best fitted and for which he has made special preparation.

Second: The departmental plan extended downward to the seventh and eighth grades would give the children the advantage of daily contact with several personalities, instead of that all-day association with one teacher, which often breeds an abnormal psychic atmosphere.

Third: It would give the pupils the advantage of laboratories in which elementary science might be begun earlier than at present.

Fourth: If in the high school, the manual training shops could be employed to start the pupil in his work without

sending him off to another school in another part of the city.

Fifth: The modern languages could be begun earlier and continued longer than at present, making it possible to learn the languages by natural and direct methods.

Sixth: It would mitigate the present abruptness of the transition from the elementary schools, and check the loss of pupils at this critical period. The object of a six-year course is not to save time but to secure better adaptation and more natural growth, fitting the pupils better both for the high school and for college.

Seventh: It would cause more pupils to enter the ninth grade as it would remove what is now regarded by parents as a natural stopping place.

Eighth: Six-year courses would make the system more self-consistent as shown by experience in the schools of Germany and England.

Ninth: It would give the pupil more time to prepare for college.

Tenth: It would do much toward solving the problem of the outward extension of the course of study and the crowded curriculum.

The economic aspect is not so favorable inasmuch as high schools are more expensive than elementary schools. But the difference in cost would not be great. The economic objection will yield when the change is generally believed to be a necessity. The tax payers cheerfully provide the necessities at any cost.

Committee: G. B. Morrison, chairman; Wilson Farrant, Edward Rynearson, J. H. Francis, A. B. Graham.

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AN ALMOST CRIMINAL WEAKNESS IN THE SCHOOL SYSTEM.

An incident in a Massachusetts town within fifteen miles of Boston reveals in a startling manner an almost criminal weakness in our system. An extract from the letter of the high school principal in resigning tells the whole story. Suffice it to say that a school board knowing little of the high school, with brief residence in the city, elected with no general public knowledge of their efficiency asked for the resignation of the high school principal, against whom there was no thought of personal charges. Slight disciplinary unpleasantness affecting two families was the presumable cause of their action. The principal said in his letter:—

"I have been the principal of this school for nine years, and had previously taught twenty years, most of which time was spent in Pepperell, Needham, and Brockton. I left each place against the wish of my board for a substantial promotion. In the nine years that I have been in this town I have been closely identified with church, social, and civic influences, and my acquaintances and friendships are such as any man would prize. I have seen the school grow from sixty-nine to 145, which is far in excess of the town's gain in population. I have had as pupils in the high school upwards of 450, and have graduated nearly 100.

"The preparation of pupils for college is being done better than at any previous time. I was gratified last summer that one of my geometry class was admitted to Mount Holyoke with 98 per cent. in that subject. I have sent pupils from this school to the Massachusetts Institute of Technology, Lawrence scientific school, Harvard University, Clarke College, Brown University, Boston University, Mount Holyoke College, Simmons

College, Massachusetts Agricultural College at Amherst, and Salem normal school, and the Boston normal art school, all of whom with one exception have done well. Of these who went to college ten have gone by certificate and four by examination.

"When I took the school, it had the certificate right only at Boston University and a limited certificate right at Tufts. Since then I have sent pupils by certificate to Brown, to Clarke, to Amherst agricultural, besides Boston University, increasing the certificate right of the school, until the change in the New England colleges regarding certificates three years ago. Next year, when the two pupils to graduate enter college, the school can satisfy the new rules of the New England College Entrance Certificate Board regarding certificates, which could not have been done before simply because so few have gone to those particular colleges. My successor may then reap the results of my labor and receive the credit thereof.

"In these nine years I have had but three or four cases of annoying discipline. I have served with several different members on the school board before your day, and my experience with these men was satisfactory in a personal and a professional way.

"With the exception of a few families, whose children furnished more than three-fourths of all the annoying discipline of these nine years, I have had only pleasant relations with the citizens of Swampscott. But I realize that under the laws of the state of Massachusetts my livelihood and my professional reputation are in the hands of three men, no one of whom has been associated with the schools of his town for more than two years, only one of whom has ever had a child in the public schools of the town, no one of whom has visited the high school, no one of whom has ever conferred with me regarding the management of the school, no one of whom has ever suggested any help to me nor shown me where I could improve the school.

"I hold in my hand tangible evidence of the esteem in which I am held by the teachers and the pupils,* but I recognize that though every other citizen in the town should desire my retention, this would not avail as against the opinions of three men personally unacquainted with the situation, but officially in power. I might quarrel with fate but for the fact that associations with many more members of other school boards who have known my work has hitherto developed only expressions of appreciation, so I can merely say that it is ill luck that places me at your mercy. I am conscious that my work has been well and faithfully done and am not ashamed to have it examined by any impartial judge."

Here is a noble man, a good scholar, a good teacher with twenty-nine years of highly meritorious experience suddenly dethroned at the height of his usefulness by three men, no one of whom has been associated with the schools of the town for more than two years, only one of whom has ever had a child in the public schools of the

town, no one of whom has ever visited his school, no one of whom has ever conferred with him regarding the management of the school, no one of whom has ever suggested any help nor shown where he could improve the school.

Such possibilities of injustice may well lead any person to hesitate before entering the profession.

HISTORY IN THE LIFE OF THE CHILD.

BY WALTER A. EDWARDS,

President of Throop Polytechnic Institute, Pasadena, Calif.

The definition of education as a preparation for life is inadequate. For education is itself life. To the child his school should be as real and as naturally motivated as any other of his occupations. It should have vital connection with his out-of-school experiences. This does not tie us down to the material interests which seem to fill the boy's days, for he has as well his ideals and his hero worship. All these boyish experiences and ideas must be drawn upon to interpret his early studies in history. For life alone enables any one to form a true conception of history.

The immediate aim of most elementary school history study is the acquisition of facts, it being understood that by facts we do not mean only names and dates. But the philosophy of history is surely beyond the comprehension of the young child.

In view of these considerations it seems unpedagogical, though perhaps practically necessary, that we begin history study in American schools with the history of our own land. Ancient history is simpler, with fewer interests and a less complicated social and industrial organization and therefore better suited to the child's comprehension than modern history. However, this difficulty is partly met by selecting the material for the younger classes at least from the periods of exploration and settlement, when conditions were primitive and life comparatively simple. Vividness of apprehension is aided by the proper use of pictures, excursions to historical places, occasional travel talks, etc. But it must never be forgotten that the only way in which children can learn history is through those aspects of it, which they can in some measure interpret by means of experiences they themselves have had.

BOOK TABLE.

DICTEES FRANCAISES. Selected and arranged by Mary Stone Bruce of the Newton (Mass.) high school, Boston: D. C. Heath & Co. Cloth. 46 pp. Price, 25 cents.

A little book compiled for dictation purposes by one who believes that dictation has its own place, and one of no little value, in forming acquaintance with another language. In the collection are brief and simple anecdotes, sentences for testing the use of participles, familiar proverbs with English equivalents, and short quotations from French writers. The plan is to use them from the second year in French onward.

ELEMENTARY FRENCH. By Fred Davis Aldrich of Worcester Academy and Professor Irving L. Foster of Pennsylvania State College. Boston: Ginn & Co. 12mo. Cloth. 329 pp. Price, \$1.00.

Some time ago these same authors provided "Foundations of French," which met wide approval. The present volume is an outgrowth of the former one, and equally able. In general it will furnish an effective introduction to the French language, and incidentally it covers fully the elementary requirements in grammar and composition. Teachers will find that the abundant exercises adapt it to the needs of students in the first year of high schools, while, by making suggested omissions, there is offered a concise course suitable for more mature students and for those with less time at their command.

*An elegant gold watch recently presented.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

- October 17-19: Vermont State Teachers' Association, Burlington, Vt.
 October 17-19: Northwestern Iowa Teachers' Association, Cedar Rapids, Iowa.
 December 26, 27, 28: Montana State Teachers' Association, Missoula.
 December 31-January 1, 2, 3, '08: Colorado State Teachers' Association.

SUMMER SCHOOLS.

- July 1-October 31: Summer courses for foreign students, University of Dijon, Dijon, France.
 July 1-August 23: Summer session, Fisk University, Nashville, Tenn.
 July 1-August 8: Summer term, University of Maine, Orono, Maine.
 July 1-19: Summer school, New York University, New York City.
 July 1-26: Summer session, Interstate Normal, Norfolk, Va.
 July 1-August 2: Summer school, University of Georgia, Athens, Ga.
 July 1-August 9: Summer session, Oshkosh State Normal School, Oshkosh, Wis.
 July 1-August 3: Summer school of Manual Training and Domestic Economy, Bradley Polytechnic Institute, Peoria, Ill.
 July 1-August 9: Summer school at University Heights, New York University, New York City.
 July 2-August 9: Summer courses, Harvard University, Cambridge, Mass.
 July 3-27: Summer school, Connecticut Agricultural College, Storrs, Conn.
 July 4-August 14: Summer session, Cornell University, Ithaca, N. Y.
 July 5-August 16: Summer school, Yale University, New Haven, Conn.
 July 5-August 16: Summer school Syracuse University, Syracuse, N. Y.
 July 7-August 17: Summer school, Chautauqua Institute, Chautauqua, N. Y.
 July 8-August 19: Summer school, Whitewater Normal School, Whitewater, Wis.
 July 8-August 17: Summer school, University of Pennsylvania, Philadelphia, Pa.
 July 9-August 17: The summer session of the Columbia University, New York City.
 July 9-August 30: Summer school, State Normal school, Plymouth, N. H.

NEW ENGLAND STATES.

MASSACHUSETTS.

EAST NORTHFIELD. Philip K. Green, professor of English and

mathematics, and Professor David A. Durward, assistant in the agricultural department at the Mt. Hermon school for boys, were drowned July 2 while canoeing in the Connecticut river by the upsetting of their canoe.

BROCKTON. Don C. Bliss, for seven years superintendent of schools at Kearney, N. J., has been chosen by the school board of this city as the successor to Superintendent of Schools Barrett B. Russell, who had held the office in Brockton nearly twenty-three years. He was born in Vermont, graduated at Dartmouth, and then was principal of a high school in Michigan, afterwards being called to Kearney, N. J., and then being elected superintendent of schools in that place. Barrett B. Russell, whose tenure is stated to have been the longest of any superintendent of schools in the state, resigned the latter part of April.

NORTH ATTLEBORO. Robert J. Fuller, who has been superintendent of schools at Palmer since 1904, has been unanimously elected superintendent of North Attleboro. Mr. Fuller is a graduate of Brown University. He taught in Providence, R. I., and was sub-master of the East Providence high school, afterwards for some years superintendent at Norwood, Mass.

CONNECTICUT.

DANBURY. Principal A. E. Peterson of the Danbury high school has been appointed a member of the legislative committee of the Connecticut Council of Education by President F. S. Luther of Hartford. The other members of the committee are William North Rice of Wesleyan University and Superintendent F. H. Beede of New Haven.

NEW LONDON. Miss Louise Allyn, teacher of English and history in the freshman class, W. M. I., has resigned with the intention of taking a year for rest.

WILLIMANTIC. The town school committee held a special meeting July 3 to consider the matter of Principal E. J. Bugbee's declination to continue as principal of the high school another year at the same salary. It was voted that the teachers' committee be instructed to take steps to obtain a new principal.

Ralph C. Fitts has resigned from the Windham high school faculty and is to be sub-master of the Gardner, (Mass.) high school. He will teach physics, chemistry, and review mathematics. Mr. Fitts has taught at the local school for two years and has done much to raise the standard of athletics.

NORWALK. At a special meeting of the board of school visitors all the teachers of the Norwalk high school were re-engaged for the coming year at increased salaries, save E. T. Wallis of the South Norwalk division, who did not apply for re-appointment. It is understood that he will go elsewhere. The increase in salary is \$50 in the case of each woman teacher in the high school at each end of the town.

The teachers of the two East Norwalk public schools held their closing reception of the school term with Dr. E. H. Gumbart, the retiring principal, and his wife, at their home on

East avenue. During the evening there was the presentation to Dr. Gumbart of a gold double eagle, the remembrance of the teachers of the two schools. The presentation speech was made by Miss Gertrude Von Gal of grade eight, who expressed the best wishes and the good will of the teachers towards Mr. Gumbart in his duties as principal of the new high school.

NEW BRITAIN. Teachers have been selected to fill the vacancies caused by the resignations among the normal school faculty Miss Jennie E. Guernsey will be succeeded as instructor in history by Miss Louise Schmahd of New Haven, a graduate of the New Haven normal school, class of 1901, who has taken a course at Yale University. Miss Frances Gardner of Southington, Miss Agnes E. Ostling of Chester and Miss Mary Thurber of Hartford will take the places of Miss Mary E. Bidwell, Miss Addie M. Dickinson and Miss Katherine Stoughton. Miss Gardner graduated from the local state normal school in 1905 and has taught since then at Englewood, N. J. J. W. Andrews succeeds Miss M. Gertrude Fenn, teacher in drawing. He is to teach in the public schools as well as the normal.

Principal Marcus White of the State Normal school secured Rev. R. H. Potter as orator for the graduation exercises, June 20. The diplomas were presented by Governor Woodruff.

MANCHESTER. In the Ninth District school Miss Ida I. Boyce, one of the supervisors, will travel in Europe and has handed her resignation to the authorities. Miss Clara G. Staples, the cooking and sewing teacher, Miss Sybil M. Gray, instructor in wood working, and Eddy P. Howard, one of the instructors at the Manchester public high school, have all secured other places and have resigned.

WATERBURY. Superintendent Berlin W. Tinker of the public schools has been reappointed for a term of two years. Miss Ethel W. Phipps has been appointed to the high school, to take the place of Miss Mary Abbott. Miss Phipps is a graduate of Mt. Holyoke College, and has had one year's experience in Easthampton, Mass., public schools, and was teaching in Haverhill, Mass., until she accepted the place to substitute during Miss Abbott's absence. Joseph H. Wallace, appointed a teacher in the high school, is a graduate of Dartmouth, and for the past two years has been vice-principal of the Amherst (Mass.) high school.

NORWICH. Miss Fannie A. Bishop of Norwich, of the Willimantic normal school faculty, has been granted a years' leave of absence and will take a course in the Teachers College at New York.

The annual exhibition of the work of the students in the Norwich art school was this year a three-fold event. Combined with the opening of the new Converse art gallery and the large exhibit of work by the art school alumni.

Miss Harriet E. Rallion of this city has been appointed teacher of French and German in the Brattleboro, Vermont, high school, her duties to begin with the opening of the next school year.

Miss Rallion is a graduate of the class of 1902, Tufts College, and since her graduation has had four years' successful experience as a teacher of modern languages in the high schools of Norwalk and Willimantic.

The second banquet and social session of the Principals' Club was held June 3. There were thirteen in attendance. Principal Hobson, who was in charge of the successful affair, acted as toastmaster, and the following toasts were responded to: "The Past," Superintendent N. L. Bishop; "The Present," Superintendent J. B. Stanton; "The Future," B. F. Dood; "The Nineteenth Century Teacher," C. C. Russell; "The Other Half—the Men," Mrs. Mabel C. Bliven; "The Other Half—the Ladies," J. A. T. Williams; "Social Life," A. R. MacMahon. In his address, Mr. Russell referred to the late A. A. DeWitt, formerly principal at Norwich Town.

STAFFORD SPRINGS. Miss Gertrude L. Avery, who has taught in the Sixth School District, has resigned to teach in Stratford.

PUTNAM. Miss Bernice E. Paine of Wakefield, Mass., has been engaged by the Putnam School Board for a teacher in the kindergarten department in the Israel Putnam school.

SOUTHINGTON. A principal for the Lewis high school has been secured in the person of J. D. W. Chester of Turner Falls, Mass., at a salary of \$1,200. He will fill the vacancy caused by the resignation of W. H. Young, who has accepted the principalship of the Claremont (N. H.) high school.

GREENWICH. Miss Katharine R. Moore has resigned as teacher in the high school.

CENTRAL STATES.

MICHIGAN.

ALBION. Co-eds of Albion College have petitioned for a single man to be selected as director of the conservatory to fill the vacancy caused by the resignation of Dr. Frank Wilbur Chace. In chapel there was found a huge petition upon the desk signed by the co-eds of the institution, asking that the unmarried man be given the place.

OHIO.

CINCINNATI. President Dabney of the University of Cincinnati has had a salary increase of \$1,900.

KANSAS.

WICHITA. The supreme court of Kansas has decided that the city of Wichita, by its board of education, in the absence of statutory authority, has no right to exclude a child, by reason of its color, from any of its public schools.

The action was brought in the Wichita district court by Mrs. Sallie Rowles on a writ of mandamus to compel the school board of the city of Wichita to admit her daughter, Fannie, to the Emerson school. In 1889 Wichita passed an ordinance providing separate schools for negro children. The district court refused the mandamus action of Mrs.

Rowles. She appealed to the supreme court. The court reversed the Sedgwick court ruling on this ground:—

"It is certain that the city of Wichita is not authorized to maintain any grade of its public schools for the separate education of its white and negro children. The history of the legislation on this subject, from 1868 to 1905, amounts to almost a legislative declaration that, in the absence of an express grant thereof, no city or school district has any authority to discriminate against any child or to deny it admission to any public school thereof on account of its color."

NORTHWESTERN STATES.

WASHINGTON.

SPOKANE. The council of Whitman College at a meeting in Walla Walla adopted preliminary plans to secure an increase for the endowment fund of the institution. By standing sponsor for an organized effort on behalf of the college to raise \$50,000, the alumni hope to induce Dr. D. K. Pearson of Chicago to make an offer of a like amount to the fund. President William Proctor of the alumni has been in correspondence with the benefactor of the college regarding the matter and feels that he has received sufficient encouragement to warrant the action taken.

Graduates of the Washington State College who claim Spokane as their place of residence formed the Washington State Alumni Association of Spokane a few days ago. The object is to bring the graduates of the state college into closer relationship with each other and to promote the welfare of the institution. The officers are: President, G. Nixon; first vice-president, J. B. Cordine; second vice-president, C. B. Stuhlt; secretary-treasurer, Mrs. M. A. Butler; trustees, A. Turner, E. R. Abernethy, and E. Mashburn.

Spokane College building, which is being erected in Manito park, a suburb of Spokane, by the United Norwegian Lutheran church of America, will, when completed, represent an expenditure of more than \$100,000. The institution, it is planned, will be opened next September and announcement is made that several experienced instructors have already been engaged and that numerous students have applied for admission. Standard collegiate, academic, industrial, commercial, art, and music courses will be established. It is believed that the college will bring at least 400 students a year to Spokane, and also a number of new residents, attracted by the increased educational facilities. The decision to locate the college in Spokane was made at a conference three years ago, when the city was out against six other cities, its offer being ten acres of land and a cash bonus of \$5,000. The building site was donated by the Spokane-Washington Improvement Company.

Nine thousand, five hundred and eighty-one pupils were registered in the public schools of Spokane a few days ago, the largest number in the history of the city. The high school had 1,271, Lincoln 885, Edison 706, Bancroft 616, Bryant 539, Emerson 549, Garfield 656, Grant 346, Hawthorne 645, Holmes 537, Irving 546, Logan 390, McKinley 582, Longfel-

low 265, Lowell 53, Manito Park school 25, Washington 401, Webster 502, Whittier 103, Lincoln 885, Franklin 327, ungraded school 36.

These appointments for the Spokane high school and manual training department at Bryant school are announced: Ezra Lollar, Miss Carrie Warner, and Miss Clara D. Fox as English teachers at the high school; H. R. Wolcott for a vacancy in the German department, and E. G. Constantine for French and Spanish. M. G. Smith, a graduate of Valparaiso College in Indiana, was appointed teacher of manual training, Mr. Lollar, Mr. Wolcott, and Miss Fox graduated from the University of Chicago, Miss Warner from Cornell, and Mr. Constantine from the University of Minnesota.

COLLEGE NOTES.

Wabash College, Crawfordsville, Ind., is seventy-five years old.

Dr. Franklin Hamilton of Boston is to become chancellor of the new National University at Washington.

Monument College, Illinois, is to have a Carnegie (T. P.) Shonts library costing \$40,000.

The State Agricultural College, Ames, Ia., graduates 133.

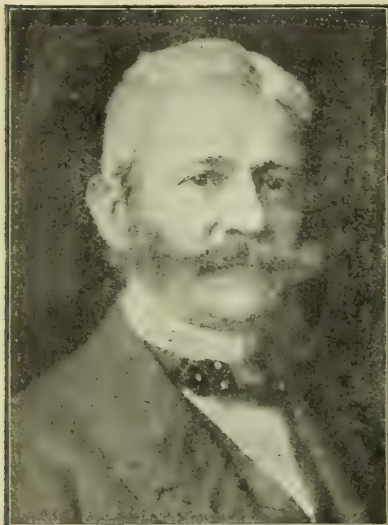
Professor Evey P. Kerr of Troy, O., is elected president of Palmer College, LeGrand, Ia.

Professor Barry Gilbert goes from the University of Iowa to the University of Illinois.

President Fisher announces the fulfillment by Lombard College, Galesburg, Ill., of all conditions necessary to secure the \$25,000 Carnegie gift.

Drake University, Des Moines, Ia., is to have a Drake-Carnegie library.

On August 1 Robert C. Metcalf is to open an educational bureau at 120 Boylston street, Boston, in partnership with J. B. Groce, formerly with Allyn & Bacon. Their plan is to conduct their business on different lines from the regular teachers' agency, although the placing of experienced teachers will be one of the largest parts of their business. It is their intention to personally vouch for every teacher they recommend. Mr. Groce being familiar with the high school business and Mr. Metcalf especially strong on the grammar school end of it. They also have in mind a scheme to contract with towns to furnish teachers, thereby saving the school committees or superintendents the disagreeable duty of spending so much time traveling about, and also saving them traveling expenses. They also expect to become general collectors of educational information that would be of value to superintendents and teachers, which will always be at the disposal of those wishing it. Another quite important feature of the new business will be coaching teachers for the Boston examinations. The fact that teachers are appointed on the basis of their standing makes it desirable for them to obtain as high a mark as possible, and if they are weak on certain subjects they can, at a slight expense, be coached on these subjects through a system of correspondence.



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THE MAGAZINES.

—Magazine readers are looking forward with interest to the fiftieth anniversary number of the *Atlantic Monthly*, due this fall. Among Americans, the *Atlantic*, by right of its long standing and by virtue of its broad policy of appealing to all classes of readers, holds a notable position. Important leading articles on politics, literature, labor, education, art, and the topics of the day, written in every case by prominent men, appear in this issue. The *Atlantic* pictures to its readers the real forces which make up American life, and both here and in Europe it is regarded as the best expression of our national character.

—The August instalment of the new series of essays by A. C. Benson, appearing in Putnam's under the general title of "At Large," is devoted to "Contentment"—a theme which is treated somewhat in Thackeray's "Roundabout" manner, though more distinctly in that which Mr. Benson has made his own and which has delighted the readers of the "Upton Letters," "From a College Widow," etc. Under the title, "Liberal Culture, Athenian and American," is presented a striking paper by President J. G. Schurman of Cornell University. A contrast is drawn between the culture which obtained in classic times and that to which Americans aspire to-day; and there are practical and helpful suggestions in what Dr. Schurman says.

—Charles D. Stewart, best known for his "The Fugitive Blacksmith" and "Partners of Providence"—both of which proved his intimate acquaintance with the Mississippi and Missouri—has written for the August Century, the midsummer holiday number, of "The Waterways of America." Mr. Stewart calls attention to the fact that while we have neglected and abandoned our waterways, England, Germany, France, Holland, and Belgium are all contemplating further extension and improvement of their canal systems; he claims that the Mississippi above Cairo is decadent, not for lack of ability to compete, but for lack of commerce, "which is to say, accessibility by means of its own tributaries," and has some interesting things to say about the Chicago

sanitary and ship canal, completed in 1900 at a cost of fifty millions. As a clear, reliable, and suggestive presentation of the past, present, and possible future of our waterways, the article is a valuable contribution on a subject of vital importance to every American.

—The August Everybody's is a midsummer number, bright with color and offering an inviting spread of short stories for vacation days. However, those who look to a magazine for something besides entertainment, even in hot weather, have not been forgotten, the preponderance of fiction being happily balanced by the first installment of a new series by Charles Edward Russell. Under the title, "Where Did You Get It, Gentlemen?" the author prepares to investigate the sources of some of our "swollen fortunes," beginning in this number with an account of the rise of Thomas F. Ryan. The series promises to stand high in the list of sensational financial articles that have appeared in this magazine. The fiction feature of the August number is an exquisite Japanese story, called "White Iris," by Mary Fenollosa, illustrated in color, and there are nine other short stories with themes of love, humor, and adventure in the hands of such well-known writers as O. Henry, Herman Scheffauer, Dorothy Canfield, Constance Smedley, Juliet Wilbor Tompkins, Hugh Pendexter, and Gouverneur Morris. Booth Tarkington writes amusingly on "Some Americans Abroad," and an anonymous biography called "The Husband of a Celebrity" is delightful reading. The recent newspaper beauty contest prompts James Huneker to inquire "Is There an American Type of Feminine Beauty?" and the article is illustrated with photographs of most of the prize winners. Another pictorial feature is "The Mystery of Bird-Flight," in which Harold Bolce throws some new light on the problem of aerial navigation.

—The August number of the *Woman's Home Companion* is primarily an all-story number except, of course, for the twelve indispensable departments that appear in each issue. The second instalment of Anthony Hope's new love story, "Helena's Path," appears in this number, and all the other fiction comes up to

the excellent standard of Mr. Hope's novel. Among the contributors are Anne Hamilton Donnell, author of "Rebecca Mary," May Isabel Fisk, in one of her inimitable monologues, Zona Gale, Clinton Dangerfield, Mary Wilhelmina Hastings, and Jeannette Cooper. Considerable space is devoted to the vacation problem, and Dr. Edward Everett Hale, Margaret E. Sangster, Anna Steese Richardson, and the editor all give some admirable vacation suggestions. The number is elaborate pictorially with a double page of photographs of children of royalty and of other prominent people with their pet ponies—and illustrations by such well-known illustrators as E. Dalton Stevens, Blanche Greer, and Herman Pfeifer.

HE KNEW.

The pretty teacher was trying to explain the difference between good conduct and bad. "Good actions," she explained, "are the lovely flowers. Bad ones are the weeds. Now can any little boy or girl tell me the difference between flowers and weeds? What are flowers? What are weeds?" "Weeds," said Walter, who had been struggling with the sorrel in his mother's garden, "are the plants that want to grow, and flowers are the ones that don't."—*Youth's Companion*.

SPEEDING THE P. G.

Host—"Beastly night."
 Departing Friend—"Rotten! Not fit to turn a dog into."
 Host—"No; well, good night, old chap."—*Tatler*.

A Sweeping Victory for ISAAC PITMAN SHORTHAND

Speed with Accuracy again Triumphant

At the great International Contest for **SPEED and ACCURACY** in shorthand writing, held at Boston, March 30, 1907, under the auspices of the Eastern Commercial Teachers' Association, Miss Nellie M. Wood (Isaac Pitman writer) carried off the Egan International Cup, and Sidney H. Godfrey (Isaac Pitman writer) again won the Miner Gold Medal.

Send for copy of "Pitman's Journal" containing a full report of above contest.

ISAAC PITMAN & SONS 31 Union Sq., N. Y.

The Rhodes Scholarship Trust.

The following is a full list of the candidates for the Rhodes scholarships who have passed the responsible examination of the University of Oxford in the recent examination held throughout the United States. Out of 215 candidates, 138 passed this qualifying test.

The election is to be completed in each state and the name of the successful competitor notified to the trust before April 15. Elected scholars enter into residence at Oxford in October, 1907.

Alabama—J. J. Rodgers, A. White.
Arkansas—M. L. Caldwell, J. J. James, C. A. Keith.

California—H. A. Clarke, C. S. Forncrook, B. H. Jones, H. B. Thomas.

Colorado—Fred D. Anderson, A. S. Chenoweth, D. S. Tucker.

Connecticut—H. F. Bishop.

Delaware—H. G. Cochran, C. A. Southerland.

Florida—B. Blackman, W. T. Stockton.

Georgia—Dudley B. Anderson, N. A. Goodyear, R. P. Walker.

Idaho—B. D. Mudgett, McK. F. Morrow.

Illinois—Lee R. Blohm, C. W. David, H. J. Gee, J. J. Lynch, D. E. Murphy, B. Tomlinson.

Indiana—L. Osborne.

Iowa—R. W. Clack, J. W. Woodrow.

Kansas—Warren A. Ault, C. S. Braden, F. B. Bristow, L. E. Urner.

Kentucky—G. W. Campbell, W. S. Hamilton, W. Stuart.

Louisiana—J. H. Jackson, C. F. Zeek.

Maine—L. Bonney, H. M. Ellis, W. C. Jordan, B. F. Keith.

Maryland—W. N. Doub, W. D. Wallis.

Massachusetts—C. Benton, C. H. Haring, F. Livesey, A. LeR. Locke, R. W. Rosenberg, C. A. Wilson, B. M. Woodbridge.

Michigan—L. C. Hull.

Minnesota—T. A. Buenger, L. A. Frye.

Mississippi—R. C. Beckett, T. T. McCarley, A. Williams, A. Wood.

Missouri—W. Cross, W. E. Dandy, M. B. Giffen, L. D. Jennings.

Montana—J. R. Thomas.

Nebraska—S. M. Rinaker, J. E. Smith, H. A. Whitehorn.

Nevada—A. L. St. Clair.

New Hampshire—D. W. Heistand, J. R. McLane.

New Jersey—S. A. Devan, W. Elsing, R. H. Hansl, D. G. Herring, J. A. Muller, P. K. Rogers, P. L. Urban, E. W. Walker.

New York—B. Campbell, C. J. Costello, C. D. Heaton, F. P. Lyons, L. K. Richardson, R. M. Scoon.

North Carolina—B. R. Lacy.

North Dakota—G. R. Vowles.

Ohio—R. Burroughs, D. P. Handyside, A. J. W. Horst, L. E. Myers, S. T. Wing.

Oklahoma—J. T. Broke, E. W. Burgess, E. K. Kline, W. C. Mongold.

Oregon—C. B. Hamble, L. M. Johnson, W. W. Johnson, C. K. Lyans, E. J. Winans.

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South Carolina—C. S. Brice, J. H. Taylor.

South Dakota—M. A. Brown, V. K. Brown, G. W. Norvell.

Tennessee—S. W. Ayres, H. M. Gass, J. Hinton, Silas McBee.

Texas—H. L. McNeil, D. A. Skinner.

Utah—R. W. Hartley.

Vermont—J. M. D. Olmstead, C. C. Wilson.

Virginia—G. W. Cahoon, A. P. Gray, N. D. Smithson.

Washington—S. H. Blalock, F. J. McArdle.

West Virginia—R. P. Strickler.

Wisconsin—E. A. Hooton, P. A. Knowlton, T. J. McLernan, F. L. Schneider, D. H. Stevens, A. B. West.

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"What do you know of the character of this man?" was asked of a witness at a police court the other day.

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Japanese Schools.

BY WALTER J. BALLARD.

Exhibition of the arrangement and equipment of Japanese schools shows the patient methodical way in which this people is being taught; the universality of the system, the scientific fashion in which the teaching is graded, and the automatic manner in which one stage leads on to another, from kindergarten to high school, says the Times of London.

The buildings, which are of wood for fear of earthquakes, are simple, dignified, and spacious. Their equipment is much the same as that of good schools in Europe and America, and the subjects are much the same, with some obvious exceptions. One foreign language is taught almost universally, and that language is English. Six hours is the weekly allowance in the middle schools for this, which is deemed by the Japanese authorities to be an absolutely indispensable subject. By the age of fifteen or so boys and girls have generally learned to speak and write our language. Drawing is still a favorite and nationally successful study—delightful fruits and flowers, birds and fishes. Morality is taught to even the youngest children by means of pictures, bearing such titles as "Be lively," "Don't tell a lie," "Take care of your body," "The joys of home," etc. Punishments are scarcely ever required, and corporal punishment was abolished twenty years ago. There is another thing besides the pictures which the school children lay to heart, namely, the Emperor's education proclamation of 1890, which hangs in every school. Its partial translation is: "Pursue learning and cultivate the arts, and thereby develop intellectual faculties and moral powers. Furthermore advance the public good and promote common interests. Always respect the constitution and obey the laws; should emergency arise, offer yourselves courageously to the state; and thus guard and maintain the prosperity of our imperial throne coeval with the heaven and the earth! With that as a daily lesson for years is it any wonder that the young men of Japan in the recent struggle rushed to their death shouting 'Banzai!'"

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BOOKS RECEIVED.

"St. Jude's." By Ian Maclaren. Price, \$1.25 Philadelphia: Sunday-School Times Company.
 "The Elements of Mechanics." By W. S. Franklin and Barry MacNutt. Price, \$1.50. New York: The Macmillan Company.
 "The Art of Composition." By William Schuyler and P. M. Buck. "Psychology." By C. H. Judd. New York: Charles Scribner's Sons.
 "Foods and Their Uses." By F. O. Carpenter. Boston: Commerce and Industry Company.

BOSTON THEATRES.

KEITH'S.

Special preparations have been made at Keith's to make Old Home Week a most memorable occasion. Realizing that Keith's theatre, Boston, is looked upon as the representative vaudeville theatre of the country, a program has been arranged that will uphold this reputation.

It is particularly fitting that the Fadettes are to head the bill, for this, the best female orchestra ever organized, is distinctively a Boston institution. As usual, during its summer engagement at Keith's, there will be forty players under the baton of Caroline B. Nichols. The programs will be made of popular selections, as in former years. The best comedy sketch seen in vaudeville during the past year will be one of the features. Its title is "Peaches," and it is the work of George V. Hobart. William Courtleigh plays the role of "John Henry," a sporty young man who has reformed. There has never been a more attractive stage spectacle than Grigolati's aerial ballet, which will hold a place on the festival bill. The climax of this act is particularly beautiful. "A Night with the Poets," George Homans' artistic presentation, remains for a second week, but with a change of poems and pictures. The poets from whose works selections will be made are: Longfellow, Whittier, and Holmes. Clifford and Burke, the representative black-face comedians and dancers; Work and Ower, who do a very novel acrobatic comedy turn; Leo Carrillo, mimic and monologist; the Gregsons, in a dainty singing and dancing sketch; James and Prior, travestists, and the kinetograph, which will show some special views of Boston, will complete the gala program.

ORGANIZATION IN ENGLAND.

(Overheard at a small race meeting under local control.)

"Do you know what's goin' to win the first race?"

"It ain't settled yet; but I'll tell you after the stewards' meeting."—Punch.

THE WAY IT LOOKS.

"What makes you think Dabley isn't just right?"

"Why, they tell me he designed a good many of the latest styles in wall paper."—Cleveland Plain Dealer.

CORRECTING THE MISTAKE.

Customer—"You have given me morphine instead of quinine!"

Druggist—"Is it possible? In that case you owe me twenty-five cents more."—Petit Parisien.

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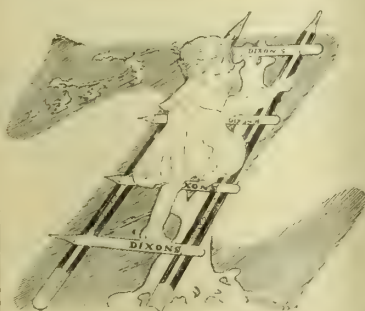
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A. E. WINSHIP, Editor

HOG AND MAN PSYCHOLOGY.

BY J. M. GREENWOOD, KANSAS CITY.

An old book that I once chanced to read had this sentence in it: "Conquerors, heroes, and fashionable bards receive the admiration of their contemporaries, and reap their harvest while living; but sages and virtuous men must, for the most part, content themselves with being venerated in their ashes and rewarded in the future world." As soon as one of these sages ceases to live the literary resurrectionists immediately disinter him and proceed to make way with him in cold blood, and then later to murder him in a biography. My purpose is to change this wholesale scheme of post-mortem murder and relegate it to another not-very-well-understood department of defunct animal biology which will be illustrated further on, and to set forth the trials, tribulations, and triumphs of living psychologists, reconciling them with the reflection that they, too, will soon pass into that bourne where school authorities cease from troubling and investigators are at rest.

As I have pondered over certain weighty volumes and others of lighter dimensions that I have slightly dipped into, besides numerous magazine and journalistic articles on all phases, shadows, and phantoms of educational theory and practice, endeavoring to reconcile them with the accumulated wisdom of ages and the perfection of reason, I am reluctantly forced to the conclusion that if the stock terms, psychology, environment, settlement work, function, stimulus, reaction, organizing material, infantile adolescence, bilateral-strabismus, correlation, segregation, pangenesis, paraphasia, and a few other simple words of like import, were eliminated from our educational vocabulary and such up-to-date terms and phrases substituted therefor as—a new view of life, the great science a productive labor, the man machine, human perfectibility, and the false systems of education that the world has handed down to us after thousands of years of slow progress out of the inane to what we now have,—that much real progress would be speedily made and thinking would become clearer and more comprehensible.

Without pursuing further the philological advantages that would accrue from the adoption of such a nomenclature, I am persuaded that these great principles are already getting a foothold in the popular mind, and I shall endeavor to establish this fact by showing that one species of animal, the hog, whose notions of food, shelter, and defense are so highly differentiated and partly integrated in the woods of the Mississippi valley, has achieved remarkable success in social betterment and altruistic service, far out-reaching anything yet accomplished by human beings, owing to a higher development of the perfection of reason in these lowly animals.

From olden times I admit that the hog has been regarded by physiological psychologists generally, excluding such mere toymasters in this department of activity as Carpenter, Huxley, Maudsley, Ladd, James, and others, as a low-bred animal, unworthy of serious consideration, but as a friend of all living harmless creatures I shall endeavor to rescue him from the low and degraded condition to which he was consigned centuries ago, and to place one species, at least, before the public in its true light. Here I must revert to the fact that a host of writers and men of eminent attainments in hidden things have directed searchers after bunches of wisdom to study patiently and with great exactness the inferior animals, idiots, and savages, in order to reach the loftiest hilltop of knowledge to catch a glimpse of the vast possibilities of the undiscovered realms of potential mentality. I cannot dwell on either the glories or the beauties of such a prospect, but I must turn, however reluctantly, from these Pisgah heights and concentrate my attention on lower things and in a geographical region with which I have a slight acquaintance; hence my vision must be along common lines accessible to the masses, and to speak truthfully and more definitely, I have entered the first porch to the vestibule in which these mysterious things are explained, and what I have gained in this secret way would not be lawful for me to divulge. As a voracious chronicler of portentous things, I will say I have a passing acquaintance with children, with idiots and savages not on speaking terms, but with hogs and some other hysterical beings, as circumstances have chanced to throw me during a somewhat busy life, a good practical working knowledge. My theme is a defense of the hog, and to show what a promising subject he is for sociopsychological investigation.

It is proved in Holy Writ that hogs on one occasion showed great sagacity in taking to water when cornered, and as a saving clause in cleanliness and hog perfectibility, I have always admired him for his quick perception, deep penetration, and great tact in the noble art of self-preservation. I confess freely that those Asiatic hogs differed in many respects from some other people that I have known. They were resourceful believers in progress, and judging from the brief Biblical account, they were mighty rushers after ideas pertaining to a highly differentiated civilization. This certainly was a great stride in the infancy of our race when viewed in the light of modern progress.

TO THE INCIDENT.

A new species of extraordinary intelligence, real schoolmaster drill, a highly differentiated specimen of hog sense has lately been discovered in one sec-

tion of the state of Arkansas, and brought almost miraculously to my notice. As a student of new psychologic movements, a benefactor of my craft, and as a diligent inquirer into the mysteries of all lower levels of mental activity, I herein make, publish, and declare this my latest revelation in biological psychology, for the use and benefit of my brother educational psychologists in the United States, and incidentally, in remoter regions of the globe, and I hope that it will lead ultimately to a better understanding of all kinds of human nature common to hog nature, and result in the solution of many problems of diseased minds now so feebly dealt with in our sanitariums, asylums, and psychoneurosis institutions. My information is through a thoroughly reliable gentleman whose business during the past winter called him into Texas, Oklahoma, Indian Territory, and Arkansas, and who related his experience to my visual and auditory centres on March 15, 1907. His remarkable statement is fully confirmed by a large body of staid and venerable witnesses of the state of Arkansas, reinforced and solidified by additional evidence received from traveling men who are conversant with the facts.

The narrator and a gentleman friend had stopped in a small Arkansas town one Saturday evening in the month of February last, and had to remain there till the Monday following. This town is located in a timbered region, and early Sunday morning, after a good breakfast, the weather being propitious, my informant and his companion decided to spend the forenoon rambling through the woods, both being lovers of nature beyond anything known to Thompson, Long, or our own beloved President. They were soon in thick timber, and walking along leisurely enjoying the beauties of the scenery, there came unheralded and rushing by them at a furious rate, a gang of Arkansas hogs, the swiftest hogs in the world. Down the hillside, across the narrow valley, and up the opposite hill,—on they went to the very top of the ridge, and suddenly they halted, with heads erect, feet firmly set, all noses pointed in the same direction! Motionless they stood, as if posing for a camera shot, when, in less than a minute, off again, in a keen run they broke, in a direction almost at right angles to the line they had just traversed. Such uniformity of movement, sudden stoppage, and concert of action at once attracted and arrested and riveted the attention of the observers. No charge of cavalry was ever executed with more precision. The whole thing was so sudden! It was a surprise inexplicable! Immediately they decided to follow the movements of this organized gang of hogs, and to ascertain the motive that caused them to act in such a strange manner.

The second run was along the backbone of the ridge, and along it the hogs ran a hundred yards or more, when all at once they came to a dead halt, and then listened a minute or two as before, when off they started again more furious than ever. The curiosity of the two men was now aroused to the highest pitch of wonder, astonishment, and enthusiasm! No sound of a human voice or other noise that would attract people or hogs was heard. The

men imagined that it might be some internal convulsion of nature that had inspired the hogs. One thing the two men greatly desired, and that was not to lose sight of the hogs, but to find out what so troubled the hogs there in the woods. At no time did the hogs run more than two or three hundred yards before stopping and listening. Frequently they would back-track, but after each short run they always came to a dead halt.

For more than three hours did the men walk, trot, and run, to keep in sight of the hogs. The entire area over which this curious phenomenon occurred did not exceed a mile square. The more the men watched and chased after the hogs, the more they were mystified and perplexed by the singular action of the brutes. Eleven o'clock came and still no rational explanation of the mystery, nor could they make a hypothesis upon which to base an inference. They were about ready to give up the chase, when, through the woods, they saw a "clearing," and of course there must be a human habitation somewhere near that field. Being tired and thirsty, they started for the field, but before they came to the fence, they saw a house, and they made their way to it. As they approached it, they beheld an old man standing in the yard, and they inferred that he would probably be able to tell what made the gang of hogs act so erratically, spasmodically, and charge, as it were, so desperately at nothing. As soon as they were within hailing distance, they spoke to the old gentleman, who nodded his head, looked pleasantly, and smiled. One of the men asked him if they could get a drink of water. In reply, he bowed graciously, and answered in a whisper: "Certainly, gentlemen; come to the well." They went to the well, he drew a bucket of water, handed one a cup of water, and they quenched their thirst. After some general remarks about the weather, they observed that the old gentleman always spoke in a whisper, and one of the gentlemen ventured to say: "We have been watching a gang of hogs for three hours this morning out yonder in the woods, and we could not make out what made them act in such a strange manner. Perhaps you can tell us something about them."

In a whisper, he replied: "Yes, I think I can. They are my hogs! About three months ago I lost my voice, and up to that time I always called up my hogs three times a day to feed them, which I did at morning, noon, and night; but do you see that big dead tree out there?" pointing to it. "Well, when my voice failed, I took a good solid stick and pounded on that tree at feeding time, and all my hogs soon learned to come to be fed just as they had done when I used to call them. But since the warm weather set in about ten days ago, the infernal woodpeckers have come into the woods, and they have been pecking on the dead trees all day long, till all my hogs are crazy running after woodpecker noises, and I can do nothing with them, and I shall lose them all! They are now chasing the woodpecker noises from early morning till dark, and they will keep it up. That is what is the matter with my hogs! Crazy! Sure and certain, crazy! They think they are going to be

fed, but they just keep on listening and running and get nothing to eat." Here ended his explanation, and he looked far away with a dead hope in his eyes.

SOME REFLECTIONS AND PSYCHOLOGICAL INFERENCES.

These hogs are not the only crazy people in this country turned loose, running after woodpecker noises. The whole educational field is full of them. There has been a whole gang of physiological educational psychologists pounding around on dry and rotten limbs so long in nearly all sections of our country that they have set many superintendents and school teachers to running hither and thither after noises never heard in the heavens above, or on the earth below. The woodpecker psychologists have discoursed so learnedly and obscurely on the perfectibility of man, counteracting principles, and circumstances, till the heads of thousands of good, honest, sincere men and women have been turned wrong end upwards, and they have gone astray worse than any flock of sheep that ever lost its bell-wether. Poor deluded mortals, they are looking high and far; worse mentally than the Arkansas hogs.

A little reflection ought to be sufficient to convince any level-headed man or woman that the erratic work, practiced in many schools, can result in no permanent benefit to either pupils or teachers. Much of the work compared to what that gang of hogs was doing, the presumption is strongly in favor of the sanity of the hogs. That gang of hogs was well organized, and they were able, as a group, to bring all their powers to bear on one thing and one point in space. It is evident that they had studied calisthenics and had been drilled into a perfect state of discipline owing to coherence of thought and concert of action; and it is furthermore evident, too, that their sense of hearing had reached a very exalted degree of acuteness, and by the way, they kept their heads elevated when they listened, indicating clearly enough that their aspirations, whatever they may have been at the outset, were continuing upward in the direction of spiritual things. They were no respecters of the six, eight, ten-hour system of service, thus showing their progress along industrial lines. They had acquired that high notion,—life is active service,—which is so much exploited now in public speeches. In fact, there is a strong presumption that they had studied partially, at least, the most recondite portions of Roman history, and had laid closely to heart the social service ideas of our energetic sociologists and other world menders.

In explaining their action psychologically, I am inclined to the opinion that what was once a common belief among the ancient Egyptians, a transmigration of souls, had literally taken place in the mental constitution of these hogs, and that each one was possessed of the wandring spirit of a lately departed educational psychologist who was endeavoring, in his new environment, to laboratoryize schemes of visual and auditory reactions in the realm of hogdom, a sort of Jonah and whale performance. This appears feasible as well as a probable substitution. Reluctantly I am forced to

the conclusion, based upon rather wide observations of a careful study of certain species of the genus homo, that all the world is akin, having seen all the actions of these hogs duplicated in some schools that I have visited, in which both the teachers and the pupils were mightily engaged in hand-galloping after one thing and then after another with as much spirit as these hogs displayed in their racing mania,—organizing woodpecker noises,—and with about the same substantial results. As is well known by all students of human nature, it was a theory ingeniously advocated by Lavater that men looked like animals, and he classified them as such. In our generation, we have, so it is asserted, foxes, goats, sheep, hogs, cats, lions, monkeys, dogs, bantams, geese, pouter pigeons, cocks of the walk, and all sorts of animals in the human form. One has but to open his eyes and look around in his vicinity to realize the close resemblances existing in the animal kingdom. For the historical accuracy of this statement and proof as strong as circumstantial evidence will permit, I refer to that veracious account, "Ten Weeks with a Circus," in which is found recorded the conversations of "Toby Tylor with Mr. Stubbs," one of the best intentioned books I ever read, a dialog between two weighty philosophers.

There are also anatomical and pathological reasons for believing and thinking of the intimate correspondence of structure and feeling among all forms of animal life from the lowest to the highest, and so far as the structure and function of the nervous system are concerned, it is as apt to become deranged in all subdivisions of the animal kingdom, and it affects all animals, man included, alike under like circumstances. I found also in the hog-pen laboratory years ago that brain atrophy, including wasting away, diminution of size, loss of response, is common to hogs and school superintendents when each quits gathering up fresh and vigorous ideas. Numerous instances are cited in medical works on basophobia, which is a morbid fear of walking, stating that each group, unit, clan, thus afflicted, runs at things whether real or imaginary, literally tumbling over themselves in order to get there first, except in the case of Arkansas hogs. They moved simultaneously, and no one interfered with his associates. This is the highest expression of altruistic doctrine versus the Ego theory, which is "root hog or die!" It shows how much hogs have progressed in the psychology of the crowd in comparison with the mob action of an excited mass of humanity.

As a climax to what I have thus far written, I was notified yesterday that an educational commission has been organized to study this strange phenomenon in Arkansas next February at the "woodpecker coming time." Great results are anticipated from this investigation, which will include the methods of discipline that the hogs had self-imposed, and how they were brought to such wonderful concert of action. Nothing of the kind would be possible in an insane asylum, owing to the universality of the Ego. The Arkansas group of hogs certainly had reached that remarkable stage of culture that great nations are unable to attain to, to wit: to make laws, to understand the laws

they had made, and to obey them. Great bodies of wise men usually do not understand the laws they make, much less obey them, and even the judges, who are wise in legal lore, always have a lot of men, called lawyers, come into the court with a great pile of books from which they expound to the judges what the laws mean, but not so with the Arkansas hogs; however, the real cause of their action, outside of nervous derangement, was somewhat above their heads, and they were looking for a sign—a sign in the heavens—to guide them rather than depend on a measuring machine. This is an indication of a latent religious idea, no doubt, but dimly conscious in the hog's thinking.

My work is largely constructive, and from this special manifestation of hog activity a great lesson should be deduced; that the pursuit of knowledge under rushing difficulties does not always result in storing information in brain cells, though motion is at a maximum. Although it is a well attested fact that a most sagacious donkey, whose special vocation was to carry water from a well to a brick yard in Howard county, Missouri, would go to the well and return with his load regularly as any man-made machine could have done it, yet no power could induce him to move a foot after the horn blew for dinner or supper, to carry a load of water. Habit had become so fixed in his nervous system that movement was absolutely inhibited. He belonged to the union and could not work overtime. Such is the perfection of reason in animals! Now let progress take its course to the discoveries of Luther Burbank, who is a world perfecter, and whose noise on renovating humanity will now occupy the front seat on the platform, and he will tell us whether mind operates on matter or matter operates on mind, and which will give the dominant quality to the perfect man-made machine.

LOOKING ABOUT.

BY A. E. WINSHIP.

SUTTER CREEK BANQUET.

Circumstances over which I have had slight control have led me to know something of the banqueting art in most of the cities of the country for a third of a century, but it was left for the teachers of Sutter Creek, a little mining town in the Sierras, to do the trick most attractively.

The occasion was the annual teachers' institute of Armador county, which was meeting at "the Creek" for the first time in several years, and I was there for a single day and evening.

After the evening lecture the teachers of Sutter Creek gave a progressive banquet, which began in the supper room of the one church of the place, at which the lecture had been delivered.

This was a salad course with appropriate accentuation. The tables were beautifully decorated with the mountain laurel of California with its wealth of brilliant berries. By each plate was a card and pencil, and we were told that from here we were to follow our leader to another banquet-

ing room, prior to which we were to write our initials on the card, and we were to write a sentence, the words beginning with our initials in their order, answering the question: "Why do you make the journey to the next banqueting hall?"

Here, at the hotel, was a delightful banquet, with some special California mountain mining dishes, chief of which was "Raviola," a favorite Italian dish into which is put all kinds of unheard of ingredients, but with these there were city dishes and relishes in variety. After the banquet each one arose and read his initial sentence answers, in which there was abundant play of genuine wit, so that laughter waited on digestion in royal fashion.

From here we repaired to the banquet hall of the Odd Fellows building, where everything culminated. First of all came artistic effect, which was, indeed, a dream of beauty. The color arrangement was exquisite, but the lighting was the peculiar charm. On the tables were numerous nut pine cones, eight inches tall and eighteen inches around, and on each of these were many colored Christmas candles. In the centre of the table was a natural wood effect, with candles artistically adjusted, while suspended from the ceiling were Japanese lanterns.

Here the ices were served, and indescribable artistic stunts for prizes were indulged in, after which there was a musical program, and then the hundred banqueters let themselves loose on college songs, and their first cousins, for more than an hour. Sutter Creek, in Amador county, will be a memory of memories for the rest of life.

MORAL THOUGHTFULNESS.

BY PRESIDENT CHARLES F. THWING,
Western Reserve University.

Moral thoughtfulness is a mighty need of our age. The age is a thoughtful age upon material things. The age is also more moral than any age the world has known. But the age is not an age reflective upon ethical truth. It is not seeking to grasp life's problems in their more fundamental relations. Neither does it seek ways and means for solving these problems. The moral thoughtfulness which the age lacks the college nourishes. It is said of the pupils who came from Rugby to Oxford, while Arnold was master, that they were thoughtful, manly minded, conscious of duty and obligation to a degree which the ordinary man did not possess. Such thoughtfulness is one of the most precious results of the life and training of the American college. It will give to each student a self larger, finer, nobler, more symmetrical in the relation of intellect to heart, of heart to will, of will to conscience, more aspiring, having great power of achievement, at once more patient under difficulty, and in triumph more quiet, more eager to do the best of which one is capable, more willing to be content with that simple best, and more determined to extend the realm of truth and to promote the kingdom of righteousness.

The man who forgets to be thankful has fallen asleep in life.

— R. L. Stevenson.

AS THE N. E. A. IMPRESSED THEM.

THE LOS ANGELES MEETING.

Fifty years ago the National Educational Association was organized, and it entered upon a precarious existence for a full period of thirty years, with the exception of the Madison session of 1884, when it actually pulled itself out of debt only to fall back again in 1885. Before the Topeka session in 1886, James H. Canfield conceived the idea of having a few men become life directors, by paying into the treasury of the association one hundred dollars each, in order to have a reserved fund, so that it would not be necessary to spend much of the time in having members of great lung power continually making appeals for money to keep the association afloat by "passing around the hat" at every session. As a matter of history, on several occasions the president paid the expense of printing and distributing the programs out of his own money, and then he was seldom or never paid back.

After the Topeka meeting the more active members, or rather those that had to do with the business side of the association, began to think seriously of a plan to put the association on its feet financially. Matters dragged on for a few years, till in 1893 the plan was announced, after having been considered informally for some time, that a permanent endowment fund of at least a hundred thousand dollars should be secured, and the interest on the endowment used as a nucleus with which to defray the current expenses, reinforced by annual dues. This plan is known as the Calkins, Lane, and Greenwood plan, because it was verbally set forth in a meeting of the directors by myself, duly approved by these two gentlemen. Our meetings were well attended, and the fund grew beyond our expectations. As soon as the "pie hunters" learned from the annual reports of the treasurer from year to year of the money on hand, all sorts of schemes and devices were brought forward by letter, entreaty, and otherwise, that this money should be distributed on all kinds of wild, visionary, and irrational schemes. While I was treasurer the importunities of the "pie hunters" was most extravagant. It were better, however, to let their names be passed over in silence.

In this connection it is only a matter of justice that I refer to Emerson E. White and Dr. W. L. Harris who always stood for the ideas embodied in the constitution and by-laws of the constitution of the association and the constitution of the council. Many of the older members will substantiate what I have here written.

Passing over the events of the last two years hurriedly, the greatest matter disposed of at the Los Angeles meeting was the satisfaction of the new articles of incorporation. Had the instrument been rejected the association would now have no legal status, and it would now be an aggregation of individuals instead of a corporation.

On all vital points I have not in twenty years seen such unanimity of feeling and action among the members. It was proclaimed to the teachers of America that the National Educational Association is not a union labor organization, and that it will not incorporate or adopt their plans. It emphasized the fact that the schools are for the benefit of the children of the United States, and that teachers ought to be paid well for skillful and efficient work.

The attendance was representative, and the papers were usually very good, fully up to the average, and the volume, when published, will contain several papers of a high order of merit.

Investigations along several new lines will be carried forward during the present year, and in my judgment the year's work, when summed up, will be regarded as epoch-making.

The citizens of Los Angeles and of California did everything and more to make the meeting a splendid success, and no one who went to California will ever forget the many acts of kindness bestowed. Great are the Californians.

J. M. Greenwood,
Kansas City.

[Among those who reported impressions of the Los Angeles meeting to us confidentially was the writer of a letter from which we make the following notes. Of course nothing like all the speeches were heard by our correspondent.]

Robert J. Burdette's welcome was most delightful. There was not a dull sentence nor a trite saying.

President Schaeffer's presidential address was A No. 1, dignified, earnest, courageous. It was strong and well delivered. It was positively great. Suzzalo was the great hit of the session.

Hon. Francis E. Leupp, United States commissioner of Indian affairs, crisp, witty, refreshing.

President W. O. Thompson gave universal satisfaction.

Carroll G. Pearse, good, sensible, practical.

Mrs. Helen L. Grenfell of Colorado was a general favorite judged by the response to her address.

S. L. Heeter, St. Paul, good, very good, indeed.

John R. Kirk, Kirksville, Mo., good, excellent.

Mrs. Ella Flagg Young, bright, forcible, a credit to women.

Of others whose names are omitted these comments are made: Couldn't hear a word, tiresome, prosy, nothing new, good but not great, some thought it good—I didn't, considered dry, but I liked it, made some good points, but not many, tame, paper a mistake, said nothing eloquently.

The absence of the crowd took from the enthusiasm.

The absence of the East was seriously felt.

We felt that the change of location so late in the year probably cost us many big men on the program.

Some of the work was miserably weak.

Some of the "big guns" did not do their best.

The "Council of Education" was mostly absent.

The general feeling was that the best was made of a bad situation which the railroads had created.

This is the view of an outsider. Those on the inside appeared to be having a mighty good time.

Al of the organ concerts, big and little by Bruce Gordon Kingsley on that wonderful organ in the auditorium were of the highest class of music. People went in great throngs to hear him.

The German male chorus, lead by Henry Schoenfeld was fine. The voices were strong and well-trained. We never before have heard anything like it out here.

The songs of Ellen Beach Yaw—said to be the highest singer (I think) in the world—brought a great crowd of people who had to be turned away at the doors—no room. So the musical program was good.

UNDER THE PINES.

It is delightful on these warm summer days, to swing one's hammock under the "murmurous pines." Sweet is their lullaby as the monotone of ocean. With some light book, not too deeply interesting, one whiles away the time, stopping anon to watch the cloud ships sail across the blue.

But besides being a place of repose and meditations, of dream and fancy, the pines may afford also a field for pleasant investigation. If we are quite still, a chipmunk, at first a "timorous beastie," will poke his nose out of the hole in a hollow log, and chatter some story of the woods. He may remain absolutely quiet and inactive for several minutes, quite curious as to the ways of mortal man. It is he, after all, who is the student. At some involuntary movement on our part, he will whisk his tail and dive into his penetralia. It is easy to entice these little creatures to our feet, and on one occasion, here in Franconia, one came into my lap!

In the general silence how many sounds one may distinguish. Hark! there is the liquid, flute-like music of the wood thrush. How beyond all description it is! Afar off, a flock of crows wend their way, cawing, towards the peak of Lafayette. Their cousins, the blue-jays, birds of truly gaudy feathers, scold and scream nearer at hand. In the parenthesis of silence, some other bird chants his particular song. Not being acquainted with birds in any but a loving way, we always conclude that any one we do not recognize, is a vireo. At this season the woods are quite silent as regards feathered songsters. The tinkle of distant cow bells is always sweet, and carries the writer back to his Hudson Highlands.

Some plants especially love to nestle beneath pines. Among these is the one-flowered pyrola or moneses uniflow. This has the wax-like beauty of all its kind, to which is super-added a wonderful fragrance—haunting and delicious.

The purple ladies' slippers also love the pines, but of course are now out of flower. We tread in deep

cushions of billowy moss, through which stream tangles of ground-pine and creeping-jenny. The sweet Linnaea does not, as a rule, grow beneath the pines, but it is often so close to them under firs and balsams that they may count it in. In the darkest and most secluded nook we now and then stumble upon a group of Indian-pipes, most weird of plants. They are in their prime, of purest white; later they become blackish. Perhaps some fady of nicotian habit has had ambition to color them.

Difficult is it, indeed, to fix attention upon any, even the most fascinating book, while the greater part of nature lies open before one.

William Whitman Bailey.

Franconia, N. H.

GLIMPSES OF TRUTH.

BY BISHOP J. E. SPALDING.

We long for what is permanent, yet the beauty which never changes wearies us. Were the flowers to retain their freshness they would lose their charm. Were a fair child to remain what it is it would come to appear to be unnatural. A work of art, if it be near us day by day, ceases to delight us. The immortal minds which from our bookshelves make ceaseless appeal to us are neglected. Familiarity breeds contempt and custom makes stale. The good that is at hand we care not for, but venture life and fortune to seek that which lies afar.

Merely to know what a world of wisdom and beauty is asleep around me in my books is joy and strength, even while I leave them unvisited, as a mother is happy sitting by the cradle of her slumbering child, though forgetting him her thoughts wander far away.

They who have nothing to say have often the most irresistible impulse to speak.

To give pleasure is easily within the reach of the young, the frivolous, and the rich; but only the wise and loving give joy.

Habit need not give greater strength; it is sufficient that it enable us to do the things we ought with greater ease.

It shall never be well with thee if the consciousness of doing well is not sufficient for thy peace.—
Glimpses of Truth.

The little cares that fretted me,
I lost them yesterday
Among the fields above the sea
Among the winds at play;
Among the lowing of the herds,
The rustling of the trees,
Among the singing of the birds,
The humming of the bees.

The foolish fears of what might happen—
I cast them all away
Among the clover-scented grass,
Among the new-mown hay;
Among the husking of the corn,
Where drowsy poppies nod,
Where ill thoughts die and good are born
Out in the fields with God.

Elizabeth Barrett Browning.

A NEW ENGLAND EDUCATIONAL TRIP.—(I.)

BY W. SCOTT, BOSTON.

Leaving Boston in the early morning by the Hoosac tunnel route, I passed through a region of much natural beauty and variety from the low and rolling country of eastern Massachusetts to the high lands and mountains east of the Connecticut valley. On the way I was interested in a number of young people traveling by rail to the State Normal school at Fitchburg. The use of the railroad, steam, and electric, for school going is comparatively recent, but it is already extensive and promises to grow indefinitely.

The Deerfield valley is one of the most attractive of New England. The railroad winds along the river grazes the rocks here and there, bridges the river, and furnishes mountain views, near and distant. Mr. Enneking, the artist, who has made a study of New England scenery, thinks this general region one of the finest in the world.

A wagon ride from Shelburne Falls along the Deerfield river brought us to East Charlemont. On the way we passed the road leading to Ashfield, whose annual academy dinners have been made famous by such eminent speakers as Professor Charles Eliot Norton of Harvard University and President G. Stanley Hall of Clark University and summer residents of the town. On one side of Charlemont lies the town of Buckland, in which Mary Lyon, the founder of Mt. Holyoke Seminary (now College), was born, and on the other side rises the prosperous mountain town of Heath, where Miss Laura Fisher of Boston holds the summer session of her kindergarten teachers' school.

The local farmers' club that I was to attend has a history of thirty years. There were assembled men, women, and children, filling the Congregational church, whose pastor, the late Rev. Lyman Whiting, recently died, aged eighty-nine years. The morning was devoted to social features, followed by an excellent dinner, for whatever changes have occurred in this country, the art of good cookery still flourishes. The afternoon was given to a lecture on "Rural Education," followed by a discussion. The clergymen from adjoining towns and the superintendent of schools, whose district comprises five towns—the largest in area in Massachusetts—participated in the discussion.

I was the guest of a semi-retired farmer who returns from a successful agricultural career in Illinois to spend his vigorous age in this section. He has a telephone and a rural mail box at his door, while one of the great through railway routes is near by.

I took the train at Shelburne Falls for Northampton and thence to Amherst by electrics. Amherst College and the State College at Amherst, Smith College at Northampton, and Mt. Holyoke College at South Hadley, are all more prosperous than ever before. The whole region has natural beauty, wealth, good educational, social, and civic traditions. The State College has a large landed property and good buildings, with a government experiment station. The "better

farming" car which made a recent tour of the state, under the charge of Professor Brooks of the State College, is wintering here.

Conditions differ greatly from what they were a few years ago. The trolley and steam lines have brought this group of colleges nearer together. This close proximity may lead to joint professorships, lectureships, and other co-operative features. The library necessities of the colleges and region may bring to pass a federation of libraries, or a unification under one chief librarian with an effective branch library system. The friction in Northampton between the Forbes library and Smith College which, as outsiders judge, should be adjusted in a friendly and equitable way, suggests whether a revision of the whole library question for this important educational area may not secure greater economy and efficiency in library service.

The relation of the State College as a centre for the extension of agricultural instruction to the other colleges, the large secondary schools at Holyoke, Springfield, and at other points in the valley, and to the State Normal school, at Westfield, is also worthy of consideration. The teachers of adaptive agriculture in the schools will probably come from the agricultural colleges. The state commission on industrial training in view of this probability advised that a department of pedagogy be opened at the State College to familiarize students with the history of education and teaching methods, and to train teachers who shall be qualified to introduce suitable agricultural instruction in the rural, and possibly in urban schools. This suggestion was adopted by the last legislature. The late report of the National Educational Association on "Industrial Training in Rural Schools," showing what is done in the United States and Canada, and outlining a working plan for such instruction from the elementary school through the college, is a valuable contribution to this side of public education.

Those who remember Mt. Holyoke Seminary a score of years ago will be surprised to see the group of noble buildings which now constitute the college. The superb natural environment of the college, embracing rich uplands, mountain, forest, and river, remain much the same as before, but otherwise the change is complete and for the better. The growth in number of students at both Mt. Holyoke and Smith Colleges during the past decade has been remarkable.

ON \$500 A YEAR.

It is a semi-official statement that no woman can live respectably on less than \$500 a year unless she lives with her family, and yet more than a third of a million women teachers in the United States have to live on less than \$500 a year. The Woman's Educational Association has figured out the impossibility of living on less; now let some association help us to get this indispensable amount for every teacher.

MARK TWAIN IN ACADEMIC ROBES.

It must have taxed the imagination of some of Britain's literary lights to think of America's greatest humorist standing amid the elect at Oxford's latest convocation and of his being addressed by Lord Curzon the chancellor in these words:—

"Most jocund, pleasant, and humorous man who shake the sides of all the circuit of the earth with your native joyousness, I, by my authority and that of the entire university, admit you to the honorary degree of Doctor in Letters."

Some years ago in a favorable review of one of Mark Twain's books, Andrew Lang had this to say: "If you praise him (Twain) among persons of culture they cannot believe you are serious. They call him a Barbarian. They won't hear of him." In their estimate, if Lang is serious, academic robes are for academic people; and it is a bit of university tripling when the gay mantle of a Doctor of Letters is authorized for one who never shared in university life and labor.

Because Americans knew him better, as something more than a humorist, they experienced no shock when Yale conferred an honorary A. M. upon him in 1888, and an L. H. D. in 1901. These honors to him were not misplaced. True, Mark Twain did not know the inside of a school after he was twelve years old, for then family bereavements and exigencies thrust the lad out to the great field of toil. But the years succeeding proved that there was a capacity for learning in the little Missouri boy which could not be suppressed by any unfavorable circumstances. And the honor belongs to him, and without stint, of rising above the poverties of his early days, and making the most of himself and his meagre opportunities.

The fact is that Mark Twain's career is as romantic as it is realistic. And both the romance and the realism are worth re-telling. Samuel Langhorne Clemens—for such is his real name—was born in the then obscure hamlet of Florida, Mo., in 1835. The common schools of Hannibal were his training ground until he was twelve. Then he was placed at a printer's case; and in a few years became a "cub-pilot" on a Mississippi steamboat, where he saw all kinds of life. But the Civil war soon ended the pilot experience, for the great river was blockaded. His brother was appointed governor of territorial Nevada, and made him his private secretary for a time. Then came mining experiences, with many more experiences than emoluments; and then the return to the printing office. The city editorships of the Virginia City Enterprise followed, and it seemed as if this service was the limit of life's horizon.

But fate had a most kindly surprise in store for him. He was known by all his comrades as a genuine humorist. He had as large a treasury of stories as Abraham Lincoln; and could reel them off as deftly as the man from Illinois. Why not publish them? suggested his friends. Publication, however, was not to be found at that time among his wildest dreams. He had never written anything worth while,—so his modesty hinted; and he never expected to. But the importunity of his

friends prevailed, and he sent a manuscript to the publisher, thinking it would be his first and last. To his intense amazement, the book was a success, and an appreciative public called for more copy. To this request he made answer with another work, humbly imagining that this would surfeit his readers. But from that day to the present the clamor for his works has not ceased. According to the "Book Buyer," his books by 1890 had passed the half-million mark in America alone, to say nothing of a large foreign sale. In these years the circulation of "Innocents Abroad" was over 125,000 copies. And "Tom Sawyer" and "Huckleberry Finn" were not far behind the "Innocents."

How did he come to choose so singular a nom de plume as "Mark Twain"? It came out of his pilot experience. The Mississippi steamers were compelled to make large use of the lead in making soundings. And when the leadsman found the depth to be two fathoms, twelve feet, or more, he would sing to the pilot "mark twain"! It was this that occurred to him when he was looking about for a pen name, and he chose it and has never abandoned it. Nor does anybody wish him to change it.

Not only have his stories the element of real humor in them, grotesque and exaggerated at times, but always humor, but they abound in the American vernacular, which, if it is not polished, is yet most expressive and forceful. And yet his acquaintance with language is far beyond this vernacular. At times his speech is a well of English undefiled. There are passages in "Life on the Mississippi" where there are as elegant bits of diction as can be found in Fennimore Cooper or Washington Irving. Few men are better versed in modern literature than he. He is an ardent admirer of Browning, and has guided a Browning class for years. His parlor readings of Shakespeare are described as "a masterly performance," and the best society of Hartford—his home town—attend and enjoy these readings. Not many men have read history more extensively, or remember it more tenaciously. He has acquired both French and German, can read and write both languages, and can converse in them fairly well. And he has that broadened intelligence which comes from extended travel,—an intelligence that has not been borrowed from a Baedeker.

A man is known by the company he keeps. And Mark Twain's literary associates have been and are of a high rank. Mrs. Harriet Beecher Stowe was an intimate neighbor. Charles Dudley Warner collaborated with him. Howel's esteems him highly, has written of him charmingly. Stockton, Lang, Twichell, Max O'Rell, Oliver Wendell Holmes, Aldrich, and many others were or are on his long list of literary friends. C. J. France has written him up "as an educator," S. E. Moffet, "as an interpreter of American character"; R. E. Phillips, "as more than a humorist"; Laguna, "as a prospective classic"; and Professor Phelps of Yale, "as humorist and philosopher." The magazines and reviews have always welcomed him. McClure's has given us his portraits in all ages and stages. Few authors have had a more

extended literary fellowship. His versatility in literature is acknowledged even by those who prefer his humor and satire.

Mark Twain has splendidly repaired all early lacks, and the credit of it belongs largely to himself. And yet no man has spoken more warmly of the value of an early education than he. He would not counsel any boy to follow his method of acquisition,—a method which was forced upon him by circumstances instead of being chosen as ideal. His own children have had the best the school could offer them.

An American was walking with a clerical guide under the arches of Chester Cathedral in England, and said to his guide: "This is something that we have not in our country."

"Yes!" was the response; "but you have a few things that we have not."

"What, for instance?" said the visitor.

"Well, you have Mark Twain!" was the prompt and appreciative answer.

And judging by recent events in England connected with the humorist's visit, he is honored as sincerely there as he is on his native heath.

THE LITERATURE OF THE NEW ENGLAND SCHOLAR.

BY EDWIN D. MEAD.

[Extract from his address at the Westfield, Mass., Normal school.]

I think there is no boastfulness in claiming that there is not any other river in the world upon whose banks and in whose valley there have stood, either in historic times or at the present day, so many institutions of learning as beside our own Connecticut. Well up toward its source is Dartmouth College, greatest of all "small" colleges, which tomorrow will be a university. As soon as the river enters our own commonwealth it sees Northfield and Mt. Hermon. What a remarkable group of colleges is that which embraces Amherst College, the Agricultural College, Mt. Holyoke and Smith, all within half a dozen miles of each other, at the most magnificent point in the valley. At Hartford is Trinity; at Middletown are Wesleyan and the Berkeley divinity school. Saybrook, at the mouth of our beloved river, was the first seat of Yale College; there it did its work through its noble pioneering years; and it is not a big stretch to count New Haven, whither it moved after a dozen or fifteen years, in the Connecticut valley.

Besides the great institutions which we name, how many are the historic academies, and now the high schools, which shed lustre upon the beautiful towns beside our beautiful river; and how high is the standard which, through all these years has been maintained in the public schools of the valley. There is not in the whole world, I say, a region which has been more richly blessed with educational opportunities and educational devotion. A normal school, like this Westfield school of yours, is to be congratulated for its situation in this happy valley, and for all the inspirations of its atmosphere and its great history,

PRODUCING SCIENTIFIC LOVE.

[President G. Stanley Hall of Clark University is devoting himself just now to scientific love and its production. Here are some of his deductions for a study of a thousand cases of youthful love.]

The order of points specified as most admired in the other sex by the young men and women in their 'teens is as follows: Eyes, hair, teeth, stature and size, feet, brows, complexion, cheeks, form of head, throat, ears, chin, hands, neck, nose, nails, and even fingers and shape of face. In Drew's census of 356 love poems of college students, eyes and hair also lead, where kisses are often unreal and dreams fancied. Charms of hands, sweetheart's songs, pout, sigh, smile and even chewing gum are also specialized fascinations.

Eight per cent. of the young men are susceptible to sloping shoulders; seven per cent. of the girls specify broad shoulders; ten per cent. favor regular and six per cent. white teeth; long lashes charm five per cent. of the young men; long, clean or pink finger nails are often given; arched eyebrows among girls find a special susceptibility in four per cent. of the youths, while cowlicks charm three per cent. Often the specializations of taste and preference lay great stress upon the color of the hair or shape of the hands or fingers. A nose slightly retrousse, a long neck, prominent eyes, dimples and even freckles have special erogenic power.

Passing to movement or acts, the voice has far the greater number of preferences. Some are affected by a high, some by a low voice; the rising inflection, clearness, flexibility, a lisp, special intonations, accents or even dialects are often prepotent. Mode of laughing comes next, while carriage, gait, gesture, movement or roll of the eyes, poise of the head and shoulders, mode of fanning, use of handkerchief, holding the dress, way of sitting or sighing may each have a special pre-eminence.

In dress or toilet, hair leads, and length, mode of parting, dressing, curling or bows are detailed. Rings, bracelets, and ribbons come next, with the girls; and with the boys, clothes that fit, especially those at the shoulders and waists. Canes, glasses, furs, collars, teeth filled with gold, clean linen, white handkerchiefs, pronounced style in the hats and even parasols, mode of wearing watch charms, style of collars, frizzes or coils, neatness—all have adherents.

Conversely, dislikes are no less pronounced: Prominent deep-set eyelids, fullness of neck, ears that stand out, brows that meet, broad or long feet, high cheek bones, light eyes, large nose, small stature, long neck or teeth, bushy brows, pimples, red hair, and a score of other points.

Of abhorred habits the following lead: Snuffing, lisping, rolling of eyes, loud voice, 'er and 'um-ing, pausing in talk, gesticulations, sarcastic smiles, hard or tasteless laugh, stiffness in movement and swaggering.

Other dislikes are: Earrings worn by men; lost teeth; neglect of style, bangs, thumb rings, hat on side in man, short hair in woman, baldness, ultra

style, clothes that do not fit, monacles, flashy ties, untidy linen, handkerchiefs in colors, furs and rings for men and cheap and coarse dress. *

Resemblances to animals play a great and surprising role in adolescence among dislikes. Resemblances suggested by face, voice, motion or character, are monkey, dog, parrot, pig, bird, peacock, cat, hen, donkey, sheep, rabbit, bear, and fox.

Qualities disliked are impertinence, flattery, affectations, boldness, complaints, bashfulness, languor, criticism, deliberation, overgallantry, and frankness.

These are the alphabetical or sociological material of which romantic love is so largely composed. Where trivial they often eclipse great qualities, and one trait may be magnified beyond all bounds.

Normally social preferences no doubt are often consciously and still more unconsciously associated with liking for individuals. They are instinctively organized parts of a large whole, so that when one

who embodies in his or her own person most of these traits is met with love may suddenly recognize and focus on its own. Love is in this view the practical culmination of self-knowledge which is aware of defects.

He finds the following definitions by alienists of love of the kind that is described in novels: Emotive delusion, fixed idea, rudimentary paranoia, psychic neurasthenia, psychic emotive obsession and episodic symptoms of hereditary degeneracy. In any case aesthetic taste is unconsciously being cultivated over a wide range of topics. Female coyness and reluctance or refusal is so deep-seated as to belie the biblical imputation that this sex made the first advances. The world owes to her the precious and primal motive of reserve. All through the animal series she leads.

Modesty is at root mode, and woman is its priestess.

THE SIMPLE LIFE.

"The simple life, then, seems to come to this — the attachment of oneself in absolute devotion to the great things, to the real and the true things, the embarking of our whole fortunes in them, whatever may happen. What we eat, drink, or wear will not greatly trouble us."

THE SPLENDOR OF NIAGARA.

BY SIR EDWIN ARNOLD.

[We give place to the following extract, not so much because of the entrancing picture it gives of the great cataract, but as a model of graphic description in language that can scarcely be excelled.—Ed.]

Before my balcony the great cataract is thundering, smoking, glittering with green and white rollers and rapids, hurling the waters of a whole continent in splendor and speed over the sharp ledges of the long brown rock by which Erie, "the Broad" steps proudly down to Ontario, "the Beautiful."

The smaller but very imposing American Falls speaks with the louder voice of the two, because its coiling spirals of twisted and furious flood crash in full impulse of descent upon the talus of massive boulders heaped up at its foot.

The resounding impact of water on rocks, the clouds of water-smoke which rise high in air and the river below churned into a whirling cream of eddy and surge and backwater, unite in a composite effect, at once magnificent and bewildering.

Far away Niagara River is seen winding eagerly to its prodigious leap. You can discern the line of the first breakers, where the river feels the fatal draw of the cataracts, its current seeming suddenly to leap forward, stimulated by mad desire, a hidden spell, a dreadful and irresistible doom.

Far back along the gilded surface of the upper stream, these lines of dancing, tossing, eager, anxious and fate-impelled breakers and billows multiply their white ranks, and spread and close together their leaping ridges into a wild chaos of racing

waves as the brink is approached. And then, at the brink, there is a curious pause—the momentary peace of the irrevocable. Those mad upper waters—reaching the great leap—are suddenly all quiet and glassy, and rounded and green as the border of a field of rye, while they turn the angle of the dreadful ledge and hurl themselves into the snow-white gulf of noise and mist and mystery underneath.

There is nothing more translucently green nor more perennially still and lovely than Niagara the greater. At this, her awful brink, the whole architecture of the main abyss gleams like a fixed and glorious work wrought in polished aquamarine or emerald. This exquisitely colored cornice of the enormous water-fall—this brim of bright tranquillity between fervor of rush and fury of plunge—is its principal feature, and stamps it as far more beautiful than terrible. Even the central solemnity and shudder-fraught miracle of the monstrous uproar and glory is rendered exquisite, reposeful, and soothing by the lovely rainbows hanging over the turmoil and clamor.

From its crest of chrysoprase and silver, indeed, to its broad foot of milky foam and of its white-stunned waves, too broken and too dazed to begin at first to float away, Niagara appears not terrible, but divinely and deliciously graceful, glad and lovely—a specimen of the splendor of water at its finest—a sight to dwell and linger in the mind with ineffaceable images of happy and grateful thought, by no means to affect it in seeing or to haunt it in future days of memory with any wild reminiscences of terror or of gloom.

THE WORLD'S NERVE CENTRES.—(XXXVIII.)

BY RALPH WARBURTON.

SEOUL: THE EYE OF KOREA.

The Russo-Japanese war completely altered the status of affairs in the far East. And it was inevitable, among other things, that Korea should participate in the changes. Her relations to Japan especially were necessitated to become more intimate and important, for she must be by her geographical situation, a buffer state between the Island Empire and northern Asia. Poorly ruled and unprogressive as she was, the influence of Japan could not fail to be a factor in her future.

But the Emperor of the Hermit Kingdom set himself steadily against all progressive development. Korea must remain Korean, out of respect to ancestral codes and customs. So he resented the presence and the persuasions of the Japanese resident-general, and turned down every measure that looked toward the regeneration of his land.

A party of progress was, however, organized, and under Japanese leadership became influential enough to demand and ultimately secure the abdication of the emperor. That such a move should be attended by serious disturbances was logically to be expected. The Emperor was almost an absolute monarch, with power of life and death over even the noblest of the land. Almost divine honors were paid him. It was sacrilege even to pronounce his name. Every rider had to dismount when passing his palace. Every visitor had to approach the throne with his face bowed to the floor. Under such conditions any suggestion to unseat him, no matter though it appeared justifiable to outside nations, was nothing short of the blackest kind of treason.

Yet his dethronement had to come; for not even he could be allowed to block the wheels of progress. Even the "Elder Statesmen," on whom he relied as counsellors, felt that he must either change or go. As change he could not or would not, nothing was left to him but retirement. It must have been a truly dramatic scene when the Premier and Cabinet invaded his palace, recounted before his face his duplicities and failures, gave their reasons for the step they were compelled to take, and then placed before him the document of abdication for him to sign. Of course he was greatly agitated and perturbed, but he was helpless in the face of the ministerial demands. With trembling hand he signed the fateful paper, and after forty-four years of rule stepped down and out in favor of his son.

But the Emperor had friends, and intrigues and riots attended his enforced abdication. Specially did the mobs lay the blame for his undoing upon the Japanese. So their shops and residences were attacked, with cries of death to their inmates, but the Korean constabulary drove the rioters away and preserved the peace.

Just how far the Japanese were responsible for the abdication it is difficult at this distance to determine. Probably a share of the responsibility must be laid on Korean shoulders. But the out-

come suggests that back of the movement lay the inspiration at least of Japan. In the agreement with the new Emperor, which is now duly signed and sealed, the Emperor is bound by solemn clauses not to do this or that without the consent of the Japanese resident-general. And if words have any meaning, Korea has yielded up her imperial self-control, and has accepted the suzerainty of Japan. What this may mean in the future, no prophet can forecast; but it has certainly disquieted the nerves of several other nations, who for some time have been fearing some such result.

Korea means "The Land of Morning Calm." And Seoul is its capital city. The city lies several miles inland from Chemulpo, its seaport. There is no decent road to it. There is a rude roadway for bullock carts, and at certain seasons the mud is almost bottomless.

Isabella Bird Bishop thinks that Seoul has "a sort of wild picturesqueness that compares favorably with that of almost any other capital in the world." It is surrounded by hills that may fairly be considered mountains. And in spring the mountain slopes are radiant with the blossoms of the azalea, plum, cherry, and peach.

It is a walled city, the wall being twenty-five to forty feet high, and fourteen miles in length. It has eight gates, to which are given high-sounding titles, such as: "The Gate of Bright Amiability," "The Gate of High Ceremony," and "The Gate of Elevated Humanity." Outside the walls are many pretty walks and rides, but these are rendered unsafe by the presence of tigers and leopards.

Within the walls are huddled together—many in indescribable squalor—some 220,000 people. Aside from the imperial palace, a few other public buildings, and the residences of the various legations, the shops and dwellings and the most wretched apologies for business houses and homes. The houses are hovels, one story high, with thatched roofs, mud walls, and paper windows, if there are any windows at all.

Many of the streets are nothing but filthy lanes, filled with half-naked children and mangy dogs. These ill-smelling alleys are crowded by day with pedestrians, and bulls carrying fuel and other commodities; while at night they are unlit and unsafe.

The usual shops have a stock that would be dear at \$10, and are so small that the goods are all in reach of the hand. The shops and streets occupied by the Japanese are very clean and neat, and their dwellings are dainty and attractive. Here also the women go unveiled, in greatest contrast to the Korean women, who are heavily veiled. It is well that the latter are hidden from publicity, for they are by no means comely. They are slaves to the laundry, for their husbands wear so much white cotton that the wife is kept perpetually washing.

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WHAT THE SCHOOLS SIGNIFY.—(II.)

THE SCHOOL AND THE SCHOOLS.

The American public school plan is now so vast, the provision for free public education is so adequate for the needs of our complex civilization, and the influence of error and of truth in theory and practice is so far-reaching that there is no greater field for statesmanship than in the mastery of the possibility of good and the liability of error in the plan for making the connection for each child with the fountain of wisdom and of truth through the public school system. One inexhaustible series of problems for the clearest-headed statesman and the warmest-hearted publicist is, the inter-relation of the schools in the schools, of the variety in the unity of public education.

The school system is articulated like the vertebra. Without the spinal axis it would be as flabby as the oyster. With not a few school people it is like the earth worm,—to be cut off anywhere without injury to either part. To the educator, however, in the schools or out, from the kindergarten to the professional school, it is a jointed life, an articulated system, in which each period is distinct without being independent. These are the vertebrae,—the preliminary, including the kindergarten and the two initial primary years; the fundamental, including the third, fourth, and fifth grades; the elementary or pivotal, the sixth, seventh, and eighth; the preparatory, or developmental, from the ninth to the twelfth; the collegiate or academic, from the thirteenth to the sixteenth; the professional from the seventeenth to the nineteenth. Each has its own definite mission, its own opportunities and responsibilities requiring its own preparation and adaptation. To appreciate all this is of itself a notable achievement; not to understand it is to handicap oneself to the end.

WHAT DOES THE SCHOOL DO FOR THE READING HABITS OF THE PEOPLE?

The schools have always taught children to read, but teaching them what to read and establishing a habit of reading good literature through life is comparatively a recent school attainment.

No child goes through any elementary school in a progressive community without having read and enjoyed more classic English than the ordinary college lad read in school and college a quarter of a century since.

Nor is this all, children actually get a discriminating taste for good literature now and a distaste for exciting bad books and weak goodish books.

The books taken from the public libraries by people who have entered the public schools within the last twelve years are on the average twice as high-toned as of those who left school more than eight years ago. To state it otherwise, those who left school before the modern good reading era read 66 per cent. more cheap books per capita than those who have entered the schools within the last twelve years. In the schools pupils read ten times as much classic English in the first few grades as formerly, and from three to five times as much from the fifth to the twelfth year.

Who can estimate the value to the public of changing from silly, sentimental or baddish books to masterpieces in prose and verse? What does it mean to change such comradeship for children and young people? What does it mean when such friendships in literature are to last for life?

IMPORTANT QUESTION.

The following letter deserves editorial attention:—

"Mt. Airy, Phila., June 14, 1907.

"Dear sir:—

"The Journal of Education, in an issue of a date some months past, gave a list of states in which recognition is given to high grade teachers' certificates from other states. Is it possible to give details of the degree of credit? I believe many teachers desire such knowledge. The variation in requirements is perhaps great, but several points might be answered.

"1. Is a normal, college, or state certificate given credit?

"2. Is the credit by terms of a law; is it optional with the state board; is it optional with the local superintendent or board?

"Is there a lack of competent teachers at present? From my experience, I have been inclined to doubt a scarcity, such as the current papers and magazines assert.

"These questions are not asked with a view of a personal reply, but as a suggestion for treatment in your paper.

"Yours truly,

Philip ———."

The degree of credit differs widely:—

1. Many normal school certificates are given full credit in some states. For instance the New Hampshire State Normal school is specified in some states. In the case of other states special schools

in a state are singled out. I think the Albany school is the most widely recognized of all normal schools. College certificates are less recognized, I think, though some, like Teachers' College, is universally accepted if anything is. A state certificate is the most likely of anything to be accepted, that is, the highest certificate in a state.

I think it is never "law" but by the courtesy of the state board upon the recommendation of the state board of education. In many cases, as in California, it is left to the county superintendent.

3. There is certainly a great lack of experienced normal school graduates. There are enough candidates, and they have the regulation low grade certificates, but officials never like anything but a permanent or professional certificate. They much prefer this and a normal school diploma and the supply of such teachers is no where near sufficient.

TAKE THE SCHOOLS INTO THE OPEN.

Talk about Utopia, why not plan something really Utopean? Take all high schools out of the business section, put them in the country, and give them an estate. No matter how far you go out, get out where there would be a glorious out-of-door life, with trees, lawns, seashore, lake, or river, if possible. Spread out the buildings. Give each school year a building all its own, and each subject its own home.

Then let a school day be of eight hours, with a dining hall, as inexpensive as the present luncheon counter, but more human. Let all studying be done at the school.

The transportation problem would be simple, because they would be going counter to the crowd. Now the pupils go in town when everyone else goes; then they would travel when cars would be relatively empty.

Wooden buildings or simple brick buildings would be all sufficient. No elevators, not more than one flight of stairs. The expense would be less than now, and school life would be infinitely better from the standpoint of health, morals, and culture.

THE WHEELER-ANDREWS LESSON.

Dr. Benjamin Ide Wheeler and Dr. E. Benjamin Andrews have recently declined university presidencies of \$15,000 each. It is known that this was the salary that the former declined, and it is rumored to have been the salary declined by the latter. Here are two noble men placing themselves on record as being more interested in completing and perfecting the work in which they are engaged than in the added thousands that they might have added to their bank account. In these two notable records we especially rejoice just at this time when America is suspected of being money crazed, when we are in the midst of a great crusade for better pay for teachers. There is cause for rejoicing in the fact that two institutions have realized the necessity of offering a salary of \$15,000 as much as in the fact that state universities are highly attractive, and the leadership thereof is regarded as a mission. Here are two eminent Christian scholars content to make a great

sacrifice, personally and financially, to stay with a "godless" public institution. The lessons are many.

"ONLY A YEAR."

Some one writes for a Boston paper anonymously, but with a voucher that gives him standing, as follows: "There is a tendency to load our public secondary schools for the first year with pupils who remain a year only and consequently get but a smattering of subjects they never use in after life." Indeed! What a sentence to come from the pen of a thoughtful (?) man or woman! "Only a year"! Only a year in German or French, in chemistry or physics, in history or literature, in geometry or algebra!

"A smattering." A year in any one of these subjects gives one a start so that he can continue the study intelligently or with relative ease. A year opens any of these subjects so that one is at home in the subject. He is never wholly ill at ease in any one of these subjects. German or French never has terror for him thereafter as it does to one who knows nothing of it. In algebra or geometry it makes him relatively a master, in chemistry or physics he lives in a different world from that in which he would have lived but for that one year.

"Never use in after life!" Which of these will he never use? The man who knows the relation of known and unknown quantities, who knows the axioms, who knows the significance of an equation can never be the same man as one who has not learned them. He cannot help using the knowledge that he gets in the first year in the high school. The institution in knowledge is never "smattering." It is not profound, is not deep nor high, but it is the introduction, it is the base line, and is never "smattering."

R. H. HALSEY.

On the twenty-fifth instant, while in camp with his only son, of whom he was exceedingly fond, Mr. R. H. Halsey, principal of the State Normal school, at Oshkosh, Wis., was instantly killed by the discharge of a gun in the hands of his son who was cleaning it on the assumption that it was not loaded. Mr. Halsey was one of the ablest school men of the country, was one of the half dozen men always talked of for the great public school positions. He was a graduate of Williams College, had been superintendent of schools at Oshkosh and at Binghamton, N. Y., and after his return to Oshkosh was one of the normal school leaders of the state. His home was his castle, and the church was as dear to him as his school. He linked his home to his school and church more completely than any other man whom I have known. He had a young men's class in the church that was exceedingly interesting. It was my privilege to be the guest of his class when he gave us a dinner party in his home. I have never known anything quite as interesting as this was taken in all its setting. No educator in the state would be more missed, and no citizen of Oshkosh would be a greater loss than he will be.

NOTABLE TRIBUTE TO LANGDON.

Joseph J. Dwyer, president of the Independence League of California has this to say of William H. Langdon, recently superintendent of San Francisco:—

"Earthquake and fire made history in San Francisco in April of last year. The moral energy of a few stalwart men is making history of a different kind here now, and furnishing one of the most remarkable chapters in American municipal annals. In November, 1905, there were elected a mayor, a board of supervisors consisting of eighteen men, a district attorney, and other city officials needless to mention. The mayor was Eugene E. Schmitz, now a convicted felon, he having been tried by jury and found guilty of extortion on June 13 last. The eighteen supervisors were all of them "boodlers," self-confessed. The twentieth man, District Attorney William H. Langdon, was honest. Like Abdiel stood he, faithful among the faithless; and it is due to him that the present crusade against corruption was begun. The work was started last October, when the now famous Oliver grand jury was impaneled. Langdon was then stumping the state as a candidate of the Independence League for governor, but he rushed back to the city, abandoning his canvass at the call of official duty."

DEXTER TO PORTO RICO.

Dr. Edwin Grant Dexter, head of the department of education of the University of Illinois, resigns to accept the superintendency of schools at Porto Rico. We confess to a deep sense of regret that Dr. Dexter is to make this transfer. His position at Champaign was as promising as one need ask. He is distinctly a scholarly student of education. Had he remained at Champaign he would have made other important contributions to educational literature. But he goes to a purely administrative field in which he has had slight opportunity to demonstrate his mastery. He believes the new field offers limitless advantages for patriotic educational service and the administrative feature of education is attractive to him. Deeply as we regret his choice from the standpoint of professional education, we are sure that what is its loss is Porto Rico's gain.

Harry A. Garfield, oldest son of the late President, who has been elected to succeed President Hopkins of Williams College, was born in Hiram, O., October 11, 1863. His father was a graduate of Williams in the class of 1856, and was on his way to Williamstown to attend the reunion of his class in 1881 when he was assassinated. The president-elect of Williams, before his appointment to Princeton in 1903, was prominent in commercial and railway circles in Cleveland.

Mr. Cooley came within a hair's breadth, we note, of being elected on the board of trustees of the permanent fund of the N. E. A., in which case

he would not have been elected president, and Dr. W. O. Thompson of Ohio would have been. "Cooley luck" some people will say, but how often in life a defeat to-day means an infinitely greater triumph to-morrow. Now he is on the board of trustees by virtue of his office.

The Cosmopolitan for August has some noteworthy articles. The poem by James F. Montague, "The Song of the Factory," is positively noble. That by Ella Wheeler Wilcox is scarcely less so, and William H. Langdon's article on San Francisco is attractive, in view of the fact that he was a schoolmaster so recently.

Cambridge, Mass., still leads the country in gifts to public education, with a manual training plant, an English high school, a Latin high school, and a public library, each of which was either a gift by Mr. Rindge or the spacious grounds on which it stands.

Many a teacher of 1906-7 has no certificate for 1907-8 because she did not pass the new examination. In some cases it is unfortunate, but as a whole it is a good thing. The teachers of 1907-8 are better fitted for their work than ever before.

Several of the teachers in attendance upon the Los Angeles meeting were on the ill-fated Columbia that went down in the terrible wreck on the Pacific. Miss Annie Akesson of Lichfield, Minn., was saved because she was a good swimmer.

King Oscar is calling aloud for the return of the American Swedes but he calls in vain. By and by other countries of Europe will do as King Oscar is doing and with as little effect. America is too good a place to live in.

It means money, a lot of it, but the city playground and the "superintendent of playgrounds" are now a necessity. It is useless to worry about it for this new thing is inevitable.

We recently confused "the Groton school" of Groton, Mass., with Lawrence Academy of Groton. They are so distinct that the confusion was inexcusable.

The Chicago board of education is now completely businessified, or as Miss Haley would say, "Bussified," and opportunity is ripe for business.

Cincinnati is to have one of the noblest high school buildings in the country. The new Woodward is to be 174 x 297 feet and four stories high.

Superintendent M. G. Brumbaugh is to try the Cambridge plan of special classes for out-of-step pupils in the Philadelphia schools in September.

"Chautauquans are the most American thing in America," says Theodore Roosevelt.

Lucy Page Gaston is making men more trouble than any other woman of her time.

No teacher can afford to use more than three weeks of the summer in idleness.

N. C. Dougherty is sued for \$100,000 by the Peoria board of education.

Georgia raised teachers' salaries \$200,000 this year.

THE WEEK IN REVIEW.

THE STANDARD OIL FINE.

The fine of \$29,240,000, which Judge Landis of the United States district court imposed on the Standard Oil Company August 3 is not only the extreme limit of the penalty fixed for the acceptance of illegal rebates, but by far the heaviest penalty ever imposed upon an individual or corporation by an American court. Nominally, the defendant company upon which this huge fine is assessed is the Standard Oil Company of Indiana, with a modest capital of \$1,000,000, but the real culprit is said to be the Standard Oil Company of New Jersey. The fine, which would mean confiscation as applied to the one company, represents only from one-half to one-third of the annual earnings of the other. It was admitted by the Standard Oil officials who were summoned before Judge Landis that the profits of the trust had averaged more than 40 per cent. annually for the last three years. Huge as the fine is, it will entail no serious inconvenience upon the company, if it is finally paid, after opportunities for appeal have been exhausted.

AS A DETERRENT.

It was promptly intimated, and as promptly denied by officers of the company, that the trust would proceed at once to shift the burden of the fine upon the public, by raising the price of oil. It will scarcely do this at once, whatever it may do later. But even if the load were thus shifted, the effect of the fine as a deterrent would not thereby be exhausted. It is safe to say that not only the Standard Oil Company, but every large corporation which has been in the habit of ignoring or overriding the laws will have a new respect for them hereafter, in view of the punitive penalty imposed in these cases. Nor do these cases end here. Judge Landis has called for a special grand jury to meet August 14, to consider and investigate the evidence, with a view to proceedings for conspiracy against the officers of the Standard Oil and of the Chicago and Alton Railroad Company,—the corporation which gave the rebates for the acceptance of which the Standard Oil Company has just been fined. These are proceedings which carry the possibility of jail sentences for convicted offenders.

FEDERAL VS. STATE COURTS IN RAILROAD CASES.

Issues similar to those which grew out of the intervention of Judge Pritchard in North Carolina have arisen in Virginia, Alabama, and Arkansas. In Virginia an agreement has been reached between the railroads and the state authorities, under which the two-cent-a-mile rates prescribed by the state corporation commission will be put in effect not later than October 1, and will be maintained until the pending suits can be finally decided. In Alabama, the secretary of state has revoked the license of the Southern Railway on the ground that the road had violated a recently-enacted state law by removing a civil case from a state to the federal court. In Arkansas, where a similar statute, enacted by the last legislature, penalizes any corporation of another state which removes a

civil suit from a state court to the federal court, by forfeiting its right to do business in the state, and the imposition of a fine of \$1,000 a day for each day it may thereafter continue to do business in the state, the secretary of state has been restrained by an injunction issued by a federal judge from putting the law into effect against the Chicago, Rock Island, and Pacific railroad.

THE PHILIPPINE ELECTIONS.

The first election in the Philippines under American rule have been held, and the result is a decisive victory for the Nationalists,—the party which seeks for independence. There are, however, two wings of this party, the conservative and the radical, and it does not yet appear how their strength is divided, nor can it be predicted to precisely what extent they will act together, if at all. The first test of strength will come in the choice of a speaker of the assembly. The demands of the Nationalists include independence, freedom to carry arms, jury trials, and a re-adjustment of the native members of the Philippine commission, so as to give the Nationalists representation. The powers of the new assembly are rather closely limited, but the working out of this experiment in partial self-government will be watched with curious interest.

SENATOR WILLIAMS

The Democratic primaries in Mississippi were hotly contested by Governor Vardaman and Representative John Sharp Williams, aspirants for the senatorship in succession to Senator Money. The result was in doubt for several days, but Mr. Williams came off triumphant, although Vardaman alleges fraud, and even intimates that, in some mysterious way, Republican voters,—who are almost an unknown quantity in the state, participated in the voting and compassed his defeat. The Senate already has its Tillman, and there will be a pretty general sense of relief that it is not to be afflicted with a Vardaman. Mr. Williams has earned the respect of both parties by the ability with which he has led the minority in the House, and it is an open question whether he would not have been of more service to his party there than in the Senate.

CHAOS AND COERCION IN MOROCCO.

The limit of forbearance was reached in Morocco last week when the turbulent tribesmen murdered eight or ten French, Spanish, and Italian residents of Casablanca, and drove all Europeans to their consulates for protection. The French and Spanish governments, to which the Algeciras conference entrusted the repression of disorder in Morocco, sent out a squadron of cruisers with commendable promptness, landed a force of marines for the protection of foreigners, and, when these were treacherously attacked by Moorish troops proceeded to inflict summary punishment by bombarding the native quarters of the town. The first French landing party found itself in a trap.

THE WORLD'S NERVE CENTRES.—(XXXVIII.)

HEALTH OF CHILDREN IN FIRST THREE GRADES*

(I.)

[Continued from page 153.]

[Report of Commission of Physicians.]

The conspicuous buildings of the city are the Emperor's palace and the marble pagoda. This last-named building is ten stories high, and is magnificently carved. There are no parks, no open squares, and no temples. In the sixteenth century, because of the intrigues of the priests, Buddhism was formally disestablished, and a priest dare not enter the city except under pain of death. The cemeteries are numerous and spacious. The amount of good land occupied by the dead is incredible. However poor in life a man may be, he must be well buried.

An immense bronze bell—the third largest in the world—is hung in the very centre of the city, its dull heavy boom being heard everywhere, and its stroke at sunset having closed the gates for five centuries. At eight o'clock each evening the toll of this bell is the signal for men to vacate the street, so that the women may have an outing, to find some little amusement, or to call upon their friends.

Seoul is the centre of Korean official and commercial life, and the place for the literary examinations. To the average Korean Seoul is the only place where life is worth living. He would rather be a pauper within its walls than a prince outside them.

In later years there have been many changes for the better in the city. Several respectably broad streets and even boulevards have been opened up; sanitation is better; disreputable customs are gradually yielding to the suggestions of civilization; and newspapers are being published. Every other day the Seoul News appears, and has quite a circulation. In a few years, without doubt, the capital of Korea will have lost its old self, and will be a safer and saner city both for native and alien.

WHY THE STYLES IN BONNETS.

There is a naturalist, a thoughtful man, who tries to forget that there are races and species, and to understand each animal and man just as he is in his own skin. In a whimsical humor, the other day he was explaining to his friends why your wife wears a certain style of bonnet with pleasure for a little season, but feels most uncomfortable and ill at ease the moment her neighbors begin to wear something different. As an object-lesson he caught a common sparrow, put a daub of red paint on her head, and then turned her loose among her neighbors. The moment they saw the unusual headdress all the other sparrows, male and female, began to make the poor creature's life miserable. They jabbered excitedly at first, calling in every idle sparrow on the street; then they set upon the sparrow of the bonnet and chivied her out of the flock and made her an outcast. Day after day she tried to return and be sociable, but the flock drove her away without mercy. When she persisted in her attempt, not seeing her own disfigurement nor understanding the situation, they fell upon her savagely one day and killed her.

"And that is the reason," said the thoughtful man whimsically, "why our women follow the style in bonnets."—From Peter Rabbit's "Brier-Patch Philosophy," interpreted by William J. Long (Ginn & Co., Boston).

A commission of five expert physicians was appointed by the Boston school committee in June, 1906, "To report their opinion as to the desirable length of session, periods of recess, curriculum, and on all other matters relating to the health of children attending the first three grades."

The commission included among its members men devoted to various special branches of medicine, so that the welfare of the children was considered along broad lines. They approached the subject without preconceived ideas, and with no theories to work out.

In the first three grades of the public schools there are about forty thousand pupils. No attempt was made to examine the pupils individually. Schools were visited in all parts of the city. Both the older and the newer buildings were inspected; those in the most crowded parts of the city, and those in more out-lying districts. The toilets, halls, closets for clothes, yards, and the school-rooms were all examined. The children were closely watched in the rooms while at work at their seats, during their exercises and at recesses; on clear days and on stormy days. They were seen during both the morning and afternoon sessions, on the early days of the week, and on Fridays. All possible conditions obtainable during the early months of the year were utilized in our investigations to enable us to form a just opinion of the real conditions under which their work was being carried on.

The classes were found to be divided into sections, usually three in number. While one section was at work with the teacher at the board or desk the others were doing so-called "busy work" at their desks. A careful study was made of the sections; one actively engaged in interesting work, the others marking time, as it were at their desks, with rather dull and oftentimes useless work. Special attention was paid to the seating of the children, to their desks, to the lighting and ventilation of the rooms. The physical development, nutrition, clothing, and cleanliness were considered, so far as it was possible to do so without individual examination. A careful study of the present medical inspection of schools was made, to determine, if possible, its thoroughness and efficiency, and many consultations with both teachers and masters were held on this subject. So far as possible the commission took into consideration all things appealing to physicians as in any way influencing the physical welfare of the children.

The trained observer can find much of value on which to base an opinion of bodily health by close observation of the child. It seems safe and fair to believe that children who look well nourished, have good color and good facial expression, who are alert in body and mind, sitting at their desks, or standing, or at play, erect, and with every appearance of normal development, must be in satisfactory physical health. It is on these observations of the children that we base our

opinions of their physical conditions. Much of the criticism of our schools has been by those who have no personal knowledge of them, or of the conditions that prevail in them.

The children in the first three grades are from five to eight years of age. Some of them have had kindergarten training, but the majority have not. They appeared as a whole bright and intelligent, earnest in their work, interested and enthusiastic. Their appearance made a most favorable impression, and was suggestive of excellent health. We were forcibly impressed with the variations in size occurring in the same classrooms, but the smaller children did not compare unfavorably with the larger in the appearance of health or mental vigor. Even in the poorer sections of the city we were impressed with the good physical condition of the children. At play during recess the children gave evidence of the joy of youthful health, and returned to the schoolrooms invigorated and enlivened. The manner of performing the physical exercises in the schoolroom was such as denoted a satisfactory physical condition. Some teachers seemed to inspire their children very greatly; others to possess almost no inspiration, and the tone of the schoolroom and the physical demeanor of the children corresponded strikingly to this inspiration or lack of it.

As between the morning and afternoon sessions, the children appeared physically more alert in the morning. We could determine very little evidence of fatigue in this session. Surely not enough to retard the work or call for any change in program. Even on stormy days the morning session was not usually fatiguing. In some of the older school buildings, badly located for daylight, and without, or with very inadequate, artificial light, the children became somewhat restless towards noon.

The afternoon session presented a different picture. In early fall and spring months the hours are from two to four; during the late fall and winter months from half-past one to half-past three. During the first hour the children are active and attentive, but noticeably less so than in the morning session. Yet this hour, the teachers feel, is of value. In this first hour the children are attentive, and show little evidence of fatigue. The last hour is different. In all the grades the pupils become restless, inattentive, and show unmistakable signs of distress. This is particularly true in the first grade. On stormy or cloudy days this restlessness and inability to fix the attention are even more marked, and oftentimes the scheduled work is abandoned. This is the child's expression of beginning fatigue, and is a signal of distress which ought to be observed. In recognition of this afternoon fatigue, the teachers have so arranged their schedules that only the easiest subjects are taken up. In the very hot days of late spring, the teachers informed us the children become too tired in the afternoon to remain in the schoolrooms without evidence of great fatigue. On such days it would seem wise to dismiss the school.

It is our opinion, however, from observation of the children during the last hour of the afternoon

session, that this fatigue is not severe enough or protracted sufficiently to work a physical harm. It seems rather that a change of program is called for, and this we advise.

The routine work of the schoolroom even at its easiest becomes difficult and tiresome for these little ones towards the close of the day. For reasons to be given later, we do not think it wise to dismiss the primary schools an hour earlier, and it is equally unwise to continue the present arrangement. It has seemed to us, and to those with whom we have consulted, that the introduction of directed play or games or of some form of manual work would be advantageous. If, however, the whole class were compelled to do the same thing, chosen by the teacher, it would be but the substitution of one fatiguing exercise for another. The element of real play, of fun, of self-chosen play, must be allowed. This would, of course, necessitate groups of children, and different games or plays going on at the same time. It is as true as it is sad that many of the children of foreign parentage do not know games, and the teacher would have to show these children how to play. The same is true of manual work. If the whole class must do the same thing at the same time, it becomes tiresome. So far as possible the children should be allowed to choose the work. This will mean different groups doing different things at the same time. If the child is interested in something he is doing and takes pride in it, it means a good deal to him. It is not another task set by teacher, and therefore it is enjoyable and not so fatiguing. We think the introduction of manual work or directed play feasible and important, and earnestly recommend it.

"WHY WOMEN TEACH."

BY HAROLD C. CHILDS.

Under this heading the Journal printed a most interesting article, by Dr. Brumbaugh. Interesting though the last of the article dealt with the results of women's teaching rather than with reason for it.

There was one reason that we miss from his list and his trail from the Greek to the Yankee. Ancient and medieval education was so preeminently for boys that we might well say it was for them exclusively. When girls were thought worth any formal instruction, women nuns usually, were their most natural teachers.

In early New England, the main aim seems to have been religious, to give ability to read the Scriptures, and so prevent the evil influence of Satan on ignorant minds. Only the boys were deemed fit for such advanced work as would prepare for college, and the college was chiefly concerned in preparing young ministers, rather than in educating the people.

But when girls were included in the schools and compelled to attend, and when the high schools were open to girls, naturally women became teachers. They were more appropriately put in charge of such classes of girls and boys, as the mother in the home trains both her daughters and her sons up to a certain age. Later the man's influence is desirable, not as necessarily better than the woman's but as complementing it, both in the home and in the school.

This incoming of girls into the schools and their outnumbering the boys in the upper grades has had as much influence in causing women to teach as any "fire and dead chicken," probably more. If by any combination of circumstances the schools should become again chiefly for boys, women would be replaced to a large extent by men surely in the upper. Manual training and other schools for boys show this very plainly by the proportion of men to women in their faculties.

BOOK TABLE.

PSYCHOLOGY. General introduction by Charles Hubbard Judd, Ph. D. Volume One, of a series of text-books designed to introduce the student to the method and principle of scientific psychology. Cloth, pp.390, New York, Charles Scribner's sons.

Dr. Judd of Yale is presenting the most elaborate program for a series of text-books on psychology that has as yet been suggested for American schools. It is a noble educational aspiration and if he fulfills his promise and makes the public believe that he has fulfilled it, he will make for himself a name worthy to stand beside his great predecessor in the department of Yale, Professor George T. Ladd, whose works along the same general line have had no competitor in their entirety. We do not hesitate to say in the language of the day that we think he will make good because he approaches the subject primarily as a teacher, as a leader of students and not as a specialist, a theorist, or a combatant in the psychological arena. He does not assume to be a master in the realm of discovery of revelation in his science, but he shows himself to have mastered the masters, which is much more important for the making of a text-book for the schools. The absence of special pleading, of the attitude of the attorney, of the pride of theory is a distinct virtue of the book. What it lacks in the philosophical intensity and literary rhythm of Willie Jones and John Dewey it makes up in scope and poise as a maker of text-books.

He says this of his own view of his message:—

"This book aims to develop a functional view of mental life. Indeed, I am quite unable to accept the contentions or sympathize with the views of the defenders of a structural or purely analytical psychology. In the second place, I have aimed to adopt the genetic method of treatment. It may be well to remark that the term genetic is used here in its broad sense to cover all that relates to general evolution or individual development. In the third place, I have attempted to give to the physiological conditions of mental life a more conspicuous place than has been given by recent writers of general text-books on psychology. In doing this I have aimed to so coordinate the material as to escape the criticism of producing a loose mixture of physiology and introspective description. In the fourth place I have aimed to make as clear as possible the significance of ideation as a unique and final stage of evolution. The continuity running through the evolution of the sensory and motor functions in all grades of animal life is not, I believe, the most significant fact for psychology. The clear recognition of this continuity which the student reaches through studies of sensation and habit, and even perception, is the firmest possible foundation on which to base an intelligent estimate of the significance of human ideational processes. The clear comprehension of the dominant importance of ideational processes in man's life is at once the chief outcome of our study and the complete justification for a science of psychology, distinct from all of the other special disciplines which deal with life and its variations. The purpose of this book may, therefore, be stated in terms which mark as sharp a contrast as possible with much that has been said and written of late regarding the advantages of a biological point of view in the study of consciousness. This work is intended to develop a point of view which shall include all that is given in the biological doctrine of adaptation, while at the same time it passes beyond the biological doctrine to a more elaborate principle of indirect ideational adaptation."

POPULAR FOLK GAMES AND DANCES. Arranged by Marie R. Hofer. For playground, vacation school, and schoolroom use. 266 Wabash Avenue, Chicago: A. Flanagan Company.

The coming fad, which is not altogether a fad, is the universal interest developing in the folk games and dances of all lands. At the great Ogden Park (Chicago) Playground Association festival on June 22 more than 5,000 persons came to see the exhibition of these games and dances. Miss Marie R. Hofer and her sister had charge of these events and no one is better fitted than Miss Hofer to arrange such a book as this. I do not know how the space can be used for the advantage of the schools better than in printing the table of contents, lengthy as it is:—

Greeting and Meeting (Swedish)—Social Exchange.

Going Walking (German)—Visiting Game.

I Took a Walk One Evening (Swedish)—Choosing and

Activity.

Dance, Dear Partner Mine (Swedish)—Activities.

Spanish Dancing Game—Bowling and Skipping.

Westphalian Children's Game—Imitations.

I See You (Swedish)—Gesture and Physical Movements.

Skip to Ma Lou (Southern)—Invitation and Choice.

Kull Danzen—Bowling and Visiting.

Russian Teapot Game—Exchange Partners, Humorous.

Nigare Polskan (Swedish)—Playful Activity.

Hold Your Thumb Out (Swedish)—Gesture and Physical Movements.

Swedish Gymnastic Game—Gymnastic Movements.

Blecking Dance—Gymnastic Movements.

Danish Ring Dance—Rings, Dancing.

The Gay Traveler (German)—Playful Antics.

The Musician (German)—Imitations, Dancing.

Menagerie Game (German)—Imitation, Acting Out.

Rabbit in the Hollow (German)—Imitation, Chasing.

The Golden Bridge (German)—Dramatic, Prisoners,

Tug of War.

The Bold Riders (German)—Galloping, Prisoners, Tug of War.

The King's Bridge, (German)—Prisoners, Castle, Tug of War.

Hermanns Leid—Counting Out, Chasing.

Open the Gates (English)—Varied Interpretations.

A Paris (French)—Nursery Play.

Skraddare Danzen—Humor, Imitation, Dancing.

The Shepherd Maiden (French)—Pantomime.

The Green Mill (Flemish)—Imitations.

Swedish Harvest Game—Dramatic, Dancing.

English May Game—Contest.

Summer Reigen—Winding and Dancing.

Twining the Wreath (German)—Winding and Turning.

Swiss May Dance—Running, Bowling, Turning, Twirling.

The Cornish May Dance—Processional Country Dance.

Russian Haymaking Dance—Imitations, Dancing.

French Flower Round—Dramatic, Skipping.

Russian Dance Song—Pantomime, Dance.

Ladita—Pantomime Dance.

German Klapp Dance—Activity, Humor.

Bohemian Children's Dance, Sandal Polka (Lithuanian), Polish Krakoviak, Suabian Hopping Dance, Tyrolienne, Italian Peasant Dance, Russian Dance, Hungarian Dance, Danish Hornpipe, Dutch Dance, Klapp Danzen (Swedish), Norwegian Mountain March, Highland Schottische, Irish Jig, Old Dan Tucker (American).

KERSCHENSTEINER'S GRUNDFRAGEN DER SCHULORGANISATION. Paper. 296 pp. Price, \$1.00.

VOLKSCHULE UND LEHRERBILDUNG DER VEREINIGTEN STAATEN. Cloth. 146 pp. Price, 40 cents.

MODERNE ERZIEHUNG IN HANS UND SCHULE. By J. Tews. Cloth. 131 pp. Price, 40 cents.

Leipzig: B. G. Teubner.

Three of the most recent publications from this German publishing house, and each dealing in a large and comprehensive way with the organization and work of the public schools as seen by German educators. To those who are familiar with the German language these works will prove of specific value, as they will find in them the principles and history of the public schools as seen from the German viewpoint. The second-named will prove of special interest, as it deals with the German-American schools of this country, and is copiously illustrated with views—exteriors and interiors—of schools in various parts of the land.—Utah, St. Louis, Worcester, Salem, Boston, New York, etc. The views of the pupils at work, reciting, moulding, weaving, gardening, cooking, etc., and at their sports as well, are as interesting as any we have ever seen.

BOOKS RECEIVED.

"The Development of Shakespeare as a Dramatist." By George Pierce Baker. Price, \$1.75.—"American History." By R. L. Ashley. Price, \$1.40.—"Practical Problems of American Development." By Albert Shaw. Price, \$1.50.—"The Major Symptoms of Hysteria." By Pierre Janet, M. D. Price, \$1.75.—"Standards of Public Morality." By A. T. Hadley. Price, \$1.00.—"Shakespeare's As You Like It." Edited by J. N. Demmon. Price, 35 cents. New York: The Macmillan Company.

"Poets of Virginia." By F. V. N. Painter. Price, \$1.50. Richmond: B. F. Johnson Company.

"The Old Home House." By J. C. Lincoln. Price, \$1.25. New York: A. S. Barnes & Co.

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THE MAGAZINES.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

October 17-19: Vermont State Teachers' Association, Burlington, Vt.

October 17-19: Northwestern Iowa Teachers' Association, Cedar Rapids, Iowa.

December 26, 27, 28: Montana State Teachers' Association, Missoula.

December 31-January 1, 2, 3, '08: Colorado State Teachers' Association.

NEW ENGLAND STATES.

CONNECTICUT.

THOMPSON. Miss Whitaker of Woodstock has been engaged to teach the grammar school here next year.

OLD SAYBROOK. Miss Olive Clark, who has been one of the teachers in the Chapman school at Westbrook, has been promoted to the principalship of the school.

NEW BRITAIN. Principal M. C. Drisko of the East Street school who was elected at a salary of \$1200 a year has resigned, to become assistant to Supervisor C. H. Keyes of the Southwest school district, Hartford.

DARIEN. A. Monroe Stowe, principal of the Darien Center school, has resigned the principalship to become principal of the training school of the state normal at Hyannis, Mass. Mr. Stowe is a graduate of Northwestern university.

NORWICH. William Duggan of New York has been engaged as principal of the Bean Hill school. Mr. Duggan has taught in Providence and is highly recommended. He succeeds A. Ross MacMahon, who is to be principal of Palmer Memorial school at Montville.

WALLINGFORD. At the close of school, Miss Ellen MacCormack was presented three volumes of Shakespeare by Principal McGroty and the teachers of the Whittlesey avenue school. Miss MacCormack resigned as teacher at the school and in September will begin teaching in Wooster school, New Haven.

NEW HAVEN. The Yale summer school which has struggled through three years of life, died at New Haven the past week. The notification of the end came in a bulletin issued by Professor Charles H. Judd, for the past two years the director of the school, stating that with the close of the present term early in August Yale university would abandon its plan for a summer school.

MICHIGAN.

DETROIT. The Thomas Normal Training school, Detroit, outgrows its present quarters and after this term, will occupy new and greatly enlarged quarters further out on Woodward avenue. Room for the vigorous and efficient manual training and domes-

tic science departments will be greatly appreciated.

OHIO.

CINCINNATI. W. Kesley Schoepf, president of the Traction company, entertained the orphans of Cincinnati recently. About 2,000 of the little folks are provided for and everything at the Zoo was free to them. Besides this Mr. Schoepf provided box lunches, ice cream and lemonade, and when the fun was over he gave to each box of candy. Free trolley rides to and from the Zoo were included.

The Plum Street Temple Industrial School for Girls in this city has been conducted during the summer for twenty-two years past, making this one of the oldest vacation schools in the world. It was established by Mrs. S. B. Sachs, who, in her travels abroad, had become interested in the Ragged schools of London. With the exception of these schools in England's metropolis, this industrial school for girls represents the oldest movement of the kind, in any city, for children of the tenement districts. Mrs. Sachs supported this school each summer from her own private purse for fourteen years, receiving only a few voluntary contributions. For nine years past the school has been under the auspices of the United Jewish Charities, with Mrs. Sachs, however, still at its head.

Superintendent Dyer is making a lot of progressive advances. No superintendent in the United States is more wide awake. He is to make radical changes in the course of study in the English subjects, such as reading, writing, spelling, and in the subjects of geography and history in the primary and intermediate schools. For this purpose, 150 conferences of teachers in the various grades have been arranged, and these will begin as soon as the schools open. There will be twenty-five assemblages each for the teachers in the first, third fifth, sixth, seventh and eighth grades. One of the principal ideas for the improvement of the English courses, is to devote more time to spoken English, in order that the child may be trained in the art of conversation as well as in writing and reading. In history and geography the idea advanced is to change the course so as to pay more attention to home history and geography. A greater part of the geography course will be taken up with the United States.

CINCINNATI. The payroll of public school teachers under the new salary increases will be at the rate of \$802,000 a year for the 1,000 teachers in the grades below the high schools. A further increase will go into effect January 1, 1908, when the payroll will reach a total of \$886,000. The roll last year was \$763,000.

SPRINGFIELD. After remaining on strike for nearly a week, the entire junior class of Drury College returned to their studies. The walkout was amicably settled by J. Edward Kirby, the president, and a teacher agreeing to apologize. The students were denied their social privileges because it was alleged by the faculty some of them had purloined ice-cream intended for the senior reception in the president's

home. The juniors passed resolutions condemning the faculty for false accusations and threatened to strike if an apology was not made. President Kirby suspended the juniors and demanded an apology. The juniors after remaining out for several days sent a written apology and the suspension was withdrawn. The juniors then struck again and demanded an apology from the president and the teacher. Now all is peaceful.

ELIZABETHTOWN. This hamlet near the Indiana state line, in Hamilton County, springs into fame as the home of the only school in these parts, that is teaching agriculture. The idea was suggested to the school board, that, instead of the accepted manual training system in vogue in the cities, it would be a much cheaper plan and the scholars would reap the same advantages, if they were taught something of gardening. As most, if not all, of the pupils in the schools of the little place are sons or daughters of farmers, they took to the plan like ducks to water, and at the present time, each has a little plot in the rear of the school in which his or her radishes, beets, potatoes, onions and other garden truck are flourishing. The work has become part of the curriculum of the schools. The work is laid on practical lines, and at the same time considerable of the theory of agriculture along the latest and most approved lines is being inculcated. The pupils are taught, in connection with the actual labor in the garden, the theories and habits of plant life. They are also given instruction about various soils, the theory of "rotation of crops" and the best manner of fertilizing.

ILLINOIS.

CHICAGO. The officers of the school board as finally reorganized are as follows:—President, Otto C. Schneider; vice-president, the Rev. R. A. White; chairman school management committee, John R. Morron; chairman building and grounds committee, Frank C. Waller; chairman finance committee, Theodore W. Robinson; chairman special committee on rules, Chester M. Dawes.

Otto C. Schneider, president of the school board, is a retired manufacturer who for years has been conspicuous in business circles. Formerly he was head of the firm of August Beck & Co., and previously he had conducted a drug store at Clark and Van Buren streets. Mr. Schneider was born at Kusel, Germany, in 1846, was educated in a Latin school and came to Chicago at the age of fourteen. For a time he attended Dyrenforth's College and later entered a pharmaceutical school at St. Louis and became a registered pharmacist. In 1883 he became connected with the firm of August Beck & Co., and he retired in 1889. Mr. Schneider was a member of the school board in 1895-8 and was reappointed to membership on May 27 last by Mayor Busse and was chosen to be its president. He also has been a member of the Lincoln Park board, and since 1904 he has been president of the American Institute of Germanics of Northwestern University.

URBANA. William Freeman Myrick Goss, professor of experimental

engineering and dean of the engineering laboratory at Purdue University. has been elected to the position of dean of the engineering college in the University of Illinois. He has done much toward giving Purdue its fame. Professor Goss is recognized as an authority on railroad engineering and upon the scientific and practical aspects of the steam engine. He was a student at the Massachusetts Institute of Technology when he was called twenty-seven years ago to organize the department of practical mechanics at Purdue University.

SOUTH CAROLINA.

BLACKVILLE. Prof. J. E. Boland of this city has resigned to go to Dawson, Georgia, for educational work. He has been on the South Carolina State Board of Education, and is one of the leaders among the school men.

DISTRICT OF COLUMBIA.

WASHINGTON. Roscoe Conkling Bruce, the young colored man who was class orator at Harvard University in 1902, has been recommended by Dr. William E. Chancellor superintendent of public instruction, for assistant superintendent of colored schools, the highest position for which a colored teacher is eligible here. It pays \$3,000 a year.

Bruce is the son of former senator B. K. Bruce, of Mississippi. He is twenty-eight, and now a supervising principal in the colored schools.

TENNESSEE.

NASHVILLE. Applicants and teachers shall be classified and selected as follows.

CLASS I. To consist of all applicants having passed examination in accordance with the foregoing rules.

CLASS II. To consist of twenty-five irregular substitutes selected semi-annually from class I. who shall be paid \$1.50 per day while substituting, such pay to be deducted from the salary of the teacher whose place is filled, and whose attendance at normal classes shall be optional.

CLASS III. To consist of an approved list, selected from Class II. by the board upon recommendation of the superintendent, only after one year's service in Class II, unless he has had not less than one year's experience in regular school work somewhere, or unless he be a regular graduate of State Normal College, who shall be paid while substituting as in Class II. and whose attendance at normal classes shall be optional.

CLASS IV. To consist of a list of probation teachers selected annually by the board from Class III, of from class I. if they are regular graduates from state normal or other college of equal standing and with at least one year's actual experience in regular school work, or if actually engaged as a teacher in a school annexed to the city by act of the state legislature, who shall receive regular pay according to the rules and scale of salaries for regular teachers and shall be required to do normal work.

CLASS V. To consist of regular teachers elected from class IV, who



Dustless Schoolrooms

The gravity of the dust question as applied to our schoolrooms is such that we cannot afford to ignore its significance. While great attention has been given to ventilation, very little has been given to dust.

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shall serve during the pleasure of the board and who shall not be removed from the corps except by an affirmative vote of a majority of the whole board and shall be paid according to a regular scale of salaries fixed by the board of education and shall be required to do normal work.

CLASS VI. Regular substitutes to consist of not more than five teachers selected from class V. upon recommendation of the superintendent, and whose term of service in the city schools of Nashville shall have been

not less than twenty years, whose salary shall be \$250.00 per year, and whose attendance at normal classes shall be optional.

INDIAN TERRITORY.

McALESTER. Charles Ballard, of this city, is Republican nominee for superintendent of schools in the new state of Oklahoma.

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with their classes the elementary schools committee of the board of education authorized the establishment of what will be known as "no grade classes."

CANADA.

Miss Helen A. Bainbridge, a graduate of the University of Chicago in the School of Education as well as in the arts department, and during the past two years in the State Normal, at Duluth, has accepted a position in Macdonald College, St. Anne de Bellevue, Quebec, as head of the department of household science. This is the new Experimental Station for Education in Canada, with magnificent buildings and grounds on the banks of the St. Lawrence near Montreal, and with an ample endowment from Sir William Macdonald after whom it takes its name. There is no institution just like it in this country as it combines the agricultural arts, the mechanic arts, the household arts, and the training of teachers in one great institution. Dr. Carl Lynde of Washington and Jefferson College and Dr. John Snell, of the University of Cincinnati will be professors of physics and chemistry respectively. Dr. Lynde taught for some years in New York state and took his Ph. D. from Chicago. Dr. Snell took his graduate degree at Cornell.

MONTREAL. The American institute of Instruction elected officers for the ensuing year as follows: President, Henry C. Morrison, Concord, N. H.; secretary, Edwin C. Andrews, Ansonia, Ct.; treasurer, Alliston E. Tuttle, Bellows Falls, Vt.; assistant secretary, A. W. Mowry, Central Falls, R. I.; assistant treasurer, C. B. Ellis, Springfield, Mass.; first vice-president C. T. C. Whitcomb, Brocton, Mass.

A short time ago the government inspector was visiting one of the regimental infant schools at Aldershot, and was questioning a class of small boys on Scripture history, when the following conversation took place:

Inspector—Where did John the Baptist live?

Small Boy—In the desert.

Inspector—Quite right. Now, what do we call people who live in the desert?

Small Boy—Deserters, sir.—Dundee Advertiser.

THE WEEK IN REVIEW.

(Continued from page 157.)

for the gates of the town were closed after it had entered, and a body of Moorish troops instantly began an attack. The marines, however, drove the native troops before them with a splendid bayonet charge, and their courage undoubtedly headed off a general massacre of Europeans.

AN ANGLO-RUSSIAN TREATY.

Official announcement has been made to the Powers of the signing of a treaty between Russia and England. Pending the publication of the text of the treaty, it is stated that it refers exclusively to Asiatic questions. It is only a coincidence that the announcement of the treaty was made just when the German Kaiser and the Russian Czar were hobnobbing in the imperial yachts in the Baltic, off Swinemunde. It would have been superfluous for the Czar to assure the Kaiser that the new treaty contained nothing inimical to Germany. But a permanent understanding between Russia and England relative to Asiatic questions, particularly the Indian frontier and Persia, must tend toward international peace, for these are questions which more than once have worn a threatening aspect.

Fourth of July at the Summer School of the South.

EDWIN D. MEAD'S RESPONSE FOR THE NORTH.

At the great Summer School of the South at Knoxville Tenn., they have an impressive and unique Fourth of July celebration each year. The 1500 teachers with perhaps as many more people from the city, march in procession to a large pavilion where the teachers,—the young women all in white, with little flags—are grouped according to their states; and after the general opening exercises, each state is called upon and responds with some popular state hymn sung by all and with a brief speech, generally on the educational progress of the state during the year. They jocularly call the persons present in the school from states beyond the borders of the South "barbarians." There

are a hundred or more Northern "barbarians" in the school this year, and for these at the celebration last month the response was made by Edwin D. Mead, of Boston, who had been giving a course of lectures on international subjects at the school during the week. The Knoxville Journal gives the following report of his speech:

Mr. Mead said that he was glad to respond for the "barbarian". He was glad to be classed with the "barbarians.. Every man should be classed with the barbarians at least once a year; it makes him humble,—and humility helps save the soul. Every man is in danger of thinking that he is "it"—and every nation too; and it is good to remind him that there are some charmed circles where he is outside and not inside. Up in Boston we pride ourselves on being "the Athens of America"; but down here I am drastically taught that Athens is in Georgia. It must have been salutary for an old Athenian two thousand years ago to go to Jerusalem and find out there that men were divided into Jews and the rest of the world, and that he belonged to the outsiders, was just a common Gentile; and good for a traveler from Jerusalem to find that in Athens he was just a barbarian. At home he plumed himself on belonging to the "chosen people." All people are apt to think themselves "chosen." Dante, some of you remember, labors by appeal to the miracles in Livy to make out the Roman nation the one divinely commissioned nation. The Chinese call themselves the Celestials. And nowadays we Anglo-Saxon folk are a good deal disposed to lord it as if we were at any rate the ten lost tribes of Israel, as some of the cranks certify.

Now democracy which is Christianity translated into the terms of politics smashes all that. In real democracy is neither Jew nor Greek, barbarian nor Scythian, male nor female. Looking upon this great audience, four-fifths women, I emphasize that last. Democracy, ladies, has in education got as far as you. I am myself, and I should resent being called old, older than any woman's college in America; when I was born there wasn't a high school for girls in Boston.

I read in one of your Knoxville pa-

pers yesterday, that people now did not know what a Fourth of July celebration was, compared with what their fathers and mothers knew. I venture that your fathers and mothers never saw in all their lives so noble and impressive a Fourth of July celebration as this. I doubt whether there is another in the United States at this hour equally impressive. You are doing the country a service in redeeming the observance of this festival from the vulgarity, cheapness and mere noise into which it has so largely fallen, by claiming it for education, for true intellectual and moral inspiration.

In Boston we have steadily maintained at least one good custom. For more than a century we have annually had our Fourth of July oration in Faneuil hall. When a few years ago I had my turn at the oration, I made my subject simply, "The Principle of the founders." To take subject in some aspect I take it pretty much every Fourth of July speech should address itself. We need to remind ourselves again and again and again of the principle of the founders of our republic. Surely there is no better place to do it than this hall which bears the name of Jefferson, in this state, which, before it bore the name of Tennessee bore the name of Franklin.

The principle of Jefferson and the Declaration of Independence have been treated with no little levity and irony in certain circles in this country in the last ten years. Very good rhetoric, these men say, but it doesn't meet the situation. They are quite right; it doesn't. And let me say this, that situation which the principle of the founders don't meet are situations which we had better be shy of. When you find a man disposed to make light of Thomas Jefferson and the Declaration of Independence, I advise you, as our Boston phrase is, to stop lending him money and begin to pray for him.

Coming here from Boston the other day, I stopped to spend a day at the home of Jefferson. I stood within the hall of Monticello, I stood by Jefferson's grave, and walked in the galleries of the university which he founded. Few monuments are more impressive than that simple shaft above his grave, with the epitaph which he himself dictated. He said nothing of the presidency or any great offices which he had filled; he chose simply to mention three intelligent achievements and spoke of himself as the author of the Declaration of Independence and the Virginia statute securing religious freedom, and father of the University of Virginia. Remember, teachers of the south, his great emphasis upon education and his profound feeling that only that is true democracy in which every man and woman is educated in fullest measure.

I cannot forget the association of this day with the great cause in whose behalf you invited me here this week. The most impressive hour in connection with the first Hague conference in 1899 was that in which, by invitation of the American delegation, the members of the conference gathered on the Fourth of July in the old church at Delft, the Westminister Abbey of Holland and in the name of the government and people of the United States, Andrew D. White, the

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head of our delegation, placed a silver wreath upon the tomb of Grotius the father of international law and the most illustrious of all workers for a peaceful and united world. The first principle of the political philosophy at Grotius, said Mr. White in his memorable address, was one with that of the founders of the American republic. I wish that this great company of teachers, on this Fourth of July, might flash a message to our present delegation at the Hague, assuring them earnest support for every effort of theirs in behalf of the most advanced international program.

It was a good augury that the city in which our independence was declared and our constitution framed bore the name of Philadelphia, the city of brotherly love. That constitution made this nation of brotherly love a united people;—e pluribus unum. I do not forget that the found-

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er of that city where the nation was organized, William Penn, Englishman and American, profoundest and most philosophic mind among all the founders of the colonies, was the first man to outline disinterestedly a comprehensive plan for the organization of the world. High over Philadelphia upon its tallest tower, his statue stands, so colossal that its outline is clear against the sky. He is not looking towards the west, as he fittingly might do, contemplating the growth of the great republic. More fittingly still he is looking toward England and Europe beyond the sea. It is an inspiration to conceive that he represents and speaks for us to the world to-day; that he is declaring to Europe and the world that America to-day is not looking inward but outward; that he is in our behalf pledging the nations that the United States will faithfully do her part to advance the highest interests of the united world.

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Young Hopeful—There's me and Binns.—The Tatler.

Important Patron (after describing the great advantages now enjoyed by children)—I wish I were you children at school. (Pause; then ingratiatingly): Why do I wish this?

Boy—Please, sir, 'cos you've forgot all you ever knowed!—Punch.

Fuddle—You know Stocks, don't you?

Doctor—Yes, indeed. He is now a patient of mine.

Fuddle—Pretty wide awake man, isn't he?

Doctor—I should say so. I'm treating him for insomnia.—Illustrated Bits.

Magistrate—Officer, what is this man charged with?

Constable—He's a camera fiend of the worst kind, yer worship.

Magistrate—But this man shouldn't have been arrested simply because he has a mania for taking pictures.

Constable—It isn't that, yer worship; he takes the cameras.—Tit Bits

THE MAGAZINES.

Distinguished as ever is the list of contributors to the August Atlantic. The Rt. Hon. James Bryce leads with his Phi Beta Kappa address, "What Do We Mean By Progress?" delivered in Sanders Theatre on June 26. Most timely is Hollis Godfrey's "The City and its Milk Supply," a brilliant article on this ever pressing and vital question in modern metropolitan life. John Burroughs writes on "Nature and Animal Life" and Ray Morrison "Tendencies of American Railway Development." As to fiction Eden Phillpotts's sketch, "The Bankruptcy of Rannister," is an extraordinarily clever piece of work. A story by Mary Austin, entitled "The Walking Woman," is a tale of unique character appealing to many readers. "The Cruise of the Quinze Mille Vierges" by Mary Heaton Vorse, adds another to her series of delightful yachting papers, and Benjamin Sharp's "A Captain of the Vanished Fleet" deals in reminiscent fashion with the old-time whalers.

The special features of the American Review of Reviews for August, are, "William H. Taft, as a Judge on the Bench," by Richard V. Oulahan; a review of Judge Taft's decisions in cases affecting labor unions; a character sketch of Charles S. Mellen, president of the New Haven system, by George W. Batson; "The Legislatures and the Railroads," a summary of the recent two-cent fare legislation in many states, by Robert E. Ireton; "The Wisconsin Public-Utilities Law," by John R. Commons; "Railroads and Railroad building in South America," with many new photographs, by Lewis L. Freeman; "The Farmer's Debt to Science" describing the recent progress of Iowa in agricultural education, by Frank W. Bicknell; "San Francisco's Regeneration," by Colvin B. Brown; "Mark Twain, Doctor of Letters," by Samuel E. Moffett; "The Study of the Human Plant," by Frederick Lees; and "Cooperative Consumers' Associations in Russia," by Herman Rosenthal.

In the editorial department, important domestic topics are discussed, while in the foreign field the leading events of the month are accurately and intelligently summarized.

IT'S USUALLY CATCHING.

"No," she said softly, "you may not kiss me. Science tells us that disease is too often transmitted by the lips' contact."

Taking her white hand he murmured:

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BOSTON THEATRES.

KEITH'S.

The engagement of the Fadettes at Keith's, is drawing rapidly to a close, there being but two more weeks left. Mrs. Nichols has received many compliments for the skill she has displayed in selecting her programs this season. Certain it is that it would be a difficult matter to make up lists of selections giving more general satisfaction. There will be a number of novelties on next week's program. Those jollie entertainers, the Elinore sisters, are to present a new act called "The Actress and the Maid." It is said to be the best thing they have ever done, giving Kate Elinore abundant opportunity to show her great talent as an eccentric comedienne. Another laughing number will be Bert Leslie, "The King of Slang," and his company in that fast moving skit, "Hogan's Visit." Leslie's line of lingo is unapproachable. The Belclair Brothers, the peerless gymnasts, are to make their last appearance in Boston in over a year. They stand alone in their style of work. Ben Johnson, for several seasons a popular member of the Castle Square Stock company will make his Boston debut as a vaudeville entertainer in a monologue of stories and imitations, "The Mark Twains Duo," in a terpsichorean specialty; Eldridge who makes pictures with sand; Ryan and White, nimble dancers; Joe Cook and brother, jugglers; Edward four-footed actors, a troupe of highly intelligent dogs and monkeys in a pantomime, and the Kinetograph will round out the show.

A FEW BRIEF REMARKS.

Few welcomes are warranted not to wear out.

Ceiling decorations are apt to be overdone.

Lots of us won't listen to advice unless we are giving it.

A man has to have a certain amount of wisdom to realize what a fool he is.

The fellow who turns tail must expect to be talked about behind his back.

The people who preach that honesty is the best policy have evidently tried both ways.

We often wonder why on earth people marry each other. It may be because there is no marrying in heaven.—Philadelphia Record.

WHAT'S THE USE?

What's the use of worrying

About the heat and cold?

Nature won't be hurrying

Because we fuss and scold.

When it rains it always stops—

Care we needn't borrow;

Yet I'll be as mad as hops

If it rains to-morrow.

Cleveland Plaindealer.

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NATURE'S COMFORT.

There's no music like a little river's. It plays the same tune over and over again and yet does not weary like men fiddlers. It takes the mind out of doors; and though we should be grateful for good houses there is, after all, no house like God's out of doors.—Robert Louis Stevenson.

Human intercourse is purified and sweetened by the flowing, murmuring water. It is by a river that I would choose to make love, and to revive old friendships, and to play with the children, and to confess my faults, and to escape from vain, selfish desires, and to cleanse my mind from all the false and foolish things that mar the joy and peace of living.—Henry Van Dyke.

Where do the roses bloom?

Tell me my dear.

Only in Arcady—

Arcady's here!

Where does the heart keep young?

Tell me my dear,

Only in Arcady—

Arcady's here!

—Lydia Avery Coonley.

What is there in a little physical rest that has such magic to restore the sense of pleasure? A few moments ago nothing pleased you—the bloom was gone from the peach; but now it has come back again—you wonder and admire.—Selected.

At last I fell asleep on the grass and awoke with a chorus of birds singing about me, and squirrels running up the tree, and some woodpeckers laughing; and it was as pleasant and rural a scene as ever I saw; and I did not care one penny how any of the birds or beasts had been formed.—Charles Darwin.

Swing in the hammock, and what do you hear?

Secrets the birds confide, whispering near,

Chirping of crickets and humming of bees,

Song of the breezes among the pine trees.

—Lydia Avery Coonley.

If we can only come back to Nature together every year, and consider the flowers and the birds and confess our faults and mistakes and unbelief under these silent stars, and hear the river murmuring our absolution, we shall die young, even though we live long.—Henry Van Dyke.

When I am stretched beneath the pines,
When the evening star so hotly shines,
I laugh at the lore and the pride of man,
At the sophist schools and the learned clan,
For what are they all in their high conceit,
When man in the bush with God may meet?

—Emerson.

IMPRESSIONS OF EDUCATION IN AMERICA.

BY KATE STEVENS,

Headmistress of Montem Street H. E. School, London.

It is widely acknowledged that the American schools are amongst the best in the world. And they certainly are, if we judge them either by the alertness, intelligence, and adaptability of the pupils educated in them, or by their desire and efforts to continue their education after the end of the compulsory school age.

The general level of intelligence amongst the working men in America is admittedly higher than with us. After visiting the States twice—for three months in 1889 and again for six months in 1906, and seeking for oneself how true the above certainly is—one asks: "How does it come to pass?"

The atmosphere and traditions amongst which American-born children have been reared, and the freedom and scope there is for each individual who depends upon his own industry and development are of prime importance. The necessity for self-help and self-improvement is impressed upon every pupil—how the future prosperity of the country depends upon them. The dignity of work, the disgrace of idleness, are inculcated from the very first. As Dr. A. E. Winship (the editor) writes in the American Journal of Education: "Every American boy or girl who is made of the right metal will make for the highest place within the reach of his faculties or the range of his opportunities."

The heritage of the American children is probably another factor. The earlier settlers were brave, adventurous men and women, who, to gain freedom and liberty to live their own lives, gave up home and country for conscience sake. They were of heroic mould, and their descendants inherit much of their sterling qualities. The children of mixed races, too, are often quicker and more energetic than either of the original stocks alone. As to the scope of the education, President Eliot of Harvard says: "Children and young people should study the elements of a considerable variety of subjects, such as language, mathematics, history, natural science, sanitation, and economics, not with the primary purpose of obtaining information on those subjects, but in order that they may sample several kinds of knowledge, initiate the mental processes and habits appropriate to each, and have a chance to determine wisely in what direction their own individual mental powers can be best applied. Training for power of work or service should be the prime object of education throughout life, no matter in what line the trained powers of the individual may be applied."

Another striking feature seen in American schools is the eagerness and keenness of the children to learn.

They are often living interrogation points, seeking for knowledge with a freedom which strikes an English teacher as often bordering on famil-

ilarity. They question and cross-question their teachers and comrades, discuss and debate in class on a given subject, and seem quite "grown-up" and self-confident in their manners. It is no uncommon sight to see the pupils of a high school, on leaving school, go in considerable numbers to the public library to study and consult references in regard to assigned tasks. They certainly are trained to use dictionaries, encyclopaedias, and reference books of all kinds, and the libraries freely place every facility at their disposal for this purpose. They come to class well prepared and ready to discuss the subject from many points of view; and the teacher has also to be well equipped to guide, teach, and afterwards sum up the whole lesson.

In the schools the pupils are encouraged to stand up and give their opinion, or point of view, on the various questions before the class, and, however crude, or even incorrect, that opinion is, the pupil is always treated by the teacher with respect, and the right element in the answer, if possible, pointed out, or credit of some sort given to him, if only for his effort.

I have on a number of occasions seen a class of young men and young women of fourteen to nineteen years of age, admirably guided and managed by a woman teacher, while they did excellent and critical work in history or English literature. I have also seen the same young people under a less able teacher anything but well-behaved or attentive. The strain on the teachers is very great, both as to preparation, lesson-giving, illustrations, and corrections. Much out-of-school time must be given, and, as corporal punishment is very rare, if not altogether prohibited—as in New York and other places—very much depends on the strength, tact, and personality of the teacher.

In judging teachers for promotion, personality, as well as skill, academic standing and experience, plays an important part; and it is greatly to a teacher's advantage to cultivate cheerfulness and brightness, and to become more attractive and efficient.

In the matter of disposition are considered promptness, progressiveness, cheerfulness, willingness, and earnestness.

The summer vacations last from about the end of June to the first or second week in September. The teachers, however, frequently spend about four of these weeks in professional study at some university or summer school. For such study credit is, as a rule, given by their educational authority, e. g., the Cincinnati Board of Education adopted the plan of increasing teachers' salaries fifty dollars, provided they take up some professional work, such as attendance at summer schools, university study, or professional reading circle. Cambridge, Mass., allows any teacher to take a year off for study and to draw one-third of their salary. Superintendent Maxwell of New York in his latest report recommends to the Board of Education that after twenty or twenty-five years of service, a teacher should be given a year of rest with a liberal allowance of salary.

One of the chief causes for the efficiency of American education is the interest and sympathetic

attitude of the people towards the schools, and their pride in them and their efficiency, together with their respect for, and appreciation of, the work of the teachers engaged in them. They are keenly alive to the value of education; they realize that their very existence as a democracy depends upon the education of the children. President Roosevelt, when addressing the teachers assembled at the National Educational Association, said: "You teachers make the whole world your debtor. If you did not do your work well, this republic would not endure beyond the span of the generation."

Nothing is considered too good for the schools in the way of buildings or equipment, and every inducement is offered to secure the very best teachers. Of late years there has been a general rise in salaries in most of the leading cities and towns. In Cambridge, Mass., there was a petition influentially signed by the leading tax-payers of the city, irrespective of politics, praying the school committee "to raise the salary of the teachers," saying, "whatever increase may be made in the salaries should be substantial enough to enable our teachers to live under conditions reasonably suited to the requirements and responsibilities of their important positions." (The salaries were raised.) Superintendent Maxwell of New York city, in an address, said: "I base the claim of the teachers (to adequate salaries, security of tenure, and old age pensions) solely on the ground that the teacher's work will not be adequately performed under any other conditions than those of fair salaries, permanent tenure during efficient service, and relief from anxiety regarding old age."

The schools are also greatly aided by the splendid work of the women's clubs and boards of health. These look after the physical well being of the children; in many places providing and paying for the daily medical inspection of the schools by physicians and trained nurses. Private philanthropy has initiated many admirable movements for the welfare of the children, such as vacation schools and playgrounds, holiday camps, floating hospitals for sick children (as at Boston and New York) recreation centres, evening continuation schools, kindergartens, etc. Many of these have been so successful that they have been taken over and organized by the educational authorities. One is struck by the amount of organized out-of-school care for the children, which must be a great aid to the regular school life.

As one goes west, in the States, one finds more **enthusiasm and more keenness** to learn about what is being done elsewhere. They are more ready to try educational experiments, and less tied by tradition than in the East. Teachers' Institutes are held throughout the country and are most useful; but they are more largely and enthusiastically attended in the West.

One is struck by the eagerness of the teachers, as a body, to raise their professional status by study, by reading circles or clubs, and by professional reading of new works in psychology and pedagogy. They eagerly read and inquire about experiments, often taking long journeys at their own expense to see for themselves some new and

successful method being carried out. They are the reverse of conservative, and are eager for criticism, help, or suggestions from other teachers or visitors whom they meet, or who visit their schools. A more hospitable or generous set of people it would not be possible to meet. No earnest teacher could possibly visit their schools without being inspired, enthusiastic, and gaining suggestions for adaptation to his own sphere of work. Co-education, while the general rule, is by no means universal or universally approved. There is a large and increasing opposition in some quarters to it, and a more frequent separation of the boys and girls, especially in the large private schools and colleges, after the end of the grammar school course, which ends at fourteen years of age.

Other phases of American character cannot fail to impress a visitor, such as their buoyant optimism—their irrepressibility—never daunted by failure—their saving humor in all kinds of trying situations—their firm belief in themselves, and in their great country. The vastness of the country and the inexhaustibleness of its resources, its “bigness,” cannot but have an influence on its people, and on seeing it, one realizes that they have indeed a country to be proud of—as we are justly

proud of our island home, and of our forefathers and their brave deeds.

The co-operation between the schools and the public libraries is very helpful to the former—frequently books on a given topic of study are sent to the school for use there. Portfolios of illustrations are used in the same way, and so the teachers are very materially helped.

There is a close link between the school and home. This begins in the kindergarten, for in many places the kindergarten teachers teach only in the morning, and spend the afternoon session in visiting the homes of their charges. There are at regular intervals parents' meetings held at the school, where addresses by the managers, superintendents, doctors, nurses, parents or teachers take place—large gatherings of the whole school, or small gatherings of the class or grade, parents by turns.

Parents are freely invited and welcomed on certain days, and the children seem to take little notice of the visitors during school hours—they are used to having them come in. From the attitude of the children there is evidently a good feeling for England being inculcated in the American children. Our reception was most hearty and kind.

LOOKING ABOUT.

BY A. E. WINSHIP.

MARQUETTE, MICHIGAN.

For sixteen weeks, from May to September, I have been among the people, lecturing in scores of cities in ten vast states. Each locality has its attractiveness, each audience its personality, but always a combination of circumstances makes a place, here and there, stand out with peculiar emphasis. This is eminently true of Marquette, Mich., where I spent the first three days of July with the nearly five hundred summer teacher students of the Northern Peninsular normal school.

One can never tell in what personality consists any more in an occasion than in an individual, but I know some things that contributed to it in this case. Lake Superior—500 miles across to the farther shore—was always before me. My windows looked out over its vast expanse, and it is said there isn't a house in the city from which you cannot see the lake. If this is not literally true, it is near enough to the truth, since one can walk nowhere without having it loom majestically before him.

Then the shores are a combination of fascinating features. Here are rocks as rugged as at Nahant, Gloucester, or Kennybunk Port, here a Revere-like beach on a small scale, and here dense woods of mingled birches, maples, and evergreens of all kinds. In ten minutes I could be lying on the beach, sunning on the rocks, or lying in the forest glades watching the wild deer come and go. Nature could not be asked to do more for any place in summer time than it has done for the city that honors the name of one of the noblest pio-

neers who ever carried the truth to a savage people.

Nor does nature alone contribute interest to one's stay. Here the mighty steamers of the chain of Great Lakes that are in themselves a wonder, come in shore every day and exchange passengers on their way to or from Duluth and Buffalo. There is something in the wharf experience with one of these steamers entirely distinct from that of ocean or river steamers, a sort of a cross between the two, a breed of their own as well appointed as rich in equipment as an ocean liner, and yet a sort of domestic familiarity about the men of affairs and of the passengers that reminds one of the river steamers. It is a fascinating study, all by itself, the personality of our lake, river, and ocean travel.

Not yet, however, have I touched upon the distinct personality of a Northern Peninsula port. Ore, its milling, and shipping has made Marquette. Such docks! fifty feet high and more, and extending far out into the harbor so that many vessels can line up, one after the other, on either side the dock, and sixteen or more shoots lowered to the hold at as many points and each drop therein a steady run of noisy ore, until in a few minutes, wonderfully few, the vessel is full to the brim, and is off on her voyage before it occurs to you that they have really begun to load. One of these vast docks was near by, and I was lulled to sleep at night, awakened in the morning by the rumbling and tumbling, scooting and shooting, bumping and thumping of hundred of tons of iron,

in the ore rushing and crushing down, some from fifty to 100 big sheet-iron semi-cylinder shoots all at once. The first night I was not that it was rhythmic, but in the morning and ever after I decided that there was method in the madness, and that it was a soothing noise if it was not music.

But I should never have passed three days at Marquette because of the tonic of its matchless summer climate, nor because of the unrivaled view of the ocean-like lake, nor because the rocks at lighthouse point, nor the native forest and wild deer at Presque Isle, the coming and going of the Great Lake steamers, nor the incessant ore orchestra, but the Northern Peninsula normal school has taken me there more than once, but not for a summer session with its 500 teachers students before.

The location is distinctly attractive aside from all of the general interests of Marquette. The plant is a mile beyond the town on a beautiful hillside, with a grove of the last sentinels of the original Michigan pines on the side, and twenty acres of young timber of every variety, with a thick underbrush of shrubbery beneath which blossom all sorts of seasonable dainty wild flowers. I know of no such charm of the call of the wild in any other normal school grounds.

As though to make the charm of contrast complete there is within doors a most beautiful collection of art and a school library rarely excelled in any respect and never equalled in one regard, since it has the entire library of the late Moses Coit Tyler of Cornell University.

But over and above all that nature, art, and books have done by way of general and specific equipment of the place is the personality of president James Kaye and his faculty. It is wholly unusual to find a man of British birth, tradition, and education who has come to a western state, chose education as his mission, made a state-wide reputation as superintendent and high school principal in two small cities so that on merit he is selected to train teachers for the American schools, and succeeds so completely as to be recognized far and near as a distinct success in the selection and direction of a faculty, in the attraction and leadership of a large body of students, and in the manipulation—in a sane sense—of the legislature.

A DAY ON THE HILLS.

A day on the hills!—true king am I
In my solitude public to earth and sky:
Fret inhales not this atmosphere;
Winged thoughts only can follow here:

Folly and falsehood and babble stay
In the ground-smoke somewhere far away,
Let them greet and cheat
In the narrow street:

Who cares what all the newspapers say?

—W. Allingham.

J. W. P., Ohio: We enjoy the Journal of Education very much, for it always gives us the latest and best

SAINT-GAUDENS.

BY R. W. WALLACE.

Our American Canova is no more.

Acknowledged as at the head of his profession on this continent; with many works completed that have brought him merited fame; and with many commissions still untouched that would have added to his laurels; Augustus St. Gaudens—to our deep sorrow—has passed out and away.

From the viewpoint of art this is a national loss. Up to the present America has not been prolific in great sculptors. Yet this is not to be said to her discredit, as in more respects than one America is still virgin land. Art among us has not yet had time to reach the heights of which she is capable, and which some future day she will surely scale.

We have no need to apologize in any forum of art from our Powers, our Crawford, our Story, our Rinehart, our Rogers, and others, whose accomplishments as sculptors do them lasting credit. But we have good reason to exult in our St. Gaudens, who in the province of sculpture carried us nearer the realization of our best ideals than any of his predecessors or his confreres.

America is not so ecclesiastical as Europe. Nor is she as much under the genial spell of the antique and classical. A certain realism in art is more befitting her conceptions. And it was in this that St. Gaudens excelled. He has given us in his many creations something that distinctively appeals to us as Americans, and something that to a certain degree was lacking in the work of our earlier sculptors.

This was not because he was deficient in the imaginative temperament. When he attempted anything in the imaginative line, he succeeded grandly. Take any one of his angels that decorate the tomb in the family burial plot of ex-Governor Morgan of New York, and see what a majestic figure it is. Or take his masterpiece,—“Grief,”—which is in the cemetery at Washington, and one finds immediately and impressively the touch of genius. That was a beautiful eulogy on his work by Lord Roseberry at the unveiling of the bas-relief of Robert Louis Stevenson at Edinburgh, when he reminded the spectators that they “were looking on that greatest of all achievements, the memorial of a man of genius by a man of genius.”

St. Gaudens perhaps excelled in statues. Chicago rejoices in his representations of Lincoln and Logan, and New York in those of Sherman and Farragut. They need no eulogist to speak for them; they speak for themselves.

And then he was a master in grouping, as the Shaw monument on Boston common emphatically testifies. What infinite pains it must have taken to put so many figures together, and yet each in his form and place truly individual! So finely realistic is it that one would scarcely be surprised were he to hear the click of their feet as they march past. Pass by this monument at any daylight hour, and rarely does one find it without the presence of some admiring group that seems reluctant to leave it for other sights.

The Americanism of St. Gaudens' work is the more striking when it is recalled that he was of

foreign parentage, and in some measure a pupil of a foreign school of art. His name is foreign; the blood of an honored French family coursed his veins. His mother was a Celt. He was born in Dublin. As a child he was transferred to America. In his student years he was at the Beaux Arts in Paris. And yet in essence he was American in the best sense. His art was not Europeanized; it belonged essentially to the western world.

In his productions he was what some would think slow, even tardy. He took time over his work. Yet this was not from any habit of indolence or listlessness, it was rather to give perfection to what he did. To-day his work might seem complete; but a distant to-morrow might reveal some point in which it might be improved. So he waited before he allowed his pieces to leave the studio. In later years impaired health made him work more leisurely. Those who sent him commissions grew impatient over the delay of years in execution. And now that the hand that held the shaping chisel is stilled, not a few are wondering nervously whether the orders they gave will ever be filled. Whether they are or not, it must not be forgotten that the artist's measured labor was that he might give them the best there was in him, and not because of any indifference to their importunity.

St. Gaudens fortunately has founded a new school of sculpture, from which we may look for some worthy work. Martiny, Frazer, Maemonnies Adams, and Louis St. Gaudens—his brother—have all sat at his feet as teacher. They have come to know his principles, have caught his inspiration, and will in some real measure continue his work. As far as pupils may, they will interpret for us the master's thought, and it may be that they will be able to complete some of his unfinished work.

We are glad and grateful over St. Gaudens' accomplishments, and our one deep regret is that he did not live to accomplish more.

A NEW ENGLAND TRIP.—(II.)

BY W. SCOTT, BOSTON.

Springfield ranks among the best cities of New England. It has many men eminent in professional life, business, journalism, and teaching. The Springfield Republican holds serenely on its way, strong in opposition, one of the best examples of independent journalism in the world. The public library, science museum, high school, and new technical high school are notable features of the city.

Some of the Chinese youth, located in this country, have been entered in this school, which is under the able management of Principal William Orr. I was told that pupils came to this school and also to the business schools of the city, a distance of twenty-five miles, daily, by rail. This would give a diameter of fifty miles as a maximum of area for a great high school, or an important school at a good railroad centre. The new technical high school is also located near the library. Its

principal is Charles F. Warner. Each high school has about 600 pupils.

The Boston and Albany railroad has a railroad library in Springfield which is worthy of note because it is a useful institution and has a suggestion for future library circulation. It contains several thousand volumes, including books serviceable for men in every department of railroad work as well as popular books of all kinds. The use of the library is free to all connected with the road, and books are carried free to the employees to any point on the road and return. Thus the problem of library circulation is solved so far as this library and the men of this road are concerned. The railroad evidently holds an important approach to library progress, for it may, under proper conditions, co-operate with libraries in the cheapest possible carriage of books, and may even on some good working basis send out a well equipped library car to serve its region of country, where necessary. What the Seaboard Air Line railroad does with traveling libraries, what the Boston and Albany does with its free library, may hint to librarians, and railroad managers the wisdom of a "get together" plan to strengthen the library system on its circulatory side where it is weakest to-day.

A run by electric on the west side of the Connecticut takes us through the fine old town of Suffield, whose academy dates back to the thirties, and Windsor, one of the first settled towns of Connecticut.

Hartford has been long distinguished as the home of many noted men in professions and business, especially insurance, banking, and manufacture. It is also a centre of skilled mechanical work. This is the city of Bushnell, Barnard, Warner, Burton, Hawley, Batterson, Mark Twain, and others whose fame has spread widely.

The high school of the city is one of the oldest and best in New England. It is largely attended and draws outside pupils from more than half of the country. The salary of its principal is four thousand dollars, the highest paid for such service in New England. Its high school system is not divided as in many other cities into Latin, English, and manual training schools, but is held under one administration, doing the work of the triple high school without a cleavage into separate high school types. It thus opens opportunities to its pupils which cannot be secured in many other cities. The social and civic value of this arrangement is thought better than in a system where the youth are early separated into special schools by a divisive policy. The plan and working of the Hartford high school system are worthy of study by those interested in public secondary education.

Trinity College at Hartford is starting an experiment of night school work in college studies. We are familiar with the night school for ordinary school work and high school studies, but evening schools for the highest grade of work are less common. This arrangement will enable capable and ambitious young persons to work during the day at self support, and pursue college studies at night, carrying forward their studies as rapidly as their time permits. I inquired whether it was pro-

posed to grant degree or graduation in this connection to such students as might meet the usual scholastic requirements of the college, and was informed that the plan was as yet tentative, and future action is contingent on the development of the work. It may prove to be a kind of working-men's college.

WELLMAN AS AN AERONAUT.

To reach the pole has long been the dream of adventurous souls. To the practical man it is but an empty dream, as nothing is to be gained by its discovery beyond the knowledge of its eternal ice and desolation. Yet all such unbelief, persistent and even contemptuous, cannot daunt such men as Kane, Greeley, Nansen, Abruzzi, Peary, and Wellman. These and others have believed that the pole may be reached, and the rivalry between them has been and is as to who shall be the first to reach it.

Two methods of Polar travel have been chiefly relied upon,—one to get there by vessel, as Nansen with the *Fram*; the other by dog sledge, as Peary. But up to present each of these methods has failed, though high northern latitudes have been reached. The dog sledge has been farthest north.

Of late years another method has come to the front, to reach the pole by an airship. Andree tried this plan with a monster balloon, but no tidings of him have ever reached the world he left. Yet this failure did not discourage aeronauts, and now Wellman is about to make a dash in a dirigible airship, which he is confident will bear him to the long-sought goal.

The faith which Wellman cherishes in his "flyer" is simply sublime. He writes of his scheme with the confidence of a seer. He may be baffled one season—as he was last year, but he deems himself sure of the next season. And in view of Stephenson, Morse, Fulton, and scores of other inventors, who dare deride his faith or predict his failure? The seemingly impossible and incredible has too frequently become the actual for one to say anything cannot succeed.

To Wellman the success of his scheme is a question of chemical, mathematical, and structural science. His airship is no toy balloon, to be drifted about at the mercy of the wind, and to journey for a few hours. It is a great machine, built on scientific principles, and with as delicate measurements as Herreshoff uses in his great yachts, and to be controlled in all circumstances except such as carry down human constructions into ruin. It is to be 183 feet long, fifty-two feet in diameter, and when inflated with hydrogen gas is to have a lifting power of ten tons, or 20,000 pounds, besides its own weight.

In the steel car underneath, which is 115 feet long, are compartments for the various things needful for the voyage. There is a seventy-five horse-power motor, and a tank of 1,200 gallons of gasoline to run it. Then there are tools and spare parts needed for repairs; windlasses, cables, anchors, and other necessities of that kind. Then there are places for four men, twelve dogs, sledges, boat, skees, guns, ammunition, and water tanks. Then there are receptacles for food, the most ex-

traordinary of which are sections in the guide-rope serpent in which reserve food is carried. The grand total of all the weight carried is a trifle over ten tons.

Then everything necessary to retain the gas in the enormous sack is considered. The case is made of three cotton envelopes, each carefully rubbered so as to make it impervious to moisture, and to prevent leakage. And it is strong enough to bear a pressure of 500 pounds to the foot or five times the pressure of the gas within it.

Nothing like this in the domain of aeronautics has ever been constructed. Nothing in the balloon line has had such mathematical reckoning. It is unique in its construction as it is to be unique in its journeying. Nothing needful for its successful flight, or the safety and comfort of its occupants, has been overlooked. Fortunately, when the Arctic gale swept over the airship and its shed recently, only the sheltering shed was wrecked, while the gigantic gas-bag was absolutely uninjured.

From the base in Spitzbergen, where Wellman and his crew are impatiently awaiting the day of departure, to the pole is ten degrees of latitude, or approximately 700 English miles. With every condition favorable it would be easy to traverse this distance in a couple of days. The speed of the airship is calculated as fifteen statute miles an hour, so that, with no interruption from head winds or swirling tempest, the 700 miles might be covered within forty-eight hours. But Arctic conditions are notoriously unreliable, according to those who have been farthest north, and the great air-vessel may have to fight its way to the pole. Yet this does not disconcert Wellman, as he believes the chances for fair winds are favorable, and that the Polar regions are the best field for airships.

Of course his chief thought is of reaching the Pole, and the thought of return is subordinate. But provision is made for returning, as he has no desire that he and his mates should become martyrs of exploration. It is his hope that should his airship survive the passage to the Pole, it might survive to carry them a fair distance on the return journey, whatever direction that might be,—towards Alaska, Greenland, Siberia, or any other northern land. And were it to collapse, he believes that he has dogs and sledges and food enough to be able to return in safety.

Naturally there are many "ifs" in a venture of this kind. But no man who is afraid of the problematic will ever see the Pole. A peculiarly stout brand of courage is requisite for such a jaunt, whether he attempt it by sledge, as Peary, or by airship, as Wellman. Whether either of these daring explorers shall reach the coveted goal or not, the world will not withhold its admiration of the courage that led them into such drear and icy solitudes in the attempt to know the hitherto unknowable. Some day, and in some way, Polar explorers will reach the desired goal. Men who have reached eighty-four degrees or eighty-seven degrees will yet find their way to ninety degrees,—that point in the northern hemisphere where all latitudes and longitudes converge.

TENURE OF OFFICE.

BY SUPERINTENDENT W. D. PARKINSON,
Waltham, Mass.

[Report of Middlesex County, Mass., Association.]

The committee was appointed to draw up a plan of action for the association looking towards the adoption of a system of tenure for teachers. Two systems are possible under our statutes—definite tenure, for a limited term; indefinite tenure, for an unlimited term.

Until recently, definite tenure has been the universal rule.

Teachers were formerly elected for the school term. Of late, in Massachusetts at least, the usual term is a school year.

Since 1886 the statutes have authorized committees to employ teachers to serve at the pleasure of the committee that is, for an indefinite period. This is sometimes called permanent tenure.

This term is a conventional one and is properly employed in a limited sense; but it should be understood that no obstacle is interposed to the removal of a teacher. It is permanent only in the sense of being uninterrupted by elections. If it is upon the whole, more lasting, this is due wholly to its being more satisfactory to both parties.

This system is the one whose establishment the association desires to hasten.

The only step practicable for the association to take towards the establishment of such a policy is to put its members into possession of the evidence as to the merits of the policy, the safeguards with which it must be surrounded, and the methods of procedure open to school committees in initiating it. For this purpose, a brief summary should be presented.

The first step of procedure is for the committee to make inquiry as to which of the two systems is better for the schools.

They may know from the report of the Massachusetts Board of Education for 1904-5 which is in the hands of all committees that seventy-eight cities and towns of Massachusetts have adopted indefinite tenure.

This will show also that the state authorities approve the change.

To any who are skeptical, it may be suggested that they call upon some one who has had experience to come and answer questions. Citizens who are not upon the committee may well be informed upon the matter, too.

From the experience of these places, and of other places outside the state, the following testimony has been gathered.

1st. Indefinite tenure is preferred by all teachers who have worked under it. It thus becomes an added inducement for the towns to use in securing and retaining good teachers.

2nd. It establishes a better relationship between teachers and pupils. The annual election invites gossip about teachers, often in the presence of their pupils, and wornout teachers often imagine a critical attitude where there isn't one.

3rd. It identifies teachers with the community and encourages them to take part in community affairs in a way they do not feel free to with an election pending. Whatever makes the teacher a better citizen benefits the school.

4th. It encourages the teacher to make her schoolroom homelike and more attractive. The greatest improvement in schools in recent years is the more homelike and more genial atmosphere.

5th. It removes one element of anxiety from the

teacher. Cheerfulness and good spirits are essential to a good school. It is a fact well known to those who deal with teachers that the best of them are often the most susceptible to fear regarding their own value.

6th. The bestowal of tenure is regarded by teachers as an evidence of confidence, and confidence is an inspiration to teachers.

It is sometimes asked if the anticipation of annual elections is not a stimulus to effort. Such anticipation does not stimulate to better work. It does stimulate one to seek for another position: it incites restlessness.

It is asked if teachers do not need the scrutiny which annual elections bring. The election of teachers by lists does not tend to as intelligent or effective scrutiny as does the consideration of individual cases. It is asked if annual elections do not make it easier to drop an inefficient teacher. If the right method is established of calling up cases for individual consideration, the removal of inefficient teachers is more practicable, and the removal of efficient ones less probable than in the case of annual election where a long list is considered at once. The latter method makes trading easy and gives opportunity for shirking responsibility. It is desirable from the teachers' standpoint as well as from that of the schools that the way to removal be perfectly open. The important thing is that teachers be protected from removal under cover of filling a vacancy.

The method of indefinite tenure is approved with practical unanimity by the educational officials of the state, by the committees and superintendents and teachers of those cities and towns which have had experience with it.

Practice is not uniform as to the length of service required before a teacher is placed upon the permanent list. It cannot be less than one year under the law. In some places the probation is fixed at one, two, or three years, and all teachers are placed upon the permanent list if re-elected after the probationary term. In others, teachers may be continued upon the annual basis, and are transferred to the permanent list only by special vote.

The following rule is believed to be a safe and satisfactory one.

Its adoption by any school committee will be found to place teachers upon a tenure more satisfactory to all parties than that of annual election.

PROPOSED RULE.

Teachers who have served less than two years shall be regarded as temporary teachers, and shall be elected annually.

The election of teachers who have served for two full years shall be to serve at the pleasure of the school committee: teachers so elected shall constitute the permanent list.

A teacher on the permanent list may be transposed to the temporary list by a vote of the board upon recommendation of the superintendent and committee in charge; but such vote shall not be taken until one month after the recommendation is presented.

A teacher so transposed from the permanent list shall thereafter be subject to annual election unless restored to that list by vote of the board.

MIDDLESEX COUNTY TEACHERS' ASSOCIATION.

REPORT OF THE COMMITTEE ON RESOLUTIONS.

Your committee on resolutions would respectfully present the following report:

Resolved, That the thanks of the association be extended to His Excellency Curtis Guild, Jr., for the wise and patriotic stand which he has taken on the subject of compulsory education.

2. Resolved, That the thanks of the association be extended to the Massachusetts Civic League, through whose untiring efforts a beneficent law on medical inspection has been placed upon the statute books of the commonwealth.

3. Believing that the system now generally in vogue of ignoring the wide differences in professional attainment and genuine teaching power, and of making increases in salary to depend upon length of service, is fundamentally wrong in theory and harmful to the teaching profession in practice; and believing that this system constitutes one of the chief obstacles to the paying of adequate salaries to those teachers most deserving of them.

Resolved, That the association indorse the proposition that the compensation of teachers should be based upon professional skill and personal fitness rather than upon mere length of service.

Resolved, further That a committee of three be appointed to consider this question in all its bearings, and to present a plan by which the method of compensating teachers may be placed upon a more rational basis.

4. Believing that the Massachusetts teachers' annuity guild is based upon sound business principles and is wisely and conservatively managed; and that it affords at present to the majority of teachers the best solution of the problem of teachers' pensions.

Resolved, That the Massachusetts teachers' annuity guild be endorsed as an institution worthy of the confidence and the support of the teachers of the county.

5. Believing that the appointment by Governor William L. Douglas of a commission to investigate industrial conditions in the commonwealth and that the report of this commission and subsequent legislation constituting a permanent commission on industrial education, mark the first steps in a movement destined to affect most profoundly, all the public schools of the state.

Resolved, That a committee of three be appointed to investigate the present status of manual and industrial training in the schools of this county and to suggest such changes in methods and courses of study in this department as may seem wise and expedient.

6. Resolved, That the thanks of this association be extended to its president and executive officers for the rich program provided and to the speakers for their helpful and inspiring addresses.

Henry D. Hervey,
J. H. Carfrey,
A. L. Bacheller.

IRONQUILL'S LATEST. THE BOOK.

With Granite once a genius bridged a stream;
A builder once a rugged temple wrought;
On canvas once a painter fixed a thought;
A sculptor once in marble carved a dream;
A queen once built a tomb, and in the scheme
Of gold and bronze the quivering sunbeams caught;
Then came oblivion, unseen, unsought,
Contemptuous of thinker and of theme.

And someone wrote a book. Palace and Hall
Are gone. Marble and bronze are dust. The fanes,
Are fallen which the sungold sought. The rook,
At morn, caws garrulously over all,
All! All are gone. The book alone remains.
Man builds no structure which outlives a book.

A MODEL SCHOOL.

BY J. DOUGLAS.

"Blest is he, who looking back
Along life's mazy, checkered, track,
Sees only sunny places,
Forgetting all that passed between,
Remembering where the spots were green,
And only happy faces."

Among the bright pictures which my memory recalls is that of a certain school which I visited more than twenty years ago. It was a model school and was presided over by a skilled master.

It is true that the schoolroom lacked many of the comforts and luxuries of our more modern ones, for steam heat was still an innovation, there were no patent ventilators or sterilized lockers for pupils; the mural embellishments were not so decorative as many we see to-day; the seats were not so comfortable, the text-books not so attractive, the atmosphere about the place not so home-like. Comfort as yet was not regarded as one of the basal essentials to insure successful work, and the blending of the practical and the artistic had not yet thoroughly appealed to the minds of educators.

Yet recollections of this quaint, peaceful schoolroom often come to me and fill me with pleasure. I can see the teacher, a young man, with the mild, but serious, eyes, of a philosopher; with the florid complexion and sandy hair of the ambitious, sanguine temperament, whose achievements are but camping places for the night.

With great pride he did the honors of the schoolroom, occasionally pointing out some brilliant student of whom he expected great things. The scholars seemed almost unconscious of my presence; there was no rude staring or exchange of amused glances, which one may observe in schools where pupils are deficient in the rudiments of good manners. It was evident that each one was bent upon improving every moment in order to make a recitation that would meet the approval of his instructor. There was no scratching of pencils, or shuffling and scraping of feet, or unnecessary noise of any kind to break the quiet of the study hour.

The schoolroom did not lack adornment. Besides the map-drawings and blackboard sketches, there were chromos brilliant in color, to illustrate some good moral or to stimulate the young to perform brave and unselfish deeds. But chief among the decorations was a collection of band-boxes suspended from heavy cords which were stretched across the room. On each box was written the name of the pupil who owned it, and who cherished it as sacredly as an artist does his canvas. Around these boxes were displayed various creditable examination papers and specimens of drawing and other fine work. By revolving these band-boxes one could carefully inspect the work which certainly was worthy of display and justified the teacher's pride in his pupils.

The whole trend of conversation and conduct afforded me an excellent opportunity to observe the ideal relations that existed between teacher and pupils. There was no restraint or diffidence, neither was there undue familiarity.

I remember that the methods of the instructor were simple, almost provincial, yet they were effective. He knew the requirements of each individual and bent all his energies to develop originality and to preserve individuality. He seemed to feel his responsibility in molding the characters of his pupils, and their interests were his own as well. He was exacting, yet gentle; persistent, yet merciful. Whatever the pupil did was marked by thoroughness, and the master's encouraging smile or nod seemed to be a satisfactory reward for strenuous effort.

I am sure that those pupils who sat in the presence of this educator over twenty years ago have profited much from his good influence. Undoubtedly he lives in their memories to-day, just as he will continue to live years hence. A teacher of his type is bound by example and precept to sow seed that will bring forth a golden harvest.

I well remember the faces of many of those pupils,—eager, respectful, attentive, glowing with happiness and the keen relish of acquisition, reflecting all the noble qualities that emanated from their instructor.

This model school was in Muncie, Ind.; the schoolmaster was Major A. W. Clancy.

J. Douglas.

LOSING TEACHERS.

BY DR. HENRY D. HERVEY, MALDEN, MASS.

During the year eleven teachers have resigned to accept positions paying higher salaries, and thirteen have resigned for other causes, making a total of twenty-four, or 12½ per cent. of the entire day-school corps. To make good these losses and to provide for increased enrollment, thirty-two teachers have been elected. The labor involved on the part of principals and superintendent, and the time and money expended, in securing these thirty-two new teachers have been very great. In some cases weeks and even months have been spent before a teacher in all respects satisfactory, who was willing to come for the salary offered, could be found. Yet it has been felt that no matter how long a vacancy remained unfilled or how much effort it might require to find a teacher who would measure up to our standards, the waiting and the effort were worth while.

It is the almost universal testimony of superintendents and schools officials that never has it been so difficult to secure satisfactory teachers as now, and that unless a change for the better is soon apparent, a serious crisis for the schools is inevitable.

There are two remedies most frequently proposed. First, that the profession should be dignified by granting permanent tenure to all worthy teachers; and, second, that compensation should be adequate and should be based solely on profes-

sional skill and personal fitness, and not upon mere length of service.

Few now in the work of teaching will ever leave it, no matter how much the purchasing power of their meagre salaries may be reduced by reason of the ever advancing cost of living. The vital question is: What inducements are being offered young people of education and training and refinement and character to enter the profession? Viewed from this angle, the question of teachers' salaries is one which affects the community as a whole vastly more than it does the individual teachers now in the ranks. A young lady of ability and character graduating from the high school to-day must decide whether she will spend two years more in study at a normal school and then two years more as an apprentice with the hope of then receiving, after four years of special preparation, a salary of \$350 per year, or less than \$7 per week, or whether she will accept at once a business position paying at least this much at the very start, with a chance of more rapid promotion and of far greater financial rewards than could ever come to her as a teacher. Little wonder is it that many of our best young people enter commercial life instead of the profession of teaching.

During the last ten years the average increase in salary maxima in Malden has been 9.7 per cent., while the increase in cost of living has been 30 per cent.

From these figures it is clear that, notwithstanding the increase of \$50 granted last year to teachers who had been in the service of the city for three years, our teachers are not so well off financially as they were ten years ago.

In view of the very considerable increase in the demands made upon the teachers in our schools, it would seem that the least that could be done would be to make the increase in salary equal to the increase in the cost of living, so that the teachers might be no worse off, at any rate, now than in the past. Experience has shown that the promise of an increase of \$50 after three years of successful service has little or no weight in inducing teachers to accept positions in Malden.

Believing that professional ability and personal fitness should alone be considered in fixing the compensation of teachers, and believing, further, that the ability to offer at once the maximum salary to those who deserve it is essential to the maintenance of our present standards, I would respectfully recommend that the provision in the rules making it possible to pay the maximum salary to those teachers only who have been in the service of the city for three years be abolished.

I beg also to renew my recommendation that a system of permanent tenure be established for the teachers of the city.

Only by walking hand in hand with Nature, only by a reverent and loving study of the mysteries forever around us, is it possible to disabuse the mind of the narrow view, the contracted belief that time is now and eternity to-morrow. Eternity is to-day.—Richard Jefferies.

THE OLD-FASHIONED GARDEN.

The old-fashioned garden, to be utterly delightful, must be neglected. Herein things should grow, as in Eden, at their own sweet will. The fact that the perverse Mistress Mary of nursery rhyme had things pretty much in a row does not constitute a rule for our direction. To be sure, hollyhocks seem best to rank themselves in dress-parade, and maybe, sunflowers are most imposing in line of battle. We are glad to observe that both these old-time flowers of Kate Greenaway suggestion are again in fashion.

What a range of colors hollyhocks present, from almost black to purest white! What a satiny sheen upon their petals! Lives there a child who has not at some time imprisoned a bee in their silky pavilions? Near the hollyhocks, for consanguinity as well as beauty, should be grown the wild rose-mallow, one of the showiest of our wild flowers, and the Syrian hisliscus, miscalled althea.

Fox-gloves like to spring up where they may. In the typical old garden they will equal or exceed a man's height. Their "dappled bells" assume a variety of colors, from solferino and magenta to snowy white. Great favorites are they with children, who love to string their bells or cap their fingers with the delicate thimbles. Speaking of bells, an old garden should exhibit those of Canterbury, recounting the pilgrimage of Chaucer to the shrine of Becket. The fine old Canterbury bell is now sold in the Boston shops in winter. Besides the deep violet blue, it will show rose-pink and white varieties. Hedge plants in the mother country, and loved by the poets from Shakespeare to Tennyson, here they rarely escape from the garden, although the smaller blue-bells do, even along the roadsides. This is true also of the tawny day-lily, the spurge, and the periwinkle. While perfectly hardy, they, like lilacs, love to nestle about the old homestead. Indeed, we find them long after the house has gone and the people who built it are forgotten.

In the old garden we find, too, the larkspurs of various shades, monkshood, and valerian. Coreopsis present us a galaxy of golden stars, some with deep maroon centres, very rich and glowing. A kind of low and husky evening primrose forgets its chronology, and is in the morning a solid bank of gold. Moths hover fondly about this Klondike. It is always a wonderful sight to see these flowers open, especially the proper crepuscular kinds. It seems a mystic moment when they unfold. We stand expectant of a transformation. First there is a bulging of the calyx, then each sepal bends abruptly backwards, and, last of all, the corolla expands into a cross. The Holy Grail is gained.

Lilies and flower-de-luce are always in old-fashioned gardens, and are ever lovely.

"The flowers grow wild and rankly as the weed,
Roses with thistles struggle for espial,
And vagrant plants of parasitic breed,
Have overgrown the dial."

Twining and climbing plants make ever an attractive study. In a general melee, where each one is striving to gain and hold an advantage, the

plant that runs around the ends, to borrow a figure from the field of sport, or climbs over its fellows, may come in winner. Nature having a special object in view, often develops a great variety of plan. Thus, virgin's-bower and nasturtium climb by their leaf-stalks; the Virginian creeper by its prehensile, sucker-like tendrils; morning-glory, lint-seed, and hop, by enwrapping a support; cobaea, by sensitive, finger-like processes; the golden-flowered squash, pumpkin, and melon, by stem tendrils; and the poison ivy and true ivy, by its aerial roots.

Among these climbers none is more beautiful than the scarlet-runners and the cypress-vine. The one is a bean; the other a sort of minute morning-glory, with vermilion flowers. Here, too, is a yam or dioscorea, laying hold of a clothesline and starting on an upward and ambitious course are Jack's bean-stalks, towering high over the fence and leading to wondrous lands of fancy.

Among climbers, the sweet pea is ever a favorite. It is rather hard to grow, and requires a deal of petting. Not so with scarlet lychnis or London-pride, with mullein pink, and loved sweet William. These come up every where. Nor should any old garden fail to show sweet-smelling southern-wood, crimson balm, and tiger-lilies. In spring there are halos of golden alyssum and white candytuft.

It would lead us too far to speak of the varicolored phloxes, so beautiful in late summer, marigolds, zinnias, maid-o'-the-mist, feverfew, pyrethrum, and marjoram. One such favored spot we know on a "heaven-kissing hill." From it one looks down over a peaceful valley dotted with villages—and

"He knows by the smoke that so gracefully curls

Above the green elms, that a cottage is near,

And he says, 'If there's peace to be found in the world,

The heart that is weary would seek for it here.'"

William Whitman Bailey.

UTILITY OF NATURE STUDY.

BY DR. MARGARET E. SCHALIENBERGER.

Is nature study valuable? Thoroughly, if it be taught in a way to lead children to understand and love nature; otherwise, it is worse than useless. Nature study is not science; it stands primarily for observation of and love of nature, because to observe her accurately must mean to love her. What good does it do? What's the use of knowing when the birds nest, or how a plant grows, or what the names of flowers are? It won't put sugar on a boy's bread and butter when he is a man. Perhaps not, but it will enable the lover of nature to eat his bread and butter with so much relish that he never even thinks about the sugar. It is undoubtedly a great education which enables a man to spend money so wisely as to be truly happy in doing it, but a greater still, perhaps is that education which enables a man to be so happy in a number of ways as never to miss the happiness that comes in spending money. It may strike the every-day man as most absurd for his nature-loving friend to give up his evenings (that he devotes most happily and innocently perhaps to cards or newspapers) to

the study of books dealing with the wonderful ways of bees and ants, or he may think it foolish for any sane man (when it comes holiday time) to prefer a day in the woods alone to a spirited horse race or an automobile ride; but these are merely questions of taste, and who, forsooth, is to pronounce the one sensible and the other foolish, or the one useful and the other useless? Both have brought happiness to the individuals concerned. It was the "starving Scotch day laborer, breaking stones upon the parish roads," so Kingsley tells us, who wrote:—

"Hail, hallowed evening! sacred hour to me!
Thy clouds of gray, thy vocal melody,
Thy dreamy silence oft to men have brought
A sweet exchange from toil to peaceful thought.
Ye purple heavens! How often has my eye,
Wearied with its long gaze on drudgery,
Look'd up and found refreshment in the hues
That gild thy west with coloring."

Who but these foolish (?) nature lovers will plant avenues along our barren streets, train vines over our bare walls, make gay our door yards with blossoms fair, keep safe from harm our singing birds, preserve in their graceful beauty our city parks, protect from vandals our noble forests, and leave unchained forever the mighty waters of old Niagara? Let's save time, then, in our scheme of values for the training of a fair proportion of nature lovers for the joy it will put into their own lives and for the joy they will give to others.—Address.

HEALTH OF CHILDREN IN FIRST THREE GRADES. (II.)

[Report of Commission of Physicians.]

Shall there be one or two sessions a day? This question was given most careful consideration and discussed with the teachers' and the masters' committee. Those favoring a single session suggest, some a three-hour session, and others one of four hours. Five hours a day is claimed to be too much for these very young children. The advocates of the single sessions claim that the whole afternoon is thus left free for healthful out-of doors play, and that the curriculum can be as satisfactorily covered as with the present two sessions. The few teachers who favored this argued that in addition to the benefits accruing to the children their own energies would be conserved and better teaching follow.

The commission is of the opinion that the present arrangement of two sessions is wise, and ought not to be changed. Our reasons for so thinking are as follows:—

These very young children cannot go to and from school alone, but must be attended by older persons. In the majority of cases the attendant is an older brother or sister attending school, and it is essential for this arrangement, therefore, that the sessions should be of equal length, and begin and end at the same time.

In the majority of working families a noon meal is prepared by the mother, and it would work a decided hardship for her to have to prepare another meal.

The children will be better provided for under

the present arrangement, having a hot noon meal.

In the crowded quarters of the city it is better in every way for the children to be at school, where the environment is good and better than the conditions to which they might be subjected elsewhere.

There is no evidence to show that the two sessions are harmful to the children.

The curriculum and recesses seemed to be wisely arranged. The periods of work are not over twenty minutes as a rule, when a change is made. Exercises are frequently given to rest the children from desk work. The morning recess of twenty minutes we found well used, by sending the children out of doors to play. The afternoon recess of ten minutes is too short. In most of the schools it is used merely to send the children to the toilets and back to the rooms without play. It seems to us that a longer recess, giving the children an opportunity to play out of doors, is needed. In some of the older buildings, and a few of the newer ones, the yard accommodations are almost wanting. In others they are so shut in by buildings as to be without sunlight. The mere mention of these evils suggests the remedy: new buildings, with better yard accommodations.

The newest buildings are admirably arranged. They are well ventilated, have sufficient artificial light from electricity, ample hallways, closets for clothes, excellent modern toilets, and usually ample yards. The older buildings naturally lack many of the advantages possessed by the new ones. They are frequently overcrowded, have small hallways and yards, and often no closets for clothes. There is inadequate artificial light, or frequently no artificial light at all.

The schoolrooms we found usually attractive and arranged with all possible consideration for the pupils' comfort. In some buildings so great was the overcrowding that extra seats were added, often in very undesirable positions, and extra rooms were made and often the hallways utilized.

This overcrowding has been partially remedied by the erection of portable schools. There are certain objections, however, to these. They fill up the none too large yards, and where, as is often the case, there are two or three, there is little yard room left. They are without artificial light, and on cloudy days some of them are so dark as to cause severe eye-strain. They are heated by stoves, which give a very unequal temperature in different parts of the room, and must use up a great deal of the available oxygen of the room.

The light available in the rooms is a matter of great importance. Some buildings are so located that daylight is always abundant, except on the darkest days of winter in the afternoon. There are other buildings, however, where many of the rooms receive but scanty light even on the sunniest of days. In many of the older school buildings there is no provision made for artificial lighting. In several buildings the only artificial light obtainable was from a few gas jets, without globes, placed over the children's heads. This arrangement of lighting gives very insufficient light to all, and annoying shadows to many. Gas, too, uses much of the oxygen necessary for the chil-

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WHAT THE SCHOOLS SIGNIFY.—(III.)

THE PRELIMINARY YEARS.

Two errors seem ineradicable,—the absolute divorce of the kindergarten from the first two years of school life and the merging of the first two years with the years beyond. It is unimportant to know how these errors came about. They are here, they are universal and they are vital errors. The spread of the kindergarten is very slow. It is in no sense generally introduced. It has not been contagious, as music, drawing, physiology, nature study, and sewing have been. Everywhere it has been installed for some years, it is liable to be discontinued any time, and the kindergarteners seem to have no power to retain it. If the kindergarten remains in any of the prosperous suburbs of Boston, it is because someone interested in the broad cause of education has rescued it. Personally, the writer has been partially instrumental in preventing the discontinuance of the kindergarten in several cities and towns within ten miles of Boston, with its wonderfully efficient training plants for kindergarteners.

Eternal vigilance on the part of educators is the price of its retention in the ordinary community. The kindergarten theory is ideal, its literature is complete, its advocates have a charming personality, the convention life is distinct, attractive, and the results are definite and abundant, yet, without warning, any small city is liable to close its doors at any time. Why? This unaccountable state of affairs seems to be due to the persistent insistence of kindergarten leaders that their work is in no wise articulated with the work above. Of course they say that it is indispensable to the work beyond, that it qualifies children for it, that

the effect should be seen ever after, but their attitude too often is that the primary teacher should be made to come to the kindergartener and adapt herself thereto. Twice I have found that the readiness of a school board to abolish the kindergarten was due to the fact that first-grade teachers have said that they would just as soon have children without as with such training.

The kindergarten will be little more than a mission to the slums and a luxury for the rich until it is so closely attached to the first and second grades as to be as indispensable as the first grade is to the second. This can never be until the kindergarten directly and indispensably prepares children for doing first grade work. Everywhere else in the school system the ideal is projected efficiency. Projected efficiency. Efficiency ahead is the ideal. Unless kindergarten activity is projected in spirit and in power into the first grade, unless its purpose is to do this it will be regarded as a beautiful toy,—skillful spinning at the bidding of a charming young woman, or as a sort of "Alice in Wonderland."

COOPER REAPPEARS.

While the recent celebration at Cooperstown, N. Y., was primarily a civic affair, being the observance of the town's centennial, its most illustrious citizen from a literary standpoint was certain to have a conspicuous place in the exercises. His measure was taken again and by persons quite remote from his own active time and from the scenes which he so graphically portrayed. Those who have the best means of knowing—publishers, booksellers, librarians,—inform us that Cooper's tales of sea and land are not eagerly sought for to-day by the reading public, while they are in use in many of the schools as among the choicest specimens of American fiction. This apparent neglect by people outside the schools was noted by the anniversary speakers as an occasion for regret, and properly so. Probably no American author has given us truer or finer pictures of earlier scenes in the life of this country than the author of "The Pilot" and "Leather-Stocking Tales." To be unfamiliar with them is a loss to any one who has any love for literature. But perhaps Cooper is suffering as many of our earlier authors suffer from the rivalry of the society-novel, to which so many are unfortunately giving the right of way at present.

A DELIGHTFUL WAIL.

An agricultural paper in New York state has the following editorial which is a delightful wail from the depths:—

"The educational situation in New York state thickens. Already the Albany mismanagers have driven out of the ranks enough experienced rural teachers to create a serious shortage in the available supply of instructors. Many rural communities have not been able to secure the services of competent teachers during several years past, although they have had to pay higher wages. Now the announcement is made that another important

reduction in the teaching force of the state is to be made. For some years so-called 'teachers' training classes' have been maintained in many town schools, and the graduates of these classes have supposed that their certificates were practically life certificates. If recent announcements are right, the certificates held by these graduates are to be abolished three years hence. That means that a large number of teachers will be forced out of the ranks. Just what the educational department of the state is aiming at does not appear. That it will achieve confusion and even worse failure there can be little doubt. The supply of teachers is already very short."

The hit bird flutters. Rogues never feel the halter draw with good opinions of the law. Raising standards and raising salaries are sure to disturb those who prefer the nuisance of stagnation than the bubbling of running brooks. Congratulations, Dr. Draper.

SAVANNAH GRAND JURY.

The grand jury of Savannah, Ga., has taken an unusual departure on educational progress. The grand jury thinks the board of education is altogether too conservative, and hence cannot be depended upon to introduce into the schools the studies required for the public good. According to its presentment the public wants more attention given to manual training, favors the introduction of a department of domestic science, desires that kindergarten schools become attached to the public schools and that the board of education have the benefit of the assistance of an advisory board composed of women. The grand jury also wants the law creating the board of education so changed that eventually the mayor and aldermen will appoint half of its members.

SCHOOLS AS BAIT TO TAX PAYERS.

We have often referred to the fact that communities in the East, West, and Pacific coast are beginning to appreciate the great financial value of good schools. Now the South is indulging in this wisdom. "The State" of Columbia, S. C., has a notable article on the schools of Sumter in which it says:—

"When we begin to investigate the evolution of the 'Sumter spirit' which has done so much for Sumter, we find it permeated through and through with city school graduates. The intelligence, refinement, morality, sobriety, honesty, religious and social environments, business integrity, law and order of a community go to make up the destiny of that community. All of these things are taught and inculcated into the minds of our youth during the formative period of their school days, and the boys and girls who go forth from our schools make up the future fathers, mothers, business and professional men, artisans, legislators, rulers, employers and employees, soldiers and citizens of our country. Sumter has always practically unanimously voted for every bond issue or special school levy. Sumter is recognized as an educational centre, and hundreds of its very substantial

families have moved here because of our excellent public educational facilities. These newcomers have invested thousands of dollars in homes, in business of various kinds and have helped to swell our population, increased our tax values and real estate and personal property values. They have placed many thousands of dollars more in circulation, because they must all have houses to live in, food to eat and clothes to wear and other necessities of life."

WHY THERE ARE HARRY THAWS.

Cleveland Moffett in an article in the Cosmopolitan on "Luxurious Newport" gives an itemized account of the yearly expenses of a well-to-do, but not fabulously rich, family. The total is \$300,000. Of this \$1,000 is for a governess for the children. Chef five times that, private secretary for the mother three times that, and so on to the end of the chapter.

Five times as much for a cook, and three times as much for the rest of the family expenses, as for the charge of the children. Three hundred times as much for the rest of the family expenses, as for the care and education of the children in the home. Is it any wonder that the people have a kick coming for such?

But that is no worse than for Congress to vote \$100,000,000 for a useless navy and cut in halves the appropriations for printing the report of the United States commissioner of education. There will be Harry Thaws in abundance so long as a society letter writer for a rich woman is worth three times as much as the teacher of the children in the home.

FOOLING WITH FIRE.

The country at large has abundant sympathy with union labor. The confidence is almost complete in the John Mitchell and Samuel Gompers variety. In the anthracite strike the verdict of the people was absolutely unanimous for the strikers, and in the telegraphers' strike it was scarcely less so, but the unions must be careful not to fool with fire as they are doing when they vote as they did in Chicago on August 3, when they threatened that union labor school children of Chicago, numbering 100,000, of a total school population of 286,000, would be kept home from classes unless the board of education rids 266 schoolhouses of germs.

SOUTHERN HIGH SCHOOLS.

The South is having a remarkable awakening on the high school question. Seventy-five years ago there were not five free public schools outside of New England. There were few free public high schools west of the Alleghenies fifty years ago. There were almost none in the Southern states twenty-five years ago.

There were not fifteen in the United States seventy-five years ago; now there are more than 7,500. Now the South is multiplying high schools more rapidly than any other section of the country.

CHANCELLOR'S SECOND YEAR.

Dr. W. E. Chancellor has had a year never paralleled for complications in the experience of any other superintendent so far as we know, and we do not forget Chicago and Milwaukee. In the opening of the second year the new president, Captain James F. Oyster, said:—

"We have had a new superintendent, a man of a good deal of ability and courage and strong in his own convictions. He has had a trying year, and one that but few could have stood. He has, however, been brave and courageous, and, although he may have made some mistakes, the board on the whole has endeavored to stand by him. The board should give encouragement to his work, for without it he cannot succeed."

LOS ANGELES, GREAT TRIUMPH.

Los Angeles leads all other cities so far as I know in that she has raised the salary of all teachers twenty per cent., and they were not very low before. This means an increase of \$170,000 in the pay roll. The entire city demanded it. Dr. E. C. Moore is breaking all records, local and national.

MILWAUKEE IN PEACE.

Milwaukee's new school scheme has gone into effect, August 1. The city has been through the fiery furnace for eighteen months, the like of which no other city, so far as we know, has experienced. We had planned to give a resume of her troubles, but it would require an entire issue of the paper to do the occasion justice. After all, the best thing to be said is that the troubles are all over, and peace reigns supreme.

ALL HONOR TO LINDEN HILLS.

The public school children of Linden Hill, Minn., spent a few days in vacation and cleaned out the pestilent weeds. They had studied about weeds in school. They knew weeds and all about them as pests, and when they saw that they were getting to be unendurable they organized themselves into an anti-weed gang, and waged a relentless war on weeds until not one was left in the roadway or in any public places.

Jersey City is to have the largest playground in the world. It will be sixty-nine acres in extent, or six times as large as the great stadium at Athens, and more than half as large again as the famous parade ground adjoining Prospect park, Brooklyn, which has twenty baseball diamonds, eleven cricket fields, and scores of tennis courts and lawns for various other games. It will have an immense swimming pool, recreation piers, refectories, a broad esplanade, baseball fields, golf links, tennis courts, and cricket grounds.

The Chicago Post well says: "It is easy to make fun of the Chautauqua movement. The conventionalized mind thinks there is something inherently clever in a sneering view of this educational phenomenon, while the virile barbarian of the big city ignores it with bland superiority."

State Superintendent J. N. Powers of Mississippi is making the most active educational campaign that the state has known. It is his first year, but he campaigns like a veteran. If he accomplishes one half that he promises he will break all records.

Two of the side scraps at the Los Angeles meeting were failures,—to defeat Mr. Chamberlain for treasurer and Dr. W. T. Harris for executive committee, where he has been for many years. Nothing of that kind succeeded at Los Angeles.

American holders of the Rhodes scholarships at Oxford, Eng., are prominent in the honors that have been awarded in the finals of the School of Modern History. Six American scholars are mentioned.

Mrs. Marshall Field, one of the richest widows in the world, has accepted office as milk inspector of Chicago, and she is doing great things for the city, notably the city's poor.

If half that is reported of one of the high schools in Boston's suburbs is true then Massachusetts out-classes anything on record in the wildest part of the West.

The choice of John Sharp Williams for the United States Senate in Mississippi over Governor Vardaman is one of the best events of the heated term.

Cities will, by and by, pay the tuition of their young people in some university when there is neither municipal nor state university for them to attend.

"Gone for a higher salary" is the good news which is bad news for more superintendents and boards of education this summer than ever before.

In no other country would a \$30,000,000 fine have been possible, nor here anywhere but in Chicago, where they think in large units.

Mr. Dooley says: "A college professor spills careless thoughts out of his head to mere children that don't dare to fight back."

Washington leads the country in the perfection and usefulness of her playgrounds, thanks to Dr. Henry S. Curtis.

Boston's trade school for girls had fourteen pupils when it opened three years ago. This year it opens with 130.

Chicago's playground system is greater than that of all the other cities of the United States combined.

Governor Deneen of Illinois was once a schoolmaster in Chicago in the Ghetto district of that city.

Oh, but they are stiffening up on the teacher qualifications all along the line.

Illinois will, hereafter, issue only life certificates, abandoning the five-year one.

Georgia put nearly half a million dollars into new school buildings last year.

Intensify your devotion to the abolition of child labor in the nation.

THE WEEK IN REVIEW.

THE TELEGRAPHERS' STRIKE.

The telegraphers' strike is the product of irritation rather than any special grievances. It was begun in San Francisco, where the trade-union spirit is notoriously uncompromising. It spread to other cities, on one ground or another, and became general on the very eve of the day set for a conference of officials and operators looking to a possible adjustment through arbitration. There has been no day since the troubles began when the exhibition of a mutually conciliatory spirit might not have averted a collision; but wrong-headedness on both sides has precipitated a conflict which must occasion great public inconvenience and public loss, which ever combatant may win. Towards the last the telegraphers formulated set demands for more pay, a shorter day, etc., but these were an afterthought; they were not the prime occasion of the strike.

NERVOUSNESS IN THE STOCK MARKET.

There is, undoubtedly, a good deal of nervousness in the stock market. Stocks are down, and the interests which see a profit in such conditions are coming all that is in their power to force them lower. There is no doubt that the penalty imposed on the Standard Oil Company sent a thrill of apprehension through financiers who were well aware that the corporations which they control had been addicted to similar practices and might be punished with like penalties. But in considering the conditions in the stock market, it must not be forgotten that certain very powerful interests are so angry with the Administration for its unrelenting prosecution of corporate offenders that they would be almost ready to precipitate a panic if they could thereby convict the President of being responsible for the mischief done.

THE PENNSYLVANIA SCANDALS.

It is somewhat reassuring to know that criminal prosecutions are promised in the scandals arising in connection with the erection of the state capitol at Harrisburg; and it is devoutly to be hoped that, in this case, Pennsylvania justice may have infused into it something of the drastic quality traditionally imputed to the New Jersey variety. Architects, contractors, estate treasurers, and other state officials are implicated. It is estimated by the commission which has been investigating the matter that the state lost not less than \$3,000,000 through frauds in connection with this enterprise. As the whole cost was \$13,000,000, this means that about one-quarter of the whole went for sheer "loot." It would be a travesty upon justice if the conspirators in these colossal frauds were to escape penalty for their crimes.

LIFE INSURANCE CONTROL.

President Roosevelt's suggestion of the desirability of putting the insurance business under Federal control was regarded in some quarters as extremely radical, not to say revolutionary; but the interesting announcement is made that the com-

mittee on insurance of the American Bar Association has unanimously approved the idea and will present a report in its favor at the approaching meeting of the association. The report declares that most of the state insurance departments are sinecures, and that the administration of state insurance laws is largely inefficient or corrupt. The committee is of the opinion that a federal insurance department with jurisdiction over inter-state transactions in insurance would furnish the American people with a higher degree of protection against fraud than is possible under state supervision. That inter-state transactions in insurance are commerce, and so fall within the Federal powers of regulation the committee has no doubt.

NEW NAVAL PLANS.

The Pacific coast is not only destined to see next winter the assembling of such a fleet of American battleships as has never before been gathered together, but is also, prior to that, to witness the mobilization of a powerful fleet of cruisers. The cruisers Tennessee and Washington, just back from Brest, have been ordered to the Pacific as soon as they can be overhauled. The armored cruisers Colorado, West Virginia, Pennsylvania, and Maryland are soon to sail from the Philippines to San Francisco. Altogether, it is expected that sixteen cruisers, grouped in four divisions, will assemble on the coast of California before the end of the year. They have a tonnage of 59,336 and 250 guns of four inches and over. Admiral Evans's battleship squadron will have a tonnage of 233,436 and 356 guns of four inches and over. It is not strange that these movements arouse curiosity and conjecture.

DISAPPOINTED EXPLORERS.

Things have fared hard with American Arctic explorers this year. Mr. Wellman's attempt to reach the North Pole in a balloon was baffled by an untimely gale which wrecked the house in which the balloon was kept and badly damaged the balloon itself. Commander Peary has been forced to postpone for another year his proposed expedition to the frozen North. Time counts in such enterprises, and the summer is all too brief for getting a ship and its supplies to the winter harbor before the ice closes in. Peary's disappointment was occasioned by the failure of the contractors to get the new boilers of the Roosevelt ready in time. When the ship should have been starting for the North, the boilers were still in the machine shops, with several weeks' work still to be done upon them. This delay made a start wholly out of the question, and Peary has been forced to wait a whole year.

THE SOUTHERN RAILROADS.

The Southern railroads appear to be fast coming to the conclusion that it is better to accept the two or two-and-a-half cent per mile passenger rates required by recent state laws until the question of their constitutionality can be determined by the

HEALTH OF CHILDREN IN FIRST THREE GRADES.

[Continued from page 181.]

dren. This lack of proper light must be a large factor in the production of eye-strain, which is so prevalent in our schools. It seems to the commission wrong to keep children at work in rooms so dark that even the large writing on the blackboards is not visible half-way across the rooms.

The toilets likewise should be well lighted, many of which are not at present. No improvement is more urgently needed than the efficient artificial lighting of all the schoolrooms and toilets.

Anything adding to the quantity of light obtainable is of importance. The condition of the windows demands our attention. According to the present rule the windows are washed in the summer and again in April. Between these infrequent periods of cleaning they become exceedingly dirty, and keep out a considerable amount of light. This is particularly striking in the winter months, when the days are shortest and cloudy days most frequent. Cleanliness has, too, some educational value, and adds to the cheerfulness of the surroundings.

To the seating of the children special consideration was given. In most of the schools visited we found the unadjustable seats and desks, with a few adjustable ones scattered through the building. In the newest buildings adjustable seats and desks were found. In the rooms with unadjustable seats and desks there were usually two heights, one for the smaller, the other for the larger pupils. In the case of the very small children blocks of wood were placed on the floor under the seats, on which they rested their feet. Where the adjustable seats and desks prevailed they were fitted to the pupils by the janitor early in the year.

We realized the importance of proper seating, and had carefully in mind its relations to the production of spinal curvature. Adjustable seats and desks are undoubtedly more desirable than unadjustable ones, and are being used in the newest buildings, and to some extent are being installed in the older buildings. However, the work at the desks is rarely longer than twenty minutes at a time, when a change is introduced, the children leaving their seats for section work or play. The seats themselves seem comfortable and fairly correct in design, and it is our opinion that spinal curvature is not frequent among these pupils, and not invited certainly in these grades by the manner of seating.

The number of pupils in the public schools has increased faster than efficient accommodations. This works a hardship, especially in the primary grades. Classes of forty-five are common, and in some instances as many as sixty or seventy are present in one room. It is impossible for one teacher to manage efficiently such large classes, even with an assistant, and it is bad for the children. It necessitates the division of the classes into more or larger sections. In either case, the time devoted to so-called "busy work" at the desks is lengthened unduly. This desk work is tiresome and uninteresting, and when unduly prolonged causes restless-

ness and fatigue. More than in the higher grades, the primary grades need the constant attention of the teacher, and in the larger classes her attention to each pupil is too limited. We are of the opinion that the present classes are too large. In the first grade, the ideal class would be twenty-five; in the second grade, thirty-five; in the third grade, forty. These figures were suggested by the Masters' Committee and met with our hearty approval.

Whatever hampers the teacher in her efforts, hinders the progress and injures the welfare of the children. In any class the presence of one backward child greatly retards the progress of the other children.

The efforts should be made to develop these children before they reach the grammar school, because the more plastic age from seven to ten years is the time when such effort is most likely to be successful. Their removal from the ordinary classes would increase very much the efficiency of the grade work. The solution of this problem must be left to practical experts in educational matters; but it seems to us desirable either to increase considerably the number of special classes or to employ special assistants to coach individuals or small groups in separate rooms without severing their connection with the grade classes where they are found.

The physical welfare of the children is looked after by a corps of physicians whose duty it is to visit the schools daily and examine any pupils considered by the teachers to need the physician's services. No special room is provided for this examination. The inspector visits the rooms only on special request. The children selected for examination are sent to him when he calls. The examination is made and the advice given to the teacher or master, who notifies the parents, if requested to do so, of the diagnosis, and what had best be done. The inspector does not treat the patients.

It seems to the commission that this is not an inspection by physicians, but by teachers. Yet the medical profession is held responsible. A great difference was found in the attitude of the teachers towards it. In some schools the inspection was good, the teachers being watchful of their children and anxious to carry out their part of the work. In other schools there was apparent indifference. In one school of 300 children there had been no call for the physician's services this year, and it seemed incredible to us that there were none needing help.

One of the principal duties of the medical inspection is the detection of the contagious diseases of childhood, especially diphtheria, scarlet fever, and measles. Many people believed when the work was begun in 1894, and still believe, that the schools are the great sources of infection for these diseases. A study of the reports of the medical inspection of schools, published by the Boston board of health, is interesting and instructive. Even reports are available, the first being issued in 1895, the last one in 1906 for the year 1905. In the public schools of Boston there are approximately 100,000 pupils.

The cases of diphtheria, scarlet fever, and

measles reported as found in the public schools are as follows:—

Year.	Diphtheria.	Scarlet Fever.	Measles.
1895.....	77	28	116
1896.....	26	8	59
1897.....	30	31	100
1898.....	8	16	26
1899.....	13	5	85
1900.....	23	23	121
1901.....	9	9	25
1902.....	7	2	69
1903.....	32	20	121
1904.....	11	10	294
1905.....	1	9	16

The health reports show that the same conditions prevailed with regard to the less severe diseases, as mumps, chicken pox, and whooping cough.

As a matter of fact, the inspectors' work has developed along very broad lines. It is now made to include almost everything pertaining to the welfare of the children. The teachers who are alert and interested in their children consult the physicians concerning a host of ills, most of them of minor importance. But whether serious or not the inspector's duty ends with the examination and suggestions of what had best be done. No provision is made for treatment, or for seeing that it is carried out where provided, beyond notifying the parents. The advice given is too often ignored, and children remain away from school weeks at a time for trivial ailments because not treated. The child's welfare suffers and valuable school time is lost.

SCHOOL WORK IN 1865.

BY PROFESSOR W. L. WHITEMORE.

[In the Farmer's Cabinet, Amherst, N. H., Colonel W. B. Rotch, editor.]

Here are some records of school work exactly as written by children of the first grade near the end of their first school year. They had learned something of nearly every branch of science and several arts. They knew thousands of words, and could use them to tell orally or in writing what they learned. They began school work by learning things near at hand, especially the things that concern people of all ages. Nothing is nearer to us than the air we breathe, the light, heat, and other influences of the sun, the earth we tread upon, and the vegetable world around us. These are the sources of life, health, and true culture. They are the foundation of our industries and our wealth.

This class entered school at the age of six years. Their first lesson was nature study. This was the foundation of most of the work for the day. The lesson brought out many oral statements of the results of observation, and these sentences of their own making were their first reading lesson.

"We all had a beautiful Trillium plant to study this morning, and we are going to describe it in writing. The Trillium grows about six inches high, and it is a very interesting little plant. The lower part of the stem is pink, and it shades off into light green in the upper part, and dark green at the top.

"The plant has only three leaves and they grow in a whorl near the top. The leaves are large for a little plant like this. They are more than three inches long and half as wide. They have a great many veinlets growing out of the veins, and they divide the leaf into little parts of many funny shapes. The leaves are ovate, and they have an entire margin and a sharp point at the apex.

"The Trillium has but one flower, but it is large and

beautiful. The flower has three sepals, three petals, and six stamens. The petals are mostly white, but each one has several pink lines running half way up from the calyx. The Trillium plant grows in all the New England states, and in New York, Ohio, and Pennsylvania.

"Will. Age six."

"We have just had a short lesson on a very common little butterfly, called the Colias philodice. It is a very beautiful and interesting insect. Like all other butterflies it has four wings, six legs, and two antennae. The wings expand about two inches. The general color of the wings is yellow, of the brightest shade. All the wings have a black or very dark border all around them. On the forewings the border is much wider than on the hind wings. Near the middle of each front wing there is a small black spot, and a little place in the centre of it is translucent. On the hind wings there is an orange spot, and all around it there is a ring of dark yellow. Along the border of all the wings there are yellow spots in a row near the edge. These butterflies live only about thirty days, but they seem to be happy while the sun shines, and they go from flower to flower for the honey.

Rosie. Age six."

"Boston, May 24.

"The weather has been very changeable ever since sunrise. Early this morning the sun was shining, the air was clear, and the sky was blue. There were no clouds except a few cumulus clouds near the zenith, and they were as bright and beautiful as possible as they changed into many curious shapes. Just at school time it grew darker, but cleared up in a little while, and then grew darker once more. At recess time the whole eastern horizon was bright blue, with a few lovely stratus clouds from ten to twenty degrees high. The wind blows gently from the west now, at the rate of a mile an hour, I should say. We used some thistle down in the garden to see which way and how fast the air was moving. Just before recess we had several nice and very interesting experiments to show us the properties of the air.

Bessie. Age six."

VALEDICTORY.

BY ROSE SORRIN,

Washington Irving High School, New York City.

[This is so original and frank that it is well worth reading.]

Good-bye, high school, good-bye.

You can't expect me to be very elaborate or deep like a college professor, but you may be willing to hear a new graduate's opinion.

Some of our teachers know that we can't read Latin or French or German very well, not even English but there's one thing a school girl can read and that's the teacher. Perhaps our honored instructors are not aware of it but every new girl has every teacher pretty well studied and discussed at the end of the first week of school. And isn't the man or woman who teaches the most important feature of the school? And isn't the most important quality of a teacher her disposition? What does a school girl think is the most important thing in the disposition of a teacher? It is her powers to make herself interested in the young people who come to her. A school girl wants encouragement, sympathy, and would you believe it, respect. I haven't read this in any book but I know it just the same. If a high school has a majority of teachers of this kind then we have an almost ideal school for girls.

It is well known that the people who pass judgment on teachers are their superior officers, but I've often thought that the children may be better judges of teachers than any one else is. Isn't it a pity that the school girl cannot frankly express her opinion where it would do the

most good; this is the only chance I ever had. While I was in school I made a discovery. In one of my subjects, a change of program brought me a new teacher. She encouraged me to believe that I really had brains. Whereas I sometimes used to fail in examinations set by the first teacher, I passed more difficult ones with the second teacher. I never heard any one intimate that the second teacher knew more than the first one and I am sure that no new crop of brains grew in my head in a week but Miss X. encouraged me and the other girls to believe we really could do something. She arranged exercises in which we could succeed, and I believe that success is a sure step to higher success. When the school girls want their team to win at basket-ball what do they do? Do they say to them "You can't win, the chances are against you?" Of course they don't. Just the contrary. Just as the players on the team do better when they are encouraged by their friends, so will the school girl do better work when she is encouraged by her teachers.

While saying good-bye to our old school, we wish to acknowledge benefits received from all those who have had charge of us, but we cannot help giving our heartiest thanks to those who have inspired us with confidence to believe that we can succeed, if we only would try. You teachers who have been patient with all our ignorance, dullness and even with our indolence, you are the ones that have made this school known as a help and a light to the humbler homes of this city, may your influence continue to spread through the school and to other institutions until every girl's high school, every where is noted for its sympathy, encouragement and inspiration.

Good-bye, high school, keep on singing happy songs keep on trying to furnish your part of the world with young women equipped with strength and determination for service to the world

JAPANESE SCHOOLS.

BY WALTER J. BALLARD.

Exhibition of the arrangement and equipment of Japanese schools shows the patient, methodical way in which this people is being taught; the universality of the system, the scientific fashion in which the teaching is graded, and the automatic manner in which one stage leads on to another, from kindergarten to high school, says the Times of London.

The buildings, which are of wood, for fear of earthquakes, are simple, dignified, and spacious. Their equipment is much the same as that of good schools in Europe and America, and the subjects are much the same, with some obvious exceptions. One foreign language is taught almost universally, and that language is English. Six hours is the weekly allowance in the middle schools for this, which is deemed by the Japanese authorities to be an absolutely indispensable subject. By the age of fifteen or so boys and girls have generally learned to speak and write our language. Drawing is still a favorite and nationally successful study—delightful fruits and flowers, birds and fishes. Morality is taught to even the youngest children by means of pictures, bearing such titles as "Be lively," "Don't tell a lie," "Take care of your body," "The joys of home," etc. Punishments are scarcely ever required, and corporal punishment was abolished twenty years ago. There is another thing besides the pictures which the school children lay to heart, namely, the Emperor's Educational Proclamation of 1890, which hangs in every school. Its partial translation is: "Pursue learning and cultivate the arts, and thereby develop intellectual faculties and moral powers. Furthermore, advance the public good and promote common interests; always re-

spect the constitution and obey the laws; should emergency arise, offer yourselves courageously to the State; and thus guard and maintain the prosperity of Our Imperial Throne coeval with the Heaven and the Earth!"

With that as a daily lesson for years, is it any wonder that the young men of Japan, in the recent struggle, rushed to their death shouting "Banzai!"

WEALTH AND SCHOOL EXPENDITURE BY STATES.

BY WALTER J. BALLARD.

The latest annual report of Dr. Elmer Ellsworth Brown, United States Commissioner of Education, gives the wealth and yearly public school expenditure by States of the Union, as follows:—

	Wealth.	School Expenditure Yearly.
Total for United States..	\$107,104,211,917	\$273,216,227
New York	14,769,042,207	43,750,277
Pennsylvania	11,473,620,306	26,073,555
Illinois	8,816,556,191	21,792,751
Ohio	5,946,969,466	15,802,002
Massachusetts	4,956,578,913	16,476,668
California	4,115,491,106	9,401,465
Iowa	4,048,516,076	10,696,693
Missouri	3,759,597,451	9,878,198
Minnesota	3,343,722,076	8,073,323
Michigan	3,282,419,117	9,178,114
New Jersey	3,235,619,973	8,838,515
Indiana	3,105,781,739	9,363,450
Wisconsin	2,838,678,239	7,885,050
Texas	2,836,322,003	6,200,587
Kansas	2,253,224,243	5,674,579
Nebraska	2,009,563,633	4,774,146
Kentucky	1,527,486,230	2,662,863
Maryland	1,511,488,172	2,755,288
Connecticut	1,414,635,063	3,795,260
Virginia	1,287,970,180	2,137,365
Colorado	1,207,542,107	3,984,967
Georgia	1,167,445,671	2,240,247
Tennessee	1,104,223,979	2,602,141
Washington	1,051,671,432	4,058,468
District of Columbia ..	1,040,383,173	1,576,354
Louisiana	1,032,229,006	1,551,232
Alabama	965,014,261	1,252,247
Oregon	852,053,232	1,803,339
North Carolina	842,072,218	2,075,566
West Virginia	840,000,149	2,531,655
Arkansas	803,907,972	1,729,879
Rhode Island	799,349,601	1,804,762
Maine	775,622,722	2,080,109
Montana	746,311,213	1,236,253
North Dakota	735,802,909	2,316,346
Mississippi	688,249,022	1,868,544
South Dakota	679,840,939	2,239,135
Oklahoma	636,013,700	1,359,624
South Carolina	585,853,222	1,191,963
New Hampshire	516,809,204	1,376,899
Utah	487,768,615	1,657,234
Indian Territory	459,021,355	643,616
Florida	431,409,200	945,848
Vermont	360,330,089	1,176,184
Idaho	342,871,863	1,011,394
New Mexico	332,262,650	353,012
Wyoming	329,572,241	253,551
Arizona	306,302,305	438,828
Delaware	230,260,976	453,670
Nevada	220,734,507	257,501

Some of the yearly school expenditures of the Southern states are quite generous compared with the wealth of those states. California ranks sixth in wealth and seventh in expenditure. Considering their sparse populations Arizona, Nevada, and New Mexico make good showings.

J. F., Missouri: I regard the Journal of Education as very superior. Have read it for many years with great satisfaction.

H. A. A., California: Your Journal is very helpful to us all.

BOOK TABLE.

CARPENTER'S INDUSTRIAL READER—FOODS.

By Frank G. Carpenter, author of *Carpenter's Geographical Readers*. New York, Cincinnati, and Chicago: American Book Company. Cloth. 362 pp., with illustrations. Price, 60 cents.

Mr. Carpenter's description of the various lands and peoples of the earth in his first series of *Geographical Readers*. His is a rare art of making you see things so vividly that you do not fully appreciate the fact that you are learning it at second hand. This is the first of a new series of supplementary readers, written by the author of the phenomenally successful *Geographical Readers*. The book will give children a knowledge of the production and preparation of foods, and show how civilization and commerce grew from man's need of foods and the exchange of foods between the various nations. The author takes the children on personally conducted tours to the great food centres of the world, to the markets of exchange, to the factories, the farms, the forests, and the seas. Together they visit the wheat fields, the flour mills, the cattle ranches, and the packing houses. They learn to understand the manufacture of dairy products, and go to the fisheries, to the orchards and vineyards, and to the tea, coffee, rice, and sugar plantations. The volume is as interesting as any story book, and is profusely and attractively illustrated from photographs.

A PROGRESSIVE SPANISH READER. By Professor Carlos Bransby, Litt. D., University of California. Boston: D. C. Heath & Co. Cloth. 165 pp. Price, 75 cents.

The Spanish language has quite naturally become a study with not a few Americans the past ten years. Its acquisition to a certain degree became a necessity through our coming into possession of territory where the basic tongue was Spanish. Then many who began the study of it for industrial uses became enamoured of it for itself alone, and for the many literary gems that are set in it. Here Professor Bransby helps us by this new reader, wherein he carries the student on from the simpler forms at first to the more complex, and gives exercises in translation, and a complete vocabulary.

PLATO'S APOLOGIA AND CRITO. Edited by Professor Isaac Flagg, Ph. D., University of California. New York: American Book Company. 12mo. Cloth. 205 pp. Price, \$1.40.

A fine specimen of Greek text containing the masterly apology of the disciple Plato for his instructor and friend Socrates; and also the argument of Crito and Socrates relative to the proposition that Socrates should make his escape from Athens by the connivance and aid of his friends. The text forms one of the best bits of Plato's writing. Professor Flagg discusses the Socratic method at length in the introduction, and gives incisive and judicious notes on the text. An elaborate index is an additional feature, in which are historical references to the persons named in the text, terms and phrases peculiar to the Athenian law, and certain words which easily become idiomatic. The whole work is most thoughtfully and most ably done.

EXMOOR STAR. By A. E. Bouser. New York: A. S. Barnes & Co. Cloth. 100 pp. Price, 50 cents.

The autobiography of a pony, and interesting enough to make any boy who loves a horse wish to read it. There are some improbabilities in it, as there are in fishermen's narratives, but these can easily be overlooked. How "Exmoor Star" became a trick pony, worked for his fodder in the circus, and got his shins hurt as a pole pony, and more, are all told in a way to please the juvenile imagination.

THE ART OF COMPOSITION. By William Schuyler and Philo M. Buck, Jr., of the English William McKinley high school, St. Louis, Mo. New York: Charles Scribner's Sons. Cloth. 333 pp. Price, \$1.25.

In this able treatise the authors give us their conceptions of how composition may be redeemed from the tawdry and careless, and may really be made an art. And yet they do not make it so much of an art as to render it finical and pedantic. They inform us judiciously on choice of a theme, on what may be included in it, on the parts into which it may naturally and yet artistically be divided, where argument, illustration, and appeal may find their true place; in short, the whole structure of a composition, and in such a way as to

possibly secure for it a generous reading. The book is admirably suggestive, and the exercises finely selected and applied.

HOMER'S ILIAD—Books I to III. Edited by Professor J. R. S. Sterrett of Cornell University. Cloth. 8 vo. 619 pp. Maps and illustrations. Price, \$1.60.

A complete and invaluable treatise on Homer's first three books of the *Iliad*, charmingly printed and illustrated, and done by a master's hand. Beside the text there are fifty-three pages dealing with the "Dialect of Homer," and 219 pages of annotations which form an exhaustive commentary on the text. Yet in this commentary there are not enough of translation to make it a "pony," which would be a misfortune as it would do the work for the student instead of merely aiding him where aid was needed. Then follows an extended vocabulary of 161 pages which is unusually full and complete. It is one of the finest editions of Homer we have seen, and will certainly be welcomed by the schools for its ability and comprehensiveness.

SHAKESPEARE'S AS YOU LIKE IT. Edited by Professor Isaac N. Demmon, A. M., University of Michigan. New York: American Book Company. Cloth. 16 mo. 169 pp. Price, 35 cents.

The most recent issue in the Gateway series of English texts, under the general editorship of Professor Van Dyke of Princeton. The introduction gives a brief survey of Elizabethan England, and of Shakespeare's life and plays. The text is based mainly upon the folio, footnotes giving the meanings of difficult words and phrases. The notes at the end of the volume explain all allusions, and give the pupil the necessary aid in understanding and appreciating the play most fully. The convenient size of the volume and the clear type used will be appreciated by teachers.

PLAIN AND SOLID GEOMETRY. By Edward R. Robbins, A. B., of the William Penn Charter school. New York: American Book Company. 8 vo. Half leather. 412 pp. Price, \$1.25.

A very able and attractive treatise. It has the advantage of being the outgrowth of the classroom, an advantage that cannot be over-estimated. It seems to have been written for the pupil and his enlightenment rather than by a professor as a revelation of his knowledge. Were we to return to the schoolroom again, and had we to go through the mazes of geometry again, this is just the kind of book we should prefer, as it would aid us greatly in grappling with areas and angles, polyhedrons, spheres and cones, and many other inherently intricate subjects of knowledge. We congratulate the author on the thoroughness and simplicity of his work.

SOCIALISM. By W. H. Mallock of England. New York: The National Civic Federation. Paper. 138 pp.

Mr. Mallock is one of the ablest of British writers at present. Recently he has visited this country to deliver a course of lectures at five of our leading universities on "Socialism." In this volume his lectures are published, and it is being given wide distribution by the Civic Federation. Mr. Mallock is a courteous but determined foe of Socialism, and he certainly makes out a formidable case against it. Whether his basal proposition and fear that Socialism would reduce men to a dead level of mediocrity is correct or not is the debatable point. Socialists say it would not, although it would do away with all bossism. Mr. Mallock's evident preference is for society as it is in structure, though he admits it is capable of improvement. And his defense of the present system is certainly as able as any that we have seen.

THE OLD HOME HOUSE. A novel by Joseph C. Lincoln. New York: A. S. Barnes & Company. Cloth. 291 pp. Price, \$1.25.

A bright and humorous presentation of life on Cape Cod. Evidently the author has been there amid its sand dunes and its sea-scapes. He knows the people, their characteristics, and especially their eccentricities. It is the story of a summer boarding house, and of the people who in answer to catchy advertisements resort there. It is full of fun, and will liven a dull hour. Laugh one must over "The Count at a Summer Resort," "The Antiquers," who are crazy to purchase old furniture, "The South Shore Weather Bureau," and the yarns that are told on the piazza. It is a book of wholesome humor, and cannot wound the sensibilities of Cape people, one would think.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

October 17-19: Vermont State Teachers' Association, Burlington, Vt.

October 17-19: Northwestern Iowa Teachers' Association, Cedar Rapids, Iowa.

Oct. 17, 18, 19. Rhode Island Inst. of Instruction, Infantry Hall, Providence, R. I.

Nov. 8. New England Association of School Superintendents, in Latin School Hall, Warren avenue, Boston.

December 26, 27, 28: Montana State Teachers' Association, Missoula.

December 31-January 1, 2, 3, '08: Colorado State Teachers' Association.

NEW ENGLAND STATES.

NEW HAMPSHIRE.

FRANKLIN. W. H. Slayton, superintendent of schools at Rochester, N. H., has resigned his position there to accept a similar office at Franklin. The committee of the Franklin-Penacook district have elected him at a salary of \$1,450 to succeed Superintendent H. C. Sanborn, now superintendent at Danvers, Mass. Mr. Slayton is a graduate of Dartmouth in the class of 1904 and came to Rochester in February, 1905 succeeding Superintendent E. L. Silver now at Portsmouth.

VERMONT.

Following is the list of Superintendents for the several cities, towns, and districts of the state:—

State Superintendent of Education, Mason S. Stone, Montpelier.

1. Alburg, Grand Isle, Isle La Motte, North Hero, and South Hero, Jessie I. Ross, Superintendent, Grand Isle.

2. Bakersfield, Fairfield, and Fletcher, Ernest A. Hamilton, Superintendent, East Fairfield.

3. Baltimore, Reading, Springfield, Weathersfield, and West Windsor, Edward M. Roscoe, Superintendent, Springfield.

4. Barnet, Danville Town, Danville Corporation, Walden, and Waterford, Harvey Burbank, Superintendent, Danville.

5. Barre City, O. D. Mathewson, Superintendent, Barre.

6. Barre Town and Williamstown, J. R. Childs, Superintendent, South Barre.

7. Bennington Corporation, A. W. Varney, Superintendent, Bennington.

8. Brattleboro Corporation, Margaret Tucker, Superintendent, Brattleboro.

9. Brattleboro Town, Dummerston, Guilford, Halifax, and Vernon, Wesley E. Nims, Superintendent, West Brattleboro.

10. Bridport, Orwell, and Shoreham, O. K. Collins, Superintendent, Orwell.

11. Bristol, Lincoln, Monkton, New Haven, and Starksboro, Arthur W. Eddy, Superintendent, Bristol.

12. Burke Town, West Burke Corporation, Lyndon Town, Lyndon Corporation, Lyndonville Corporation, Newark, Sheffield, and Sutton, Martin E. Daniels, Superintendent, Lyndonville.

13. Burlington, Henry O. Wheeler,

Superintendent, Burlington.

14. Cavendish Town, Cavendish Corporation, Ludlow, Mt. Holly, and Weston, E. H. Dorsey, Superintendent, Ludlow.

15. Charleston, Derby, and Morgan, Margaret Ruiter, Superintendent, West Charleston.

16. Chittenden, Pittsford, Proctor, and Rutland Town, Winthrop P. Abbott, Superintendent, Proctor.

17. Colchester Town, Essex Town, Essex Corporation, Shelburne, South Burlington, and Williston, Carlton D. Howe, Superintendent, Essex Junction.

18. Coventry, Irasburg, Newport Town, Newport Center Corporation, and Newport Corporation, Edward S. Watson, Superintendent, Newport.

19. Elmore, Morristown, and Stowe, F. K. Graves, Superintendent, Morrisville.

20. Fairlee, Strafford, Thetford, Vershire, and West Fairlee, Linwood Taft, Superintendent, Post Mills.

21. Groton, Newbury, Ryegate, and Topsham, John S. Gilman, Superintendent, Newbury.

22. Hartford, Hartland, and Pomfret, E. L. Ingalls, Superintendent, White River Junction.

23. Montpelier, Fred J. Brown-scombe, Superintendent, Montpelier.

24. Readsboro, Stamford, Whitingham, and Wilmington, E. L. Haynes, Superintendent, Readsboro.

25. Rockingham, Bert E. Merriam, Secretary and Superintendent, Bel-lows Falls.

26. Rutland City, David B. Locke, Superintendent, Rutland.

27. St. Albans City and St. Albans Town, James C. Ayers, Superintendent, St. Albans.

28. St. Johnsbury, Clarence H. Dempsey, Superintendent, St. Johnsbury.

MASSACHUSETTS.

HYANNIS. After a successful session, since the opening, July 9, the Hyannis summer school ended Aug. 9. The school, established and supported by the state for the professional training of those who are now or expect to be teachers in the state, has been, as is trenchantly said, a real school, in fact, a State Normal School, and administered on that basis.

Regular, systematic courses have been given by the instructors of this school in such subjects and of such a character as to meet the needs of teachers now in service. The work has been like the regular work of the school year, the same amount of study, lecture-room and laboratory time having been required in each subject. And due credit has been given for each subject satisfactorily completed. Diplomas have been awarded in each instance where the amount of work done equalled that required in the regular course.

Work offered has included courses in music, of exceptional advantage, i. e.—methods of teaching in the public schools; a class for chorus singing; a series of talks upon the origin and development of music; and a course of lessons in musical notation, intervals, three and four-tone chords, rhythm and elementary form, including much practice in the writing of simple melodies. Other courses have included such essential subjects as psychology, drawing, English, pedagogical problems and matters connected with industrial training. The

latter subject, industrial training, has been further made advantageous by the opportunity of working with children in gardening, basketry, weaving, raffia-work, hat making, netting, and similar lines of industrial training which are being introduced into some of the public schools, and to see how the regular school work is based upon this industrial work.

An able corps of instructors, selected from wide range, has made possible the effective accomplishment of this summer session. Music instruction has been given by Edmund F. Sawyer, instructor in music at the State Normal School; psychology, by Miss Mary E. Laing, formerly of the State Normal School, Oswego, N. Y.; English, by Miss Elizabeth H. Spalding, formerly of Pratt Institute, Brooklyn; geography, by Charles P. Sinnott, State Normal School, Bridge-water; arithmetic, Miss Gertrude E. Bigelow, Boston Normal School; drawing, Fred H. Daniels, supervisor of drawing, Springfield, Mass.; botany, Dixie Lee Bryant, formerly instructor in biology, State Normal and Industrial College, Greensboro, N. C.; physical training and physiology, Miss Annie S. Crowell, State Normal School, Hyannis; industrial work, Charles H. Morrill, Miss Mabel M. Kimball and William F. Johnson, of the Hyannis schools. The work in supervision has been under Professor John Dewey, of Columbia University, and Superintendent Clarence F. Carroll, of Rochester, N. Y.

SOUTHERN STATES.

GEORGIA.

ATLANTA. Atlanta University is establishing a system of traveling libraries to be sent out to the schools taught by its graduates throughout the South. Donations of books may be sent (in the smaller packages), express prepaid, to either of the following firms, who have kindly consented to receive and forward them by freight to Atlanta, viz.: Houghton, Mifflin & Co., 4 Park street, Boston; E. P. Dutton, & Co., 10 West 24th street, New York.

The "Small" College.

President Raymond of Wesleyan has el the same pressure which has lately caused the retirement from active work of such admirable educators as President Hyde of Bowdoin and President Tucker of Dartmouth. The duties of college presidents have become most onerous during the past decade, although the days when the president of the smaller college was an active member of its teaching force, as well, long ago ceased to be. The head of a college now has a complicated task of administration at home, and of incessant activity abroad, designed to keep the alumni in a mindful spirit which shall tend toward active liberality to the alma mater. It was not so much the burden of purely parietal duties that broke down such men as Hyde of Bowdoin and Tucker of Dartmouth. Rather it was the demand made on them for arduous outside work, such as these later years have made so important a part of the college president's duties. The visitation of a host of alumni associations throughout the country, added to the demands for meeting steadily increas-

ing deficits for educating steadily increasing armies of young men, has proved too much for some of our ablest college presidents.

Meantime President Hopkins of Williams raises a cognate question which many thoughtful men have considered—namely, whether it is wiser for a college like Williams to seek to grow in numbers, as Dartmouth has grown in the past dozen years of Dr. Tucker's remarkable administration; or whether it should take the "intensive" course instead of the extensive? That is to say, should a small college like Williams prefer to remain small by restraining artificially the tendency toward natural enlargement of the student body, presumably by raising the standards of admission and scholarship? Or should it allow requirements to remain as at present, and let Nature take her course, which is the same as saying that the student body should be permitted to grow yearly in size? Dartmouth has found her steady growth agreeable up to the present time. From an average class of, say 120 men, she has seen the number grow to something around 300, with 400 a possibility, until the problem of caring for so many has become embarrassing; and the query has arisen whether the growth has not brought with it disadvantages to counteract the flattering character of the increase? President Eliot once entertained the idea that the effective college unit, in a college as distinguished from a university, was 500 men. Williams, we believe, has long maintained about that unit—slowly exceeding it of recent years. It was long the common average at Dartmouth and Amherst and a score of other colleges. Dartmouth has at least doubled it within a decade, and bids fair to treble it. Williams would naturally do the like—unless the query raised by Dr. Hopkins is answered by the decision to restrict the size of classes. Vassar has been considering the same line of restriction.

So many young men and women go to college in these days that this increase in size was inevitable. Colleges have not multiplied in the East to any extent, to keep pace with the number of students. The natural result has been the enlarging of the classes of institutions that already existed. Thus far the colleges have taken the situation as being for their own benefit as well as the benefit of the students; and it is only within a year or two that conservative alumni as well as anxious educators actively in the field, have expressed their doubts of the benefits conferred by large numbers on the college itself, or on the students who were formerly urged to attend a "small" college as securing for them better results in actual practice.—From the Lowell, Mass., Courier-Citizen.

REVENGE ASSURED.

Pat. "The next wan o' they chauffeurs as runs over me 'll be sorry for ut."

Thomas. "And why's that?"

Pat. "I've got a tin o' nitroglycerine in me pocket."—Punch.

"Does Barker's wife dress appropriately?"

"No, indeed. She wears forty horse-power togs in a runabout."—Life.

The New and Enlarged BRADLEY CATALOGUE of KINDERGARTEN GOODS, SCHOOL SUPPLIES, WATER COLORS, and DRAWING MATERIALS

is now ready. It is a guide and reference book, indispensable to progressive teachers. Sent free on request. Write for a copy to-day, addressing our nearest office.

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Education in Porto Rico.

BY WALTER J. BALLARD.

In Spanish days, December 31, 1897—about eight months before American occupation—it was reported that 22,265 pupils' names were on the books of the 539 public schools, such as they were. Now, December 21, 1906, the enrollment is very much larger, in far better schools, and the average daily attendance is very nearly double, namely, 44,277. In the year ended December, 1906, the gain in average daily attendance over 1905 was 1,459.

The detailed comparison of 1906 and 1905 is:—

	1906.	1905.
Graded schools	523	514
Average attendance ...	21,010	20,125
Rural schools	590	495
Average attendance ...	23,267	20,209

Total common schools in 1906	1,113
Less Spanish schools, 1897...	539

American gain in No. schools	574
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Average daily attendance....	44,277
Less Spanish schools enrollment, 1897	22,265

Amer. school attendance gain	22,012
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Under date of January 21, 1906, Robert P. Valkner, Commissioner of Education, Porto Rico, says: "There has also been an increase in 1906 in attendance at the high school and the Normal School."

But the real gain to Porto Rico is far greater than the 100 per cent., both in number of schools and in the average daily attendance. The schools the island now has are really schools, and the attendance means work. In Spanish days the teachers stayed away as often as they chose, sometimes sending a substitute, and sometimes appointing an older pupil to teach the others, and sometimes being away without making any provision for teaching. (See report for 1902.) Porto Rico's schools of to-day are under a system of complete and frequent official inspection; in Spanish days the entire island only had two school supervisors, and they made but one visit a year, chiefly for catechism and church doctrine examinations. In those days "a rural teacher lived with his family in the schoolhouse, and did as he pleased with his pupils." The schools were not free to pupils at all able to pay, and the school fees were the teacher's perquisite in addition to the salary he drew whether he taught or not. To-day, it's a case of "no fees," and also of "no teach, no pay." There was no uniform course of study, no

attempt at rules, regulation or order; no thought of the rights of the child, and no endeavor to apply pedagogical principles nor to furnish teachers with an adequate equipment for their work."

To-day the course of study is graded; the best books and supplies the government can obtain are furnished free, and there are enough supervisors to visit each school at least once a month. A number of good schoolhouses have been built since American occupation, including the fine Normal School. The Spanish government did not build a single schoolhouse during its four centuries of occupancy of the island.

These educational facts speak for themselves as to the value to Porto Rico of American occupation, irrespective of the increased commerce of the island.

A COMPENSATION.

Young Edward, aged six, was tired of staying in the house. His mother was ill and had tried to keep him in the room with her because her room was warmer than his playroom, but his toys were all in the playroom and he became restless to go to them.

"Good-by, mamma," he said, "I will come back in a thousand years."

"I will be dead and buried by that time, son."

The little fellow stopped a moment with his hand upon the door, and thinking of the Creed he replied,—

"Never mind, mamma, you will rise again."—Lippincott's.

THE FRUIT OF THE TREE.

"So you have succeeded in tracing my ancestors. Good! Now what is your fee?"

"One thousand pounds for keeping quiet about 'em."—The Tatler.

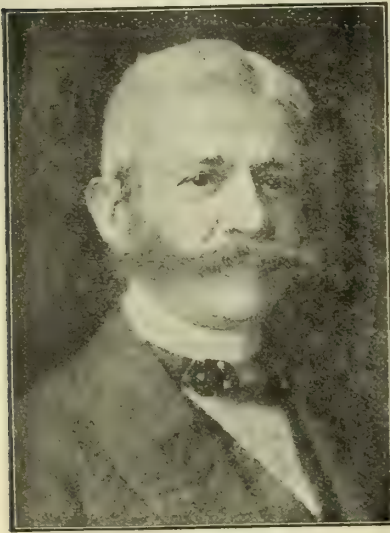
A Sweeping Victory for ISAAC PITMAN SHORTHAND

Speed with Accuracy again Triumphant

At the great International Contest for SPEED and ACCURACY in shorthand writing, held at Boston, March 30, 1907, under the auspices of the Eastern Commercial Teachers' Association, Miss Nellie M. Wood (Isaac Pitman writer) carried off the Egan International Cup, and Sidney H. Godfrey (Isaac Pitman writer) again won the Miner Gold Medal.

Sent for copy of "Pitman's Journal" containing a full report of above contest.

ISAAC PITMAN & SONS 31 Union Sq., N. Y.



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THE MAGAZINES.

—A remarkable article in the September Woman's Home Companion is "The Influence of Business Life on Women," by Anna Steese Richardson. The fiction in this number is far above the average. Anthony Hope continues his charming novel, "Helena's Path," and Jennette Lee, the late Julia Magruder, Grace MacGowan Cooke and several others contribute short stories. Dr. Edward Everett Hale's monthly editorial page is on the subject of Letter Writing. Grace Margaret Gould, the fashion editor, has special pattern pages for children's and young ladies' school clothes. The other departments—embroidery, dressmaking, knitting, etc.—are full of timely and helpful suggestions.

WHAT ARE WE COMING TO?

Congressman Blank and his wife had been to Baltimore one afternoon. When they left the train at Washington, on their return, Mrs. Blank discovered that her umbrella, which had been entrusted to the care of her husband, was missing.

"Where's my umbrella?" she demanded.

"I'm afraid I've forgotten it, my dear," meekly answered the congressman. "It must be still in the train."

"In the train!" snorted the lady. "And to think that the affairs of the nation are entrusted to a man who doesn't know enough to take care of a woman's umbrella!" —Argonaut.

"You insurance agents are a careless bunch," growled Mr. Busyman. "You're the third that's been here today, and not one of you has shut the door after him."

"That's not carelessness," answered the agent. "On the contrary, it's a matter of precaution." —Cleveland Leader.

POOR, NERVOUS WOMEN.

There are nervous women; there are hyper-nervous women. But women so nervous that the continual rustle of a silk skirt makes them nervous—no, there are no women so nervous as that! —Fliegende Blaetter.

THE WEEK IN REVIEW.

(Continued from page 157.)

United States Supreme Court, rather than get into vexatious trouble with the state authorities. In Virginia, a compromise has been agreed upon similar to that in North Carolina. In Alabama, the railroads were helped to a decision by the summary revocation of their license to do business in the state, under a new law which makes that the penalty of removing a civil case from the state to the Federal courts; and the Federal injunction upon the state authorities was modified at the request of the railway officials. In Arkansas, the injunction of a Federal judge served as a sufficient restraint upon the secretary of state who declined to put himself in contempt and to render himself liable to imprisonment by going on with the revocation of a railroad's license.

THE TROUBLES IN MOROCCO.

The troubles in Morocco are growing more serious. In the fighting in and around Casablanca hundreds of Moors and Arabs were killed; but this seems to have made no impression upon the fanatical tribesmen who swarm about the city and are beaten off one day only to return in larger numbers the next. The streets of the city, if the despatches do not exaggerate the conditions, looked like shambles after the bombardment. Repeated burnings and lootings have destroyed a considerable section of it; and horrible outrages have been perpetrated upon the Christian and Jewish residents. France and Spain have found it necessary materially to augment their forces; and if the other seaports are to be guarded and anything is to be done toward restoring order in the interior, there will be need of a large punitive expedition.

MAN ARRAIGNED.

Mrs. A. "Men are so queer after the honeymoon. If you tell them your love is growing cold they don't even glance up from their abominable papers."

Mrs. X. "No; but tell them the soup is growing cold and they jump ten feet." —Philadelphia Inquirer.

A ROYAL ROAD TO MANNERS.

"Frances," said the little girl's mamma, who was entertaining callers, "you came downstairs so noisily that you could be heard all over the house. Now go back and come down the stairs properly." Frances retired, and in a few moments re-entered the parlor.

"Did you hear me come downstairs this time mamma?"

"No, dear. This time you came down like a lady."

"Yes'm; this time I slid down the banisters," explained Frances.

—Christian Register.

A SUMMER CYCLE.

A boat and a beach and a summer resort,

A man and a maid and a moon:
Soft and sweet nothings and then
at the real

Psychological moment a spoon.
A whisper, a promise, and summer
is o'er,

And they part in hysteric despair
(But neither returns in the following
June,

For fear that the other is there).

Lippincott's Magazine.

THE LATEST.

He—"Is this serial story worth reading?"

She—"Oh! it's perfectly splendid. It describes all the heroine's gowns, and if you write to the editor he'll send you a pattern and tell you where to get the material cheap." —Browning's Magazine.

CONCERNING HIS BUSINESS.

A Boston lawyer, who brought his wit from his native Dublin, while cross-examining the plaintiff in a divorce trial, brought forth the following:

"You wish to divorce this woman because she drinks?"

"Yes, sir."

"Do you drink yourself?"

"That's my business!" —angrily.

Whereupon the unmoved lawyer asked:

"Have you any other business?" —
"Under the Spreading Chestnut Tree," in the July Everybody's.

Meeting of the Child Study Circle, Los Angeles, California.

The meeting was a surprising success. Sixty women came together representing as many different child study circles. Nearly all of them have children in school, the number of children, ranging from 1 to 6. From the moment the meeting was called to order to the time of adjournment, there was speaking,—brief, crisp, pointed speaking. In all respects it was as good as the discussions of any of the teacher's meetings, including the principals. From the hour's discussion came many suggestions that were corroborative of the views and decisions of the school people, and some that were valuable for corrective qualities.

These child study circles were begun eight years ago in a small way. They have increased until now nearly every school in the city has one. They hold monthly meetings of parents and teachers at the school houses. Specialists in all phases of education and child training come before these meetings and lecture; school officials go there and tell why they do things as they do; pupils illustrate the daily exercises of the class-room; and parents and teachers talk over their personal and local problems. The watchword is co-operation.

The following statistics show what results are being reached in one direction. Beginning four years ago, at which time these circles became general all over the city, the record for suspension, corporal punishments and enrollment was as follows:—

Year.	Suspension.	Corporal Punishment.	Enrollment.
1902-3	218	494	27,419
1903-4	199	483	30,909
1904-5	132	441	34,326
1905-6	116	377	37,877

A state of school affairs in which the record of suspension and corporal punishment keeps coming down with such a steady pace, while the enrollment goes up by leaps and bounds, demands explanation. The explanation is in the word co-operation. The advance for the future is not along the road of more or better administrative efforts on the part of school officials. We have got just about as far as we can in that direction. The advance must come through more and better co-operative efforts. This is a difficult and dangerous road to travel. It may be nevertheless, the only road that will take us much farther on.

THE SCHEME WORKED—IN A WAY.

The proprietor of a large business house bought a number of signs reading, "Do It Now," and had them hung around the office, hoping to inspire his people with promptness and energy in their work. In his private office one day soon afterward a friend asked him how the scheme affected the staff. "Well not just the way I thought it would," answered the proprietor. "The cashier skipped with thirty thousand dollars, the head bookkeeper eloped with the private secretary, three clerks asked for an increase of salary, and the office boy lit out to become a highwayman."—Ladies' Home Journal.

CLASSIFIED DEPARTMENT.

Advertisements measuring four lines (twenty-four words) \$1 each insertion. Each additional line 25 cents.

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MONEY IN COMMERCIAL ART. Ambitious young men and women should send for my booklet "A New Door to Success," which gives full details of my method of teaching drawing. A full year's practical art instruction for \$30.00. Grant Hamilton Studio, Suite 719 Flatiron Bldg., New York.

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TEACHER. State Normal school in the South wants teacher of English grammar who can coach in athletics and direct physical training. Salary \$1,000. Suite 144, 305 Broadway, N. Y.

A WOMAN TEACHER from Ohio who is to be in Lowell for the summer would like office work or tutoring for a few hours each day. Is a college graduate. Address V—L, care of Journal of Education.

TEACHERS and students earn money during vacation soliciting orders for "Nearest the Pole" by Commander Peary. C. W. Cary, Y. M. C. A. Building, Portland, Maine.

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HOUSE TO LET for the summer months. Address, Journal of Education, Boston.

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Gushing young thing entering a crowded motor bus to old gentleman about to move from his seat. "Oh, pray, don't let me deprive you of your seat!"

Old gentleman. "Please don't worry ma'am, I'm going to get out."—Free Lance.

AHEAD OF TIME.

Tommy—"It must be time for dinner. I'm just starving."

Nellie—"It's only eleven o'clock. Your stomach's an hour fast."

HIS HAPPY TERM.

"I would like," said the village alderman, "to have this paragraph imbedded in the resolution."

MISCELLANEOUS

FOR INDIGESTION, Dyspepsia, Heartburn, Sour Stomach, Digestive Tablets have no superior. They are sure to relieve and cure. Fifty cents a box. Sent postpaid. Address J. F. W., care Journal of Education, Boston, Mass.

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A NEW PASSION.

She. "So you are going abroad? Don't forget to write to me from every place you go to."

He. "Delighted. Excuse my asking—but is this a confession of love, or have you—er—started a picture postcard album?"—The Throne.

THE FEARFUL WAY OUT.

He. "Are you still engaged?"

She. "No."

He. "I congratulate you. How did you manage it?"

She. "By marrying him."—The Tatler.

"Our new curate seems to be an altruist."

"Oh, do you think so? I quite thought from his intoning that he was a tenor."—Punch.

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Title.	Author.	Publisher.	Price.
Elements of Physiology.....	Hough & Sedgwick	Ginn & Co., Boston	\$1.25
Jean Rotron's St. Genest and Veuceslas.....	Crane [Ed.]	" " "	---
Merimee's Carmen & Other Stories.....	Mauley [Ed.]	" " "	---
Lisbeth Longfrock.....	Poullison [Tr.]	" " "	.40
Laboratory Exercises in Elementary Physics (Book One).....	Newman	" " "	---
A German Grammar for Beginners.....	Bacon	Allyn & Bacon, Boston	---
Reconstruction, Political & Economic.....	Dunning	Harper Bros., N. Y.	2.00
Primary Arithmetic.....	Hamilton	American Book Co.	.35
School Arithmetic for Grammar Grades.....	"	" " "	.45
Intermediate Arithmetic.....	"	" " "	.40
School & Festival Songs.....	Shirley	" " "	.25
Switzerland.....	Baedecker	Chas. Scribner's Sons, Boston	2.40
Foods & Their Uses.....	Carpenter	" " "	---
Leading American Soldiers (1st. Vol.).....	Johnston	Henry Holt & Co., N. Y.	1.75
A School Algebra.....	Gorse	G. P. Putnam's Sons, N. Y.	---
A Sequel to Elementary Geometry.....	Russell	Clarendon Press	---
Shelley's Selected Poems.....	Clarke [Ed.]	Houghton, Mifflin & Co., Boston	.75
History in Fiction.....	Baker	Dutton & Co., N. Y.	1.50
Discoveries in Crete.....	Burrows	" " "	2.00
Lonewood Corner.....	Halsham	" " "	1.50
The Future of Japan.....	Watson	" " "	3.50
The Boy Problem.....	Forbush	The Pilgrim Press, Boston	1.00

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STATE NORMAL SCHOOL, SALEM, MASS. For both sexes. For catalogues address J. ASSURY PITMAN, Principal.

Shorthand and Typewriting Championships.

RESULTS OF THE FIRST CONTESTS HELD IN ENGLAND.

The Business Show held at Olympia in London, from the 4th to the 13th of July, was the first of its kind to be held in England, and, following the example of similar exhibitions in the United States, the official program embraced a number of contests in Shorthand and Typewriting with championship prizes in each subject. There was a students' shorthand contest and a students' typewriting contest, a commercial shorthand typists' contest, a teams typewriting contest, and the two championships in shorthand and typewriting.

For the shorthand championship there were fourteen entries and thirteen contestants. More than half of these were expert Isaac Pitman writers holding certificates for 200 words a minute or upwards.

The contestants were required to take down three test pieces of five

minutes each, at speeds of 180, 200, and 220 words a minute and to choose any one of the three for transcription. The regulations were very simple; one per cent. was deducted for every error, and the shorthand notes were handed to the judges with the transcript, which was commenced almost immediately after the note-taking had finished. Eleven of the contestants returned transcripts all transcribing the 200 words piece. The awards were as follows:

First prize, the championship cup, and \$50, Mr. S. H. Godfrey of London. Second prize, gold medal, and \$25, Mr. Hubert Byers of Middlesborough. Third prize, silver medal, Mr. G. E. Hall of London.

Mr. Godfrey's transcript of the 200 words piece contained only fourteen errors in the 1,000 words, giving him a net speed of 197 words a minute.

For the typewriting championship, thirty-seven competed.

The test pieces were:—thirty minutes copying from imperfect manuscript, thirty minutes copying from printed matter, and thirty minutes copying from dictation, each having

to provide his or her own dictator. The rules governing the contest were the following:

One word deducted for every error, viz:—for striking wrong letter, failing to space between words, omission or misspelling of a word, piling letters at the end of a line, failure to begin the line at space ten on the scale, except at the beginning of a paragraph. The operator typing correctly the greatest number of words in a given time, after the penalties have been deducted, to be declared the winner. The following are the figures of the winners in this test:—the prizes being the same as in the shorthand championship.

Contestants	No. Words Typed	Errors	Net
Mr. Curtis	2355	279	2076
Miss Smallhorn	2628	114	2514
Miss Illenden	2368	144	2242

College Notes.

Prof. Roscoe J. Ham, professor of modern languages in Bowdoin College, has accepted an election to the chair of Romance Languages at Trinity college. Prof. Ham will go to Hartford at the beginning of the fall term, succeeding Prof. Martin who resigned.

The annual calendar of the university of Michigan contains a summary of the students, which disproves certain statements that the large state universities are local in character. The enrollment for this year is 4836. Of this number 2615 are from the state of Michigan. The remaining 2221 are from all the different states, territories and dependencies of the United States and from foreign countries. There are twenty foreign countries represented by almost 100 students. The enrollment by departments is as follows: Literature, science, and the arts, 1678; engineering, 1208; medicine and surgery, 371; law 763; school of pharmacy, 94; homeopathic medical college, 81; college of dental surgery, 177.

At a meeting of the trustees of the Atlanta University held in Boston. Dr. Horace Bumstead resigned his position as president, which he has held for twenty years. With his hearty approval, Rev. Edward Twichell Ware, chaplain of the university and son of its founder and first president, has been elected president. The change of administration will take place September 1, and the historic policy of the university will be continued.

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THE EMPIRICLE TEST.

Tommy. "Does it make any difference if baby takes all his medicine at once?"

Baby's Mother (in horror.) "Good heavens! Of course it does!"

Tommy. "But it has'n't made any difference."—Punch.

BOSTON THEATRES.

KEITH'S.

Keith's.—Next week will bring the summer season at Keith's to a close, Labor Day being now looked upon as the opening date of the regular theatrical season. The most notable event of the week will be the finishing of the sixth annual engagement of The Fadettes. It will also mark their last appearances in Boston for a period of two years, as they will be on the Pacific coast next summer. The programme for next week will be made up of "request numbers" entirely. It seems likely that the many admirers of The Fadettes will make their farewell an event long to be remembered.

Mr. and Mrs. Gardner Crane, who have become among the most favored sketch artists of the day, are to present that excruciatingly funny farce, "Am I Your Wife?"—the best thing they have ever done. Another great comedy act will be that of Welch, Mealy, and Montrose, whose baseball burlesque is one of the drollest things vaudeville can boast of.

Leon Morris is to present his troupe of trained ponies, dogs, baboons, and bears, also the wrestling pony and funny John Hedge, his opponent. This is a really remarkable animal act.

Foster and Foster in their vocal and piano specialty called "The Volunteer Pianist"; the "Six American Dancers," in a striking terpsichorean novelty; Ed. Gray, "The Tall Tale Teller"; Great Scott, the London fireman, who does juggling stunts on an unsupported ladder; the Lyric Trio, in operatic selections; Viola and Engel, acrobatic humorists; Brown and Bailey, two clever "real coons," and the Kinetograph will complete the program.

THE (NEAR) PERFECT HUSBAND.

Several ladies sat in their club a few evenings ago discussing the virtues of their husbands. "Mr. Bingleton," said one of them, referring to her life partner, "never drinks and never swears—indeed, he has no bad habits." "Does he ever smoke?" someone asked. "Yes; he likes a cigar just after he has eaten a good meal. But, I suppose, on an average, he doesn't smoke more than once a month."—Toronto Saturday Night.

COMPLICATED MACHINERY.

It was the first time Dorothy had seen a street sprinkler.

"O, mamma," she exclaimed, with wide open eyes, "just see what that man's got on his wagon to keep the boys from riding on behind!"

THE WAY OF THEM.

A pair of shoes may hurt like sin

For weeks, and then about

The time we get them broken in

They start to breaking out.

The Catholic Standard and Times.

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A. E. WINSHIP, Editor.

TEACHERS' PENSIONS.

BY CHARLES H. KEYES, HARTFORD, CONNECTICUT.

(ADDRESS TO THE NATIONAL EDUCATIONAL ASSOCIATION AT LOS ANGELES.)

All that we call progress in civilization is but obedience to the deepest and divinest instinct of the race. Its command to society is to repeat and improve itself. Since man first lifted his face from sod to sky, this instinct has impelled his footsteps. Modern society has organized no agency to insure fidelity to this law of growth toward manliness and godliness that is at all comparable in its opportunity with the school. The home, the church, the whole social body has turned over to the school the largest and most important share of the work of training to meet the command, obedience to which spells social uplift, and disobedience to which means degeneracy. The character of our schools then must determine the fate of society. They should be what the true training of childhood and youth demand. They should be organized and administered for this service and not primarily for the convenience of the teacher, or the comfort of the tax payer. Under this view of the function of the school, I submit that,—Economic prudence and social wisdom demand that provision shall be made for adequate and honorable pensions for teachers. —From this point of view it will be no argument to urge pensions because teachers want them, or because teachers need them or because teachers deserve them. I desire to justify my thesis on the ground that such a policy is demanded by the schools themselves. Parents and tax-payers and patrons of our schools —and not school teachers—have the prime interest in enacting pensions for worthy teachers. It may, therefore, be true that I have brought my argument to the wrong forum, and that this audience, composed in a major portion possibly of teachers, is not the jury whose verdict we desire to influence. But teachers of America's youth, you will pardon me and hear me, if I forget you, and address myself to the distinguished citizens of this marvelous city and state, and to the other lovers of education who now honor this association with their presence.

There are, ladies and gentlemen, five cogent reasons why pensions should be provided for the teachers of the schools to which you are intrusting the education of your children.

First—That is the best teaching which emanates from a soul that devotes itself with a singleness of purpose to the guidance, the training, and the inspiration of youth. No teacher can do the best work for our children while at the same time compelled to be busy with plans for securing a livelihood when the days of service in the schoolroom

are over. No teacher can fitly train your children by day and worry by night over the question of raiment and food and shelter for the days that come too soon. Your children deserve a happy childhood of hard work and healthful play. Give them a cheerful, joy-inspiring teacher, who can give all the best that is in her to her school.

There can be no teaching worth while for your children from a worried woman or a care-burdened man. Working, planning, and worrying to make provisions for old age takes too much of the time and thought that belongs to your children. I submit, therefore, that it is our interest to secure the enactment of laws that will provide for the teacher in her old age.

Second—Teachers of the largest ability are every year being drawn away from the school service in which they have proven their high capacity to enter on more remunerative fields of endeavor. To continue serving our children is to accept an old age of dependence or privation. To enter upon the new field of work is to receive rewards large enough to enable them to make provision for their declining years. The teacher does not receive, nor is she ever likely to receive, compensation ample enough to permit such provision. Unless we would see the education of our children turned over to second-rate women and to third-rate men, we must provide the rewards that would permit our ablest teachers to consecrate their lives to the service of our schools. I submit that for this reason alone it is the duty and interest of every parent and every patriot to aid in securing honorable and adequate pensions for teachers.

Third—The efficiency of an army always depends upon the character of the recruiting department. The great army of teachers should always attract many of the brightest and ablest young men and women who year by year graduate from our leading educational institutions. Nay, the service should be so treated as to attract young men and women of character and brains to prepare for it as an honored and honorable profession. The current rewards of the teacher are so grossly inadequate that the very material we most need in our schools is being diverted to other callings.

Even if salaries should be increased to the highest point for which we have any reason to hope, they would still be too small to permit the laying by of a competence for old age. Young men and women of high attainments see this, and carefully avoid the teaching profession. A guaranty that

faithful service of our schools for a term of years would insure in age the modest independence and leisure for study that many an inspiring scholar most desires would win rich recruits for our educational army. Can there be any doubt of the wisdom and the expediency of instituting honorable pensions as a means to this needed re-enforcement of our school?

Fourth—There are in many of our schools men and women with the largest capacity for growth, who are earning unusually good salaries from which they are laying by a fund to take care of themselves in old age. To do this they are compelled to deny themselves the opportunity to travel, the time to study, the ownership of books, and the change of scene for bodily rest that are essential to the life and growth of an inspiring teacher. How a retirement pension would change all this, and enable such men and women to multiply their own powers, simulate and refine their associates to the blessing of the boys and girls! Every worthy parent finds his richest rewards not so much in the material situations he has conquered, the honors he has won, the wealth he has amassed, as in the contemplation of the rich opportunity these furnish for his boys and girls who share with him and after him their enjoyment. Society, like the individual, will find its richest enjoyment in planning and providing the conditions of a richer life for its successors. Are not your boys and girls worth your making for them the small sacrifice needed to give them more teachers who can afford from time to time to renew their youth, their scholarship, their inspiration? Is there any escape from the conclusion that 'tis folly to unduly delay the coming of the day when the teachers in our schools shall enjoy these opportunities because we have provided for their old age adequate and honorable pensions?

Fifth—In thousands of the older cities and towns of our union there are teachers who have practically worn themselves out in the service of our schools. From periods of from twenty-five to forty-five years they have spared no power of heart and brain in loving and consecrated devotion of their lives to the lives of boys and girls. They are body-tired, heart-sore, and brain-weary, with a frequency that is agonizing to witness. They have been able to save little or nothing. They cannot see that it is their duty to retire to privation or to charity. No official has the criminal courage and hardness of heart to turn them out to alms or starvation. As a result, they are spoiling the tempers and abusing the intellects of whole schoolhouses full of children in return for their confinement by the community at hard labor in the schoolroom. But this cruel and inhuman punishment of faithful old teachers who ought long ago to have honorably retired on pay goes on in a thousand American towns. The splendid teaching that they did for twenty-five or thirty-five years is no excuse for continuing to sacrifice to each of their broken years forty or fifty of your boys

and girls. Forget these devoted broken men and women if you will. If in the hardness of your heart you shall conclude to work them to death, I say nothing of the shame. But I do ask, can common business intelligence justify you in paying for something that you are not getting? Can decent regard for your own boys and girls justify their continued sacrifice? There is a patriotism whose ebullition takes the form of a rush of blood to the head and words to the lips, that might with hand on heart stand in the presence of teachers and schools thus sacrificed and talk of love of country; but you, my friends, know that no country is worth loving that with eyes open to such an abuse long permits it to continue. As honest men and women, are we not driven to the conclusion that honorable and adequate pensions for teachers must be provided in defense of the home and its children?

Since there is no escape from the conclusion that, no matter what the teachers may want, or need, or deserve,—the interests of the child, the parent, and society demand this pension establishment,—we must now consider how it is to be secured.

Three general plans have been advocated and put in operation:—

First—Bodies of teachers bent on providing for disabled veterans of the schoolroom have formed teachers' retirement associations, teachers' guilds, and teachers' annuity associations. They have provided small annuities for aged and worthy teachers by assessments of their own membership, increased by donations of philanthropic individuals, and in some instances by small legislative appropriations. The retirement fund department of the New Jersey State Teachers' Association, the Connecticut Teachers' Annuity Guild, and the Boston Teachers' Retirement Fund Association are good examples of these movements, of which there have been many throughout the union. They have not furnished, nor can they ever hope to furnish, complete and satisfactory disposal of the problem. Looked at as final agencies, they are subject to all the vicissitudes attaching to voluntary fraternal insurance societies with amateur managements. Some teachers support them as well-meaning philanthropies, but even the school teacher seeking old age protection that is really insurance knows enough to send her money to Hartford for the purchase of the real article. But these associations have done their greatest work in securing the adoption of other plans for more adequately solving the problem. In fact, all the rational teachers' pension legislation on the statute books of American commonwealths has been secured largely, if not entirely, through the influence of these teachers' organizations.

Second—Progressive cities in various quarters of our country have established, under legislative sanction, retirement funds for their own teachers. New York, Philadelphia, Detroit, and San Francisco furnish the best examples of this second scheme. Percentages of teachers' salaries, deduc-

tions on account of teachers' absences, and donations form the major portion of the fund in all these plans, except in the city of New York, where the foregoing sources are largely increased by the addition of five per cent. of all the excise moneys and fees for liquor licenses received by the city. Under these different city plans, maximum annuities vary from \$150 a year up to \$2,000 a year, this latter sum being provided by the city of New York, where the lowest annuity is equal to half the salary paid at the time of retirement.

Third—A few states have enacted general pension laws for the benefit of all these teachers. Of these, Rhode Island and New Jersey have formulated the most generous and most equitable statutes. New Jersey provides the bulk of her fund by deduction of from two to three per cent. of the salaries of all teachers. The annual pension amounts to three-fifths of the average annual salary for the last five years of teaching, but it cannot be less than \$250 or more than \$650.

The Rhode Island law, enacted in April of the present year, is so simple and concise that I beg leave to state it. It runs as follows:—

Section 1. Any person of either sex who on the passage of this act or thereafter shall have reached the age of sixty years, and who for thirty-five years shall have been engaged in teaching as his principal occupation, and have been regularly employed as a teacher in the public schools, or in such other schools within this state as are supported wholly or in part by state appropriation, and are entirely managed or controlled by the state, twenty-five years of which employment, including the fifteen years immediately preceding retirement, shall have been in this state, may at the expiration of the school year, unless his private contract with his employer shall otherwise provide, be retired by his employer or voluntarily retire from active service, and on his formal application shall receive from the state for the remainder of his life an annual pension equal to one-half of his average contractual salary during the last five years before retiring, but in no case shall such annual pension be more than five hundred dollars; provided, however, that no such employment as teacher within this state after this act shall be included within its provisions, unless the teacher shall hold a certificate of qualification issued by or under the authority of the state board of education.

Sect. 2. The state board of education shall make all needful regulations for issuing certificates of qualification and carrying into effect the other provisions of this act not inconsistent with the act itself, and shall examine into and determine the eligibility of each and every applicant to receive a pension under the provision of this act.

Sect. 3. For the purpose of carrying this act into effect the sum of ten thousand dollars, or so much thereof as may be necessary, is hereby appropriated out of any money in the treasury not otherwise appropriated, and the state auditor is hereby directed

to draw his sum as shall be certified to him by the state board of education, according to the provisions of this act.

Sect. 4. This act shall take effect on the first day of January, 1908.

This statute is the most generous and in its principal the soundest yet enacted. It squarely accepts the whole responsibility for the state whose schools are to be benefited, and does not require the teachers to furnish any part of the fund. The defect of this law consists in the smallness of the sum appropriated and the absence of any provision for making the appropriation continuous. It is hoped and believed, however, that the next session of the Rhode Island legislature will remedy these defects, and place the smallest state in the union in the position of leader and exemplar for all the others.

And now, ladies and gentlemen, is not the time and place auspicious for this great National Educational Association to inaugurate a campaign for the dissemination of such information and the creation of such popular sentiment as will insure the enactment in every remaining state of the union of laws providing for adequate and honorable pensions for all worthy teachers? California has established some conditions that fit her to lead the way in such a movement. You have demonstrated the wisdom of provision by the state as a whole of the great body of the funds for the support of elementary schools. Under your scheme of state taxation you have built up a system of common district schools which, whether in mountain hamlet, desert settlement, farming country, or prosperous city, are the envy of the union. You have proven the wisdom of state responsibility, especially when coupled with a wise measure of state control of the qualifications of teachers. In the campaign for the protection and improvement of the schools through the establishment of teachers' pensions, we have a right to look for a leading of the way in sections where this idea of state responsibility has been accepted and proven. Will California hear the call?

Back in the old Constitution state we honor the memory of a gallant soldier of whom we are fond of saying, "He dared to lead where any dared to follow." All over this union are principals, superintendents, and school officers who, with other influential citizens, say of the National Educational Association, "Where this great body deems it wise to lead you may count on us to follow." Let us take advantage of the time, the place, and the conditions to make this great association leader in a campaign of popular education on this subject of teachers' pensions. Success in such a campaign and under such leadership will bring relief and inspiration to many thousands of teachers; but it will do more. It will bring richness into the lives of hundreds of thousands of school children everywhere. It will give them assurance of the better training that comes from the peaceful heart and undivided mind of the teacher who may live and strive for the

single purpose of making your boys and girls worthy inheritors of the marvelous estate of the American fathers. Carry on your high duties and ours in a way more effective and glorious than our fondest dreams have dared to promise.

ROBERT FULTON AND THE CLERMONT.

It was an American and a Pennsylvanian who a century ago this autumn gave the world the steam-boat.

This man was Robert Fulton.

Tons of foolscap have been wasted in the attempts of envy to deprive him of the honor of his great invention. So far as popular belief and esteem go his name is inseparably associated with that discovery which has so completely transformed both travel and trade on river or on sea.

True, many were experimenting with the problem of steam propulsion for water craft; and some of these were quite near its solution. But Fulton happened to be the first to demonstrate practically that a boat could be driven by steam, and he proved it when his *Clermont* left her New York dock, and against wind and tide made her way triumphantly up the Hudson to Albany in thirty-two hours. It was a day of accomplishment that linked his name with the steamboat as surely as that of Stephenson with the locomotive, Morse with the telegraph, or Bell with the telephone.

Probably no invention was more sarcastically derided than Fulton's. Men who laid some claim to science proved conclusively in the crude public prints of that day that his boat could never be made to move in the water. All mathematics were against him. A French commission's report of the time was freely quoted: "Your commission respectfully report that a child's toy could hardly be put in motion by the force of steam." The wise-aces who saw every plank put on the *Clermont* had nothing but a big guffaw over her future. As they turned away they talked loudly and ludicrously about "Fulton's Folly," which was their unsolicited title for the craft still on the ways. They laughed as scornfully as the antediluvians at Noah's ark. Writing afterwards of the historic voyage, Fulton used these words: "I do not believe that there were thirty people in New York who thought that the *Clermont* could be moved by steam." . . . "I heard a number of sarcastic remarks, etc." And yet when the lines were cast off and the throttle open, the rude craft sailed away at a five-mile-an-hour gait; leaving the envious to gnash their teeth in rage, the sarcastic to style themselves fools, and the scientists to revise their theorems. Fulton was the hero of the day.

The effect of the voyage on many of the people afloat on the river, or dwelling by its margin, was most ludicrous. The *Clermont* had a very high smokestack, and as pine slabs were used for fuel both smoke and flame poured forth from it, to the terror of all who saw her coming. She was regarded as a "monster," and many landmen took to the woods in their mad flight; while rivermen promptly beached their skiffs and sought some shelter on land. Others fell on the deck of their vessels and prayed for the first time in their lives, calling for protection from the "dragon."

But the distinguished passengers—Chancellor Livingstone and his friends among the number—were in a merry mood. As the *Clermont* passed up through the Highlands they broke out singing "Ye banks and braes o' Bonnie Doon." And the chancellor, who had met Fulton in Paris years before and encouraged him in his efforts, assumed the role of the prophet, as he said: "The name of this inventor will descend to posterity as that of a benefactor to the world. And it is not impossible that before the close of the present century vessels may even be able to make the voyage to England without other motive power than steam,"—a prophecy that has been most surely and most amply fulfilled.

The *Clermont* was soon advertised as a packet between New York and Albany. Her passage time was related as thirty-six hours, and the passenger fare \$7. As the boat was a great curiosity, she always had as many passenger as she could accommodate. But she had to meet many a danger on her trips. The sailing crafts on the Hudson were envious of her, and deliberately tried to run her down. To smash her wheels was the chief aim, and more than once she limped into port with one wheel. But Fulton went right on building other vessels on the same model, and soon he had fourteen such on the Hudson, the Ohio, and the Mississippi.

The leading facts of Fulton's life may well be recalled and pondered at a time like this. Robert Fulton was born November 14, 1765, in a farmhouse high up among the Conewago hills of Lancaster county, Pa. His family soon removed to Lancaster, where the boy was sent to school. He did not care for books, thought their study a waste of time, but was fond of making things, such as lead pencils, sky-rockets, etc. He was fond of fishing, but did not like to row a boat; so he thought of inventing a boat that could be more easily propelled than by hands. Here, doubtless, was the germ-thought of the *Clermont*.

Determined to be an artist, he went to Philadelphia to study. There at seventeen he met Benjamin Franklin, who was about going off as ambassador to France. At twenty-one Fulton himself crossed the ocean, chiefly to study with Benjamin West—an American artist who had won large renown in Britain. In 1797 he went to Paris, and for seven years made his home with Joel Barlow—acting United States minister to France. Here he studied higher mathematics, chemistry, physics, and perspective drawing. He ventured also on some inventions—a flax-spinning machine, a new lock for canals, a torpedo, etc. He said of this period of his life: "I labor with the ardor of an enthusiast."

But his labors were doomed to failure. And with no little chagrin he determined to return to America. For a period his success was blocked here as abroad, but his indomitable spirit at last won the day. He had tried steam navigation on the Seine; now he would perfect it on the Hudson. Chancellor Livingstone aided him financially and otherwise, and at last came the victory of the *Clermont's* voyage, and the opening up of a new era for the world of transportation.

Fulton was an unassuming man, democratic in his instincts and manners, was never sordid, and pursued ideas far more than money. To our day it seems strange that one who had such opportunities for advancement and enrollment should have been always little more than a poor man. In this respect, however, he was only in line with many an inventor, who never secured but a tithe of the wealth accruing from his invention.

For a short time he was in the employ of the United States government, planning the building of coast defence vessels, which the war of 1812-14 seemed to have emphasized as a positive necessity. While thus engaged he died at the early age of fifty years.

Few men in America ever had so great a funeral. Officers of both state and nation were present, minute guns were fired from the battery, throngs were on the streets, while the legislature at Albany adjourned, and wore mourning for six weeks. His tomb is in Trinity churchyard, and has always been inconspicuous.

With the advent of his centennial the thought of some more substantial honor to his memory has been raised. It does not seem to be sufficient to have a dingy down-town street and a ferry-boat line bear his name, honorable as these memorials may be. And now there is a movement on foot to erect some shaft in his honor somewhere along the bank of the Hudson—the beautiful stream along which the Clermont laboriously, but successfully, pushed her way. And without question some such scheme will be carried out in the near future. And

both as a man and an inventor Fulton is worthy of some such honor.

One cannot help thinking of the surprise that would come to Fulton could he come back to-day and see to what colossal proportions steam navigation has grown in a single century.

When he was building his Clermont he was constantly hampered by the lack of dollars. He had to beseech a loan of a few dollars from this or that friend, who made the loan, but at the same time had no confidence in the sanity of the inventor's scheme. How would he open his eyes at the statement of this commercial fact! The steam tonnage of the world is estimated at \$40 a ton per annum. At this conservative estimate the income from the world's steam tonnage to-day would total the enormous sum of one thousand six hundred million dollars (\$1,600,000,000).

And then suppose that Fulton could be at the New York pier when the great new Cunarder—the Lusitania—was arriving on her maiden voyage. Thinking back to the Clermont he would recall her dimensions—130 feet long, sixteen and one-half feet beam, four feet draught, and her load 130 tons. And then he would learn the figures of the leviathan from across the sea—800 feet long, 72,000 horse-power, her tonnage 32,000, her draught thirty-six feet, her uppermost deck sixty-five feet above the water line, her speed nearly thirty miles an hour, and her accommodations ample for 3,600 people. What he would think of the evolution of the steamboat would be worth his writing and our reading!

LOOKING ABOUT.

BY A. E. WINSHIP.

IN IOWA.

"This is the place"—I-o-way! Because of this interpretation of the name, and not because of any special importance of the tribe, were the territory and state named "Iowa." And "this is the place" well worth magnifying because of what it is by nature and because of what human nature has done for the state that lies in the very heart of the corn belt. The name itself is attractive. But what a narrow escape the states hereabout did have! The plan in government circles was to carve out ten states and name them Sylvania, Michigania, Chersonius, Assenisipia, Metropotamia, Illinoia, Saratatoga, Washingtonia, Phypolania, and Pelisipia. There were wise men in those days and men who were otherwise.

Iowa is the only state with a rolling prairie from eastern to western, from northern to southern boundary. We owe the word "prairie" to the French who possessed this land from the day Marquette and Joliet, first of the white men, saw it on June 17, 1673, to 1762, when it was ceded to Spain.

Glaciers did the first great work for these vast acres more than a hundred thousand year ago, and they may have been a hundred thousand years in the doing of it, but they did their work well, laying furrows of richest soil wide and deep. And such soil! To-day there are multitudes of farms which

will sell entire for \$100 an acre and more, and yet it is less than seventy years since the first public sale of land took place, and 119,000 acres of the cream of Iowa were bought for five cents an acre. What hath man wrought in seventy years!

It is less than eighty years since the first white child was born within these borders, less than eighty years since Berryman Jennings taught the first school. Less than sixty years since the average salary (?) of the men teachers was \$16 and of the women teachers \$9 a month. Less than seventy years since a territory was organized, including most of Minnesota and all of the Dakotas; only sixty years since the state was organized, and so great was the opposition that the majority for the adoption of a constitution was but 456. To-day it is one of the mightiest states in the union, with a population of 2,240,000.

Yankee as I am, I have known this state for more than half of its life. I came here before it was thirty years old, and have been here, off and on, for a third of a century. Not only have I crossed it at every angle and by every line and piece of railroad, but I have lectured in more than fifty of her cities, in several of them many times. Thus have I come to know and love her for all that she is, for all that she has done for the union politically, commercially, socially, and morally.

Educationally, Iowa has had good ideals. In 1846, when her first superintendent was to be chosen, the dominant party nominated the chief justice of the territorial court, but James Harlan, a young man, recently graduated from an Illinois college, was nominated by the opposition, made a lively campaign on the stump, and was the only man on his ticket to be elected. He became one of the leaders in the state, having been nominated for governor by the dominant party, but there was a clause in the constitution that shut him out because of his youth. Later he was elected to the United States Senate. President Lincoln appointed him to his cabinet, as one of the last acts of his life. Harlan differed so radically from President Johnson that he declined to remain, and two years later was again elected to the United States Senate. He was president of the Alabama award commission. He was always interested in educational affairs. Her state superintendents have usually been men of distinction. Dr. Henry Sabin, twice elected to four-year terms, has been one of the national leaders in educational councils for forty years.

Educational legislation in the past two sessions of the legislature has been the most extensive and advantageous, probably, in the history of the state, Mr. Riggs proving to be an expert in bringing matters to pass with law makers.

INEFFICIENT SCHOOL EMPLOYEES.

BY A. S. LINDEMANN,
President, Milwaukee Board of Education.

Inefficiency is sure to find its way into or to develop in any service. When this occurs it must be eliminated. This is both a difficult and unpleasant task, but it is the duty that cannot be evaded if we are to be faithful to our trust. The inviolable principle in all matters pertaining to school management, must be: "The child's welfare is the highest law."

To tolerate a person, however deficient, who holds a position as teacher or principal, is an easy and popular thing to do. To make changes is always hard, and requires more moral courage than many persons are able to muster. The retention of incompetent persons in public positions because the responsible employers lack the moral fibre necessary to remove them is a common fault in all public bodies. On the other hand, the removal of persons on account of ill-will or prejudice or by other unworthy motive although often charged by persons affected and by their friends, is a very rare occurrence. There is absolutely nothing to be gained by members, through such action, except the ill-will and the condemnation of the person affected and his friends. The natural conclusion drawn by the public as to changes made by the board might very naturally be that the members, having full facts before them, had acted for the best interests of the schools and the pupils. Yet how few teachers or principals ever failed of re-election who were not, according to their own judgment and that of their relatives and personal friends, leaders in the profession and the victims of a designing and unscrupulous superintendent or of injustice and

harshness on the part of the members of the board.

Everyone agrees, as an abstract proposition, that the persons chosen by the board to teach in our schools should be required to attain and maintain a high standard; but any attempt to enforce that standard in concrete instances, brings down upon the heads of the school officials the wrath of a considerable portion of the public for the benefit of whose children the school authorities have acted. It is a regrettable fact that many citizens of standing in the community have signed petitions for the retention of a person in the school service for no other reason than to get rid of the carivasser. Such instances demonstrate that there are citizens of influence who do not realize that they have a personal responsibility for the success of the schools. It shows, too, how meaningless and valueless are petitions of this character and how little weight such petitions are entitled to have when presented to boards for consideration. This board has in several cases taken a commendable stand in these matters and has rid the school system of some dead wood. As time goes by the action in these cases will redound more and more to the credit of the members of the board. It is admitted, however, that this board has not exhausted all possibilities in this direction; some work of this character still remains undone.

That conditions of this sort are not confined to Milwaukee, but the school boards everywhere are confronted with these unpleasant duties, a reading of the educational journals of the country makes very clear.—Address to Board of Education.

THE VALUE OF A VACATION.

A vacation pays as much from the standpoint of character as from any other point of view, says Success. Just as "every man is a rascal when he is sick," so the best-intentioned man in the world may be a brute when he is worn out physically and working and planning, or trying to do so, with a fagged, weary brain. The brutal qualities in a man's nature come to the surface when he has drained his vitality to the dregs. He loses his self-control and his passions get the better of him. He does things which in his soul he condemns, and says things for which he afterwards hates himself, and all because he lacks physical stamina. The long strain of the year has made him so irritable and exacting that the merest trifle upsets him. He goes all to pieces over little things which he would not even notice if he were in good bodily condition.

A GENTLE REMINDER.

Six high school boys are sued for \$30,000 for hazing a fellow student. A thirty thousand dollar damage suit has been filed in the circuit court at Toulon by Charles Stoner against William Pilgrim, William Real, Earl Lattin, Earl Hull, William Harwood, and Edward Starkey for damages received while the plaintiff was being hazed and tied to a tombstone in the Bradford cemetery by the defendants. Stoner is crippled for life from the tombstone falling on him. Stoner is about fifteen years of age and was a student of the Bradford high school.

A SONG OF THE FACTORY.

BY JAMES J. MONTAGUE.

The trees were white with blossoms, the
meadows were broad and fair,
And the care-free birds made music for the
children that idled there.
But a man had need of the meadows; his
walls and chimneys sprang
From among the swaying branches where
the thrush and robin sang.
And the man had need of the children; he
gathered them in like sheep
And set them to work to earn his bread, for
children are many— and cheap.
They crouch all day by the spindles, wiz-
ened and wan and old;
They have given their youth to a master
who has minted it into gold.

No longer they idly listen to a warbler's
futile song,
No longer their idle laughter rings out the
whole day long,
No longer they roam the meadows like idle
gipsy bands,
For the world is growing richer by the work
of their puny hands.
And the man who found them idling among
the feathery blooms,
And brought them to watch their lives away
beside his clattering looms—
He talks of the goodly riches that his enter-
prize has won
With the toil of the sad-faced children, and
boasts of the thing he's done!

[Used by permission of the Cosmopolitan.]

EDUCATION AT THE JAMESTOWN EXPOSITION.

The visitor at the Jamestown exposition naturally finds his way into the buildings devoted to education. It is a varied and entertaining display which the schools and colleges always make, and one which nobody wants to miss.

A large building of brick and stone, with plenty of floor space, holds the exhibits of the primary and the secondary schools, from various parts of the country, chiefly the South and the East.

Entering the north door, one of the first displays which met the eye of the writer on a recent visit was that of the Old Dominion state. Here are Willis A. Jenkins, one of the educational experts of Virginia, and his assistant, Miss Alleene Jones, a second-grade teacher of Portsmouth, who did the honors of the Virginia exhibit, the most extensive in the building, and occupying the entire central space of the main room. We spent some time examining the bound volumes of pupils' work from the various grades, and the contents of the glass cases, consisting of busy work from the primary schools, manual training and domestic art products, and the like. We were sorry to hear that there are few kindergartens in Virginia; but we were delighted to see the school garden work of the Newport News primary pupils, consisting of cotton planted, seeded, carded, spun, woven, and dyed. Great progress has been made this year in Virginia as a result of the recent acts of the state assembly providing more money, better pay, and better buildings for the schools.

Ensnconed in a dark corner, adjoining Virginia, on the left, we found that veteran of school exposition cities—St. Louis. Recollecting that it was St. Louis which gave us the first education palace ever built at a World's Fair, and bearing in mind that the display of the St. Louis city schools at the Louisiana Purchase exposition in 1904 was the handsomest and most complete enterprise of the

kind we had ever seen, we looked for a specially fine exhibit. Nor were we disappointed. In a 12x14 space the skilled St. Louis exhibit experts have managed to install and present a noteworthy and comprehensive display. It is a model of condensation. Miss Nell Nicholson (an able eighth-grade teacher, who next year will occupy the post of head assistant of the Clark school), talked interestingly about the exhibit. The kindergarten display, she said, is the finest that St. Louis has ever made. The results shown, we could see, are really remarkable, and show great skill on the part of both teacher and pupil. There are parquetry, lentic, stick, and slat work of complicated designs, with crayola work and paper-cutting. The exercises of festival days are very interesting, showing photographic views of the various celebrations and the unique souvenirs designed and executed by the little pupils to commemorate the special events.

St. Louis has proportioned its school curriculum, so that every single branch receives due attention; there are no hobbies; and the course is so arranged that no branch can be removed without destroying the equilibrium of the whole. The plan to make a collective display by grades and subjects has succeeded admirably. Here one may see collections of kindergarten modeling arranged according to sequence, from the oval up to Paul Revere; and constructive work, beginning with the primary grade, showing basketry, weaving, cardboard, etc., up to the exquisite pottery and artistic metal work from the City Teachers' College.

What the elimination of political influence from the school administration has given in better practical educational results is shown by the charts, the number of pupils to a teacher, for instance, having been reduced from seventy-nine in 1858 to forty-six in 1907. Progress in school construction is shown by the picture of the old log school of 1820 and the latest on the approved H plan, the Emerson school,

costing \$150,000, and accommodating 1,000 pupils.

We were so much interested in what St. Louis had to show (and we haven't told half) that we spent more time there than we should have done. In the next section we found the Minneapolis display, in charge of Miss Elizabeth B. Williams, principal of the Holmes school. Seated in one of the big easy mission chairs, behind the big glass show cases, the eye was caught by the art work of the high schools, framed above a half-dozen leaf cabinets on the side wall, containing industrial work, applied design, and drawing from all the grades. Artistic coloring and designing, in which Minneapolis schools excel, marked the exhibit, which seemed more like a fine art shop than a public school display. Miss Williams called our attention to the excellent clay work and pottery of the fifth and sixth grades, its exquisite tones of blue-green and red in dull and bright glaze, and the good work of the first-grade pupils in models, baked, but not glazed.

A framed announcement over Rochester's booth prepared us for the fact that we would see in that city's varied exhibit the original uncopied and uncorrected work of the schools, and not a show prepared for exposition purposes. Rochester principals, it seems, make a semi-annual return to the office of the city department of public instruction of some of the regular daily work of pupils of their grades. Seven cases are ranged against the wall containing exhibits of kindergarten, elementary art, domestic art, manual training, and physical education (including games, exercises, gymnastics, and athletics) in the first eight grades, the East and West high schools, and the training school for teachers. The exhibit is in charge of Miss Elizabeth Shebbeare, principal of School No. 31.

In Boston, just beyond, we learned that the design was to present the course of study collectively through the grades, the exhibit being arranged by subjects. Miss S. L. Palmer of the Hillside school, Jamaica Plain, Boston, greeted us cordially, and showed us the chief feature of the exhibit, which is the field work in geography. Boston women's clubs provide money, it seems, to take the school children on field excursions during school hours, to make a study of Boston. The observations are impressed by aid of the auxiliograph, a neat device which magnifies a landscape and helps the young students to make correct drawings. We decided we should like to have some of these for our use. We were interested, too, in the new arithmetic system which Miss Palmer explained to us, and which teaches numbers in the first grade through constructive work, instead of the old abstract way. There was a specially good sewing exhibit, and some fine samples of domestic science in cooking, which in some way had escaped damage in transportation, and looked quite fresh and good.

For the Massachusetts state display we go to the state house, the fine Massachusetts state building not far away. The building is an exact reproduc-

tion of the old Colonial state house, lion and unicorn and all. In the front room we were met by Mrs. M. W. Brown of Belmont, the custodian, who willingly laid before our eager eyes the chief features of the exhibit. It was one of the best we had seen, for we liked the idea of having each town and city select the feature of educational work for which it is most distinguished and make a display of that. The exhibit thus stands for the best that has been done in all the varied lines of popular education in the state. We saw the tools and useful articles produced in the Springfield public trade schools; the biology and summer school work of Hyannis; elementary science from Bridgewater; drawing from Newton; chemistry and physiology from Westfield; music from Worcester; history from Everett schools; language and penmanship from Somerville; and the domestic science work from Framingham schools. In addition, we saw illustrations of the textile and evening schools for which Lowell is famous, and the work in child study of the School of Observation and Practice in the Fitchburg Normal school.

Returning to the education building, we visited the Ohio display, whose central feature is a quaint log cabin, a tiny replica of the historic school first taught by President Garfield. The model is labelled the work of Fostoria pupils. Another interesting model is that of the model kindergarten cottage at Mansfield, O. On the other side of the room a new development of the school system was exemplified in the large model of the centralized school of Wayne township, and by photographs, maps, and charts showing the evolution from the sub-district plan; the centralization of township schools; transportation of rural school children, and the like.

In the Missouri section we found beautiful illustrations of fine school buildings (including some of St. Louis) and a sign board giving some striking figures in school finance. We were surprised to learn that Missouri has the largest permanent interest-bearing endowment of any state: \$13,326,000; and that the public school revenue for 1906 totalled \$13,900,000.

Bright, new, polished leaf cases formed the alcove occupied by Georgia, in the centre of which, within a large glass case, was an interesting demonstration of how home products and their commercial uses are studied in the Georgia public schools. The case contained a big cotton stalk laden with ripe balls, and hung like a Christmas tree with innumerable objects and articles representing the uses made of the cotton plant in all its parts.

The work of North Carolina schools adjoining formed a creditable exhibit, a feature of which are large numbers of pamphlets for distribution, issued in the interests of the extension of public education in the South. Among the things for which North Carolina educators are working are the consolida-

A NEW ENGLAND EDUCATIONAL TRIP.—(III.)

BY W. SCOTT, BOSTON.

Returning to Springfield on the east side of the Connecticut, I met the tutor of the young Chinese lady, daughter of the leader of the Chinese reform party, on whose head a price was set at one time in his country. An interesting question was raised in connection with this young student who is preparing for Barnard College to fit herself for educational work in her native country. She has pursued study in China and India, and has some attainments in both Chinese and Sanscrit literatures, but has not yet become skillful in the use of English which is the medium of the college entrance examinations. The question which has been raised with the Barnard authorities is whether a student who has literary attainments of such a nature, but may be somewhat defective in English, will be in any way credited for such attainments as a possible offset to deficiencies in fluent English expression. The matter has been taken under consideration.

In this town also is found one of the best examples of consolidation of schools and transportation of pupils. A well-constructed brick grammar school building, recently opened, takes the place of four small wooden schoolhouses, situated along the electric road within a distance of five miles. The total number of pupils will be about one hundred and twenty. The electric road furnishes transportation at half rates for school children. The agitation which has led to this successful result began in 1897. The cost of the new building is \$12,000.

In South Windsor also are the grave of the father of Jonathan Edwards, the abandoned buildings of the old East Windsor Hill Theological Seminary, the Bissell ferry over the Connecticut which runs by tide water and dates back over two hundred and fifty years. At Windsor Locks we meet one of the rare sights in New England, a toll bridge.

Another toll bridge crosses the river a few miles above. Both of these bridges are well constructed, one of the them by the late Engineer Roebling of the Brooklyn bridge.

A stop at Worcester was made on the way to Boston, with a visit to Clark College and University.

Clark College is having a prosperous year. It is noteworthy, among other things, from the fact that the course of study covers three instead of four years. The tuition fees also are so moderate that it may almost be classed among the free colleges of the country. The question, agitated in some quarters, whether public education in Massachusetts should stop with the high school and then pass into the hands of private, denominational or endowed institutions comes up in connection with this young and vigorous college whose charge for tuition is very low. It is urged by advocates of free higher education that education should be free throughout, so far as tuition goes, as is the case at state institutions in the whole country west of Ohio, and which in part accounts for their remarkable growth in number of students. A student of small means, it is said, even with free tuition, has

the larger expenses of board, clothing, and the like to provide for. Besides the cost of higher education when distributed in a tax is slight. When higher education is maintained by endowments, with a steadily decreasing interest rate, the difficulty of sustaining higher schools and the cost of tuition are both likely to grow. How Massachusetts or New England will work out the matter is one of the educational questions already at hand.

Clark College also takes a unique position on the subject of examinations. It is an unbeliever in the elaborate preliminary examination system which generally prevails, and admits a student who has the ability to carry the college work, which test determines whether he shall continue on the rolls of the college or not.

It is said Worcester is entitled to educational pre-eminence among the cities of Massachusetts. While other cities may have greater single institutions than any in Worcester, this city has facilities from the lowest school to the university, including polytechnic training, either free or at low cost. The opportunity of a Worcester youth from start to finish in an educational sense is probably not surpassed, if equalled, all things considered, anywhere in New England unless possibly at New Haven and Boston.

The city is the seat also of Worcester Academy, a state normal school, Holy Cross College, and other institutions. The art museum has recently been enriched by the Salisbury bequest of several millions of dollars.

The radius of attendance at Clark College, as at the Springfield high school, is about twenty-five miles, making a college district of approximately fifty miles diameter. A recent investigation into the area of college attendance shows similar facts at other points. Thus Harvard and Radcliffe have pupils who come forty miles for daily or frequent service. Boston University, Massachusetts Institute of Technology, Massachusetts Normal Art School, New England Conservatory of Music have students who travel a still greater distance daily. Some cases were found of daily attendance at Boston institutions from Southern New Hampshire, sixty-seven miles; one student came ninety-nine miles four times a week to the New England Conservatory. Some of these distances are excessive, but it is evident that existing traveling facilities in New England make a large diameter of school attendance possible. The views of President Eliot, Dr. A. E. Winship, and others are therefore entitled to consideration, that educational legislation in the future must take into account the accessibility of schools by modern transportation. This has a bearing on the development of free higher education, for a comparatively small number of great centres for higher education would meet the requirements of a state like Massachusetts or of New England as a whole. The railroad mileage of New England surpasses any other equal area in the world; ninety-one per cent. of its population is in

railroad towns. The relation of good roads, including steam and electric roads, to the development and diffusion of popular education in this area is, therefore, a matter of great importance.

What one sees and hears in an educational trip of this nature suggests that public education in New England on its teaching, administrative, and economic sides, while admirable in many respects, needs readjustments to secure the best results from its teaching force, numerous and costly buildings and appliances, and great expenditures of public money. New England spends annually about twenty-five millions for current educational expenses.

The working policy of public education is too local and divisive. The state is the original authority in education, the guardian of the educational rights of the child, but it fails to adequately control the cities and towns which are its agents. The manual training law, for example, is grossly evaded in many cities. The undue, but indirect, control of the public system by colleges which are outside of the system; the splendid buildings of education, closed much of the time; the waste of pupils' time, especially in elementary and grammar schools, which are all the bulk of the people use; the steadily rising school tax rate, and numerous related questions require careful consideration and treatment. Popular education is a far greater enterprise than the average man has supposed it to be; it demands the best wisdom of teacher, of the ablest men of affairs and all citizens.

THE STORY OF WILLIAM H. LANGDON BY HIMSELF.

[Used by permission of the Cosmopolitan.]

To begin with, the writer had resided in the city of San Francisco since the year 1890, but had filled a rather peculiar position as to residence. From 1893 until January 1, 1903, he had been the principal of a school in San Leandro in Alameda county, across the bay from San Francisco. During part of this time, from 1897 to January 1, 1903, he had been a teacher in the San Francisco evening schools, and during five years of the time had had his law office in the Parrott building in San Francisco. So he was a teacher in two places and a lawyer in one.

In 1902 he was nominated by the Union Labor convention for superintendent of schools of the city and county of San Francisco. That was an open and free convention, and the nomination was secured by personal interviews with the delegates, such interviews being held at such hours as could be snatched from school work and on Saturdays and Sundays.

I did not know Eugene E. Schmitz or Abraham Ruef until after my nomination on the same ticket with Schmitz, then for the first time nominated for mayor. After this nomination I was indorsed by the Democratic convention, and at the November election was duly elected superintendent of schools to serve for a term of four years. I was under no

obligation to Schmitz or Ruef, the latter of whom had just begun to show his power as a political boss, and I appointed no one in my office at their suggestion. On the contrary, I took my two deputies from the two universities, the University of California and Stanford University. Neither appointee was a politician. That was the first real departure from the practice of city officials in naming practical politicians as their deputies and members of their office forces.

During my incumbency of the superintendent's office I was not on very cordial terms with either Mayor Schmitz or "Boss" Ruef. There were many conflicts between us because the board of education was under the domination of Mayor Schmitz and the boss, so that whenever I disagreed with the boss I had to disagree with the board of education. As a result of one of the differences of policy I was hardly on speaking terms with the mayor up to a week preceding my nomination for district attorney.

How then did I receive my nomination? That is a natural question from any one who understood the then political situation; for Ruef and Schmitz had secured control of the convention that named me as a candidate of the Union Labor party. Schmitz was re-named for mayor as the head of the ticket. But at that time it did not seem that he had any chance of being elected. The two old parties, Republican and Democratic, had fused against him, and men who had been prominent in public life, or at least in public office, were not willing to accept the forlorn hope of election on the Schmitz ticket. The nomination for district attorney was offered to two or three different lawyers before it was offered to me. They declined to accept, and because I knew intimately some 1,200 teachers, their families, and their connections, and was known by 50,000 school children, it was thought by Mayor Schmitz and "Boss" Ruef that my affiliations and acquaintance would bring some support to the Schmitz ticket.

I was the only man nominated on that ticket that year, apart from Schmitz and some of the supervisory nominees who had been denied re-nominations by their own parties, who had ever been in public life before as an elected officeholder. I had determined to retire from school work and to give my time exclusively to the practice of my profession. I therefore accepted the nomination for district attorney, as a step in that direction, and here let me say with emphasis that that acceptance was with the direct and explicit understanding that I should be free both as to patronage and policy in conducting my office. Mayor Schmitz readily consented to these terms, because he thought there was no possibility for anybody except himself on his ticket to be elected, and he expected for himself a desperate battle. But when the election was over the entire ticket had been elected, and the unofficial returns gave me the highest vote on the ticket—higher than that received by the mayor himself.

The official returns, however, with some precincts that were suspiciously unaccounted for, showed the mayor some 400 votes ahead of me.

In filling the places in my office, I accorded to the Union Labor "organization," which at that time meant Schmitz and Ruef, a certain number of places, reserving the right, however, to reject such of their nominees as did not measure up to the standard of efficiency and character that I demanded. After rejecting many of the names proposed by the mayor and the boss, I finally obtained a corps of officials that up to this date have met the requirements of their positions. All this is given merely that the general reader may understand the relation in which I was placed with the Schmitz administration when I assumed the duties of district attorney in January, 1906.

The first difficulty with the Schmitz administration, and with Ruef as the controlling power in that administration, arose when I declined to dismiss a felony charge at the suggestion of the administration forces. It was a charge brought by the telephone monopoly against one of its employees, and

the consent of the corporation to a dismissal had been secured. I insisted that the trial should go on, and the defendant was convicted. The value of my stock in the Schmitz and Ruef market began to depreciate at once.

Then came a raid on the big gambling house that Joseph Harvey and Frank Daroux had just set up. I suspected that there was some deal arranged between the gamblers and the administration, and I was loath to break with the administration, but I had to choose between retaining the friendship of Ruef and Schmitz and shirking an official duty. If I had pursued the latter course, under the peculiar circumstances it would have proclaimed me either corrupt or woefully incompetent. I was not willing to admit either charge. Therefore, upon my own instance, and without the aid or the knowledge of the administration, I raided the gambling place of Harvey and Daroux, and from that raid that gambling den ceased to exist. This action widened the breach between myself and the Schmitz administration. [The rest of the story is fairly well known to the public. Edit.]

MEMORIZING.

THE BLOODLESS SPORTSMAN.

I go a gunning, but take no gun;
I fish without a pole;
And I bag good game and catch such fish
As suit a sportsman's soul;
For the choicest game that the forest holds,
And the best fish of the brook,
Are never brought down by a rifle shot,
And never are caught with a hook.
I bob for fish by the forest brook,
I hunt for game in the trees,
For bigger birds than wing the air,
Or fish that swim the seas.
A rodless Walton of the brooks,
A bloodless sportsman I—
I hunt for the thoughts that throng the woods,
The dreams that haunt the sky.
The woods were made for the hunters of dreams,
The brooks for the fishers of song,
To the hunters who hunt for the gunless game
The streams and the woods belong.
There are thoughts that moan from the soul of the pine,
And thoughts in a flower bell curled;
And the thoughts that are blown with the scent of the fern
Are as new and as old as the world.

—Sam Walter Foss.

Space is nothing to spirit, the deed is outdone by doing;
The heart of the wooer is warm, but warmer the heart
Of the wooing;
And up from the pits where these shiver, and up
From the heights where those shine,
Twin voices and shadows swim starward, and the
Essence of life is divine.

—Richard Realf.

It is bad to have an empty purse,
But an empty heart is a whole lot worse.

—Nixon Waterman.

A rusted nail, placed under the faithful compass,
Will sway it from the truth, and lose the argosy.
Even the small cause of anger and disgust
Will break the bonds of amity 'mongst friends,
And wreck their noblest purpose.

—The Crusade.

Then fiercely we dig the fountain,
Oh! whence do the waters rise?
Then panting we climb the mountain,
Oh! are there indeed blue skies?
And we dig till the soul is weary,
Nor find the waters out!
And we climb till all is dreary,
And still the sky is doubt.
Search not the roots of the fountain,
But drink the water bright;
Gaze far above the mountain,
The sky may speak in light.
But if yet thou see no beauty—
If in doubt thy heart yet cries—
With thy hands go and do thy duty,
And thy work will clear thine eyes.

—George MacDonald.

We must be as courteous to a man as we are to a
picture, which we are willing to give the advantage of
a good light.

—Emerson.

"Tis well to walk with a cheerful heart
Wherever our fortunes call,
With a friendly glance, and an open hand,
And a gentle word for all."

"Life is a mirror of kings and slaves,
'Tis just what we say and do;
So give the world the best you have,
And the best will come back to you."

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1907 FOURTH.

It is a surprise, in view of the general impression, to learn that the Los Angeles meeting of 1907 was the fourth largest. In these estimates "money counts" and money alone counts. In this money count comes always the active member dues, whether representing attendance or not. Also tickets validated two dollars' worth always count, and on the cash basis the meeting of 1907 has only three sessions ahead of it, those at Boston, Asbury Park, and the former Los Angeles meeting. One-half of the four great meetings have been held at Los Angeles. What an honor!

WHAT THE SCHOOLS SIGNIFY.—(IV.)

GRADE ONE AND TWO.

Little less serious than the disjointed kindergarten is the traditional tendency to treat the first three grades as a unit, as the primary school, the merging of the first two grades with the third. All statisticians blunder at this point; much school literature is founded upon this error. Look at school attendance figures anywhere, and a wayfaring man, though a fool, can see that the number of children in the system is never suggested even until the third grade. It is often true that there will be thirteen in the first grade, ten in the second, for every eight in the third, fourth, or fifth. The number in the three grades next above the second rarely varies much, but in the first two there are frequently more than in the next three. "Compulsory education" does not apply or is not strenuously applied to children under seven. Some parents hurry their children into school as early as they can, while others keep them out as long as possible. Then,

again, the attendance is irregular because of anxiety of some parents to prevent exposure to inclement weather, because of children's diseases, and because the mother must take the small child with her when she goes away for a few days.

Again, differences in native ability are more marked before a child learns to concentrate effort under prodding. All in all, a group of fifty children, more or less, has not learned to keep step before the third grade. If there is apparent marching in intellectual step, it is because there is more concert work in which unconscious unison of action prevents discovering the absence of individuality in rhythm.

The kindergarten needs a little more suggestion of earnest effort, and the first and second grades need a good deal less. The grading of requirements should be as real in the three years below the third grade as in the third, fourth, and fifth, though it should be in no sense mechanical. In the three years of the kindergarten and the first and second grades it is a matter of unfolding, just as in the third, fourth, and fifth it is a matter of developing, but unfolding is as systematic and scientific as the developing.

The first and second grade rooms should be more like the kindergarten than like the third grade. Fixed chairs and desks should either be abolished or the time spent at these desks should be minimized. The freedom of the kindergarten should not be wholly lost sight of in these years. These three years are the nursery of the educational system. Here the little people should be allowed to grow very close together, to warm and protect one another. Not until the third grade should they be transplanted and given independent setting.

UNIVERSITY TO TRAIN TEACHERS OF DEFECTIVES.

We hail with genuine satisfaction and delight the announcement of a university department for the specific training of teachers of backward and defective children to be established this fall by New York University. It is highly creditable that this university has appreciated the great demand for an opportunity for teachers to equip themselves for this work. For several years there has been a call for such trained experts in the public school systems of many large cities, and by special bureaus for dealing with abnormal pupils. The wonder is not that the demand for such a department is now heeded, but that it was established a year ago.

This special course on backward children, which has been arranged as a feature of the School of Pedagogy by Dean Thomas M. Balliet, will be given by Miss Adaline M. Simpson, who has had nearly a thousand defective and backward children under instruction each year, and has made them almost self-governing under a "School City" plan. Her work will consist of practical lessons on methods and devices for teaching the feeble-

mind, supplemented by a series of exercises in manual training and gymnastics, rhythmic movements and plays designed particularly to aid these handicapped little folks. The courses in the manual work will be under the direction of J. P. Haney, M. D., who has long made a study of the use of hand work in the school life of the "Hundredth Child," as he calls the defective. Luther Halsey Gulick, M. D., will direct the special work in gymnastics. James E. Lough will offer courses in laboratory psychology. Robert MacDougall will lecture on genetic psychology and sociology, and Dean Balliet will deal particularly with fatigue and growth and the part which biology and physiology play in education.

AN OFFICIAL KICKER.

An important Western railroad has an official kicker. He is a high-salaried and capable man. He rides over every mile of its own lines, buys a ticket of every agent, eats at every lunch counter, checks parcels and baggage all along the route, asks all sorts of questions and favors, and writes his kicks under all sorts of nom de plumes to every appropriate official. He does the same, on a smaller scale, on every rival line. His reports are made anonymously so that only the men highest up know who he is; and even they do not know where he is operating, but they do know the weak points in their line, both absolutely and relatively.

Why not have an official pupil? Wouldn't it be a great demonstration of efficiency or of inefficiency if it were possible to have a child for each grade who could spend a week as a genuine pupil in every school in a city or in various cities? It is said that all employees in all lines, knowing that there is such an official kicker on some road, but knowing not on what line, come to treat every passenger as the possible official kicker. I wonder if it would ever affect a teacher if she thought that possibly there was an official kicker among her pupils!

THE OFFENCE.

Calling upon a friend in a courthouse in a western city, I discovered that the judge of the probate court was a long ago friend, a graduate of Dartmouth, and at one time a teacher in Massachusetts. I found him holding a session of the juvenile court. A lad of twelve was called.

"With what offence are you charged?" No response.

"What is your offence?" No response.

"With what are you charged?" No response.

Turning to the probation officer, he said in an aside: "Is this fellow a fool?"

"Oh, no, he is bright enough. Try him again."

"What are you here for?"

"For stealing a bicycle."

"Did you steal it?"

"Yes."

Turning to me, he said: "The fool was at the other end of that case."

ALERT FOR OPPORTUNITIES.

It is said that only about one night in ten is clear enough for the study of the stars effectively in the Middle West, but when there is an evening it is improved to the limit. Astronomers are ready on 330 nights that are not good, so as not to lose one of the thirty-five that, on the average, is good. What a lesson on patience to the teacher! What results might we not get if teachers would be ever alert for the hour when children's minds are clear and ready for the best activity. This rushing madly forward as though every hour was as good as every other hour is the absurd feature of much of the work.

DEMONSTRATIVE FARMING.

The State College of Washington at Pullman is to have ten or twelve demonstration farms in various parts of the state.

The plan is to secure eighty acres of land, place modern farm buildings on it, and get a man of education and hustle to carry along diversified farming, and be guided by experience and conference as to what is best in that climate and soil. Business interests will back the enterprise from an educational and experimental standpoint. They will also get a truck farmer from the vicinity of one of the large cities to farm ten acres.

They will endeavor to establish "demonstrative farms" in such parts of the state as may be necessary to touch each of the varied farming interests, and each farm will be in charge of an expert. They will also establish demonstration farms for dairying, farming under irrigation, hog raising, and they will establish a cattle raising station. Several farms will be conducted with especial reference to the truck gardening possibilities near the large cities, such as Spokane, Tacoma, and Seattle. One idea will be to operate in the alfalfa and sheep raising districts—North Yakima or Wenatchee, for instance—and work for the securing of maximum profits in alfalfa raising specialized; another will be to exhibit the maximum profits to be derived from, say, ten acres of small fruit and garden land near Seattle; and so on, all over the state. This is keeping step with the spirit of the times.

THE LOCAL VALUE OF A SCHOOL.

All at once the public is awake to the fact that a school is an investment and not an expense, a doctrine I have been promulgating in the press and from the platform for some time. Red Wing, Minn., has had the state training school for girls, and some local "kickers," loafers in hotel lobbies and other places where such fellows congregate, complained that it was not a good thing for the city. Now a fine new equipment is to be installed, and several other cities are bidding for it, and all of a sudden Red Wing is wide awake and offers the best site in the city, a farm of 160 acres, costing them \$10,000. There are scores of similar cases known to us. Kalamazoo raised \$70,000 among the business men to get the normal school to come there, and in Missouri several cities have raised much more than that to offer for a state normal school.

MISSISSIPPI ON THE MOVE.

Mississippi recently had three important changes in one day. Hon. A. A. Kincannon was changed from the presidency of the Industrial Institute and College to the chancellorship of Mississippi; Hon. H. L. Whitfield retired from the post of state superintendent of education and becomes the official head of the Industrial Institute and College, while in consequence of this change Professor J. N. Powers advances from the position of superintendent of West Point city schools and becomes state superintendent of education by appointment of the governor.

STIRRING FACTS.

Leslie M. Shaw, ex-secretary of the treasury, has made the following notable utterance:—

"Our farms produce more than \$6,500,000,000 per annum. Our mines yield more than \$1,500,000,000, and our forests more than \$1,000,000,000. The output of our factories, in other than food products, is \$12,000,000,000. The railways earn more than \$2,000,000,000, and they are all in successful operation. The pay-rolls of our factories and railways aggregate approximately \$3,500,000,000."

MILWAUKEE SALARIES.

Here is wisdom as well as square dealing from the president of the Milwaukee board of education: "The salary schedule passed by this board is the most equitable arrangement that has so far been applied in the Milwaukee school system. It is based on the only fair proposition of equal pay for equal work. It is also based on the proper educational principle that small children shall and must have the benefit of the experienced and successful teacher. Primary grades should not be the experimental stations for apprentice teachers. It is a great pedagogical sin to let the child begin under the guidance of inexperienced teachers, and thus, instead of acquiring the right habits of study at the beginning, they get into careless ways which are hard to eradicate. Much time is thus lost with the child, and oftentimes his love for good, thorough study is destroyed."

The death of Dr. Horace Mann Willard, founder, owner, and principal of Quincy Mansion school, Quincy, whose death occurred on August 24, was one of the closest friends of the editor of this Journal. We taught side by side a third of a century ago, and it was my privilege to bear an active part in his plans for founding the Quincy Mansion school. His death is a deep personal and professional bereavement. Elsewhere we speak of his career.

Milwaukee, like Boston and Cincinnati, has begun the appointment of special advisory committees of prominent citizens on special local educational interests.

John Burroughs regrets that the President went into the nature fakir business. If Mr. Roosevelt has any friend who does not regret it, let him speak up.

If you are interested in the playground movement, send ten cents to Graham Romeyn Taylor, 616 The Rookery, Chicago, for the August number of *Charities and the Commons*. No teacher can afford to miss this number of that magazine.

It is wisely said that the Chautauqua assembly is a vast forum, a clearing school of ideas, an observatory, a social crucible, a vacation school of all-round life for every member of the family, a centre of ethical and educational forces.

Samuel H. Edmunds, superintendent of Sumter, S. C., for the past twelve years, has seen the white pupils in the public schools increase from 285 to 809, or 180 per cent. What other Southern city can match that?

"Tenure" never means that incompetent teachers must be kept permanently in service. If it did we should never have tenure, never ought to have it.

Playgrounds should be in charge of the city board of education, and not in charge of a special board. This is a vital condition for success.

Living is never on a higher plane than one's thinking. It may not be on as high plane, but it never gets above it.

The Boys' City at Winona Lake, Indiana, where a thousand boys spent the summer together, was a great success.

The educational statistician is one of our worst enemies, and our enemies come in the garb of friendship.

Child labor is physically demoralizing. It weakens the manhood and womanhood of the nation.

Iowa appears to lead the country in the per cent. of salary increase, especially in the rural schools.

Find some way for every pupil to know that he succeeds in something if he is doing his best.

Salaries will be decidedly higher this year than they have ever been heretofore.

Low grade teachers' certificates are being abandoned in every progressive state.

Northwestern University began its great boom when it abandoned football.

Georgia's school enrollment increased nearly 30,000 this year.

Washington pays \$2,400 to her superintendent of playgrounds.

Intrastate and interstate are so like and yet so unlike.

Not to appreciate health is to not deserve it.

Worry never removes cause for worry.

THE WEEK IN REVIEW.

THE PRESIDENT AT PROVINCETOWN.

President Roosevelt, as was expected, availed himself of the opportunity afforded by the speech which he had promised to make at the laying of the corner-stone of the monument to the Pilgrims at Provincetown to declare his policy once again with reference to the regulation of corporations and the prosecution of trust offenders against the laws. If any persons had expected that he would be swerved from his purpose by the demonstrations of Wall street and the repeated charge that he is precipitating a panic, they must have been disappointed; for the President declared emphatically that he would adhere resolutely to the course which he had marked out and that there should be no change in his policy during the eighteen months remaining of his administration.

THE TAFT CANDIDACY.

On the eve of his departure for the Philippines and for the extended trip around the world, Secretary Taft made a speech, which is generally accepted as the platform on which he will stand for the Presidential candidacy. It was a clear, straightforward, manly exposition of his views on the great questions now pending. It shows that Mr. Taft is cordially in sympathy with the Roosevelt policy at all points; and that if he were nominated and elected his administration would continue the lines of effort which President Roosevelt has marked out.

POSTAL REFORMS.

Postmaster-General Meyer is considering a number of important improvements in the postal service. Among the projects which he has in mind are the establishment of a domestic parcel post, limited to ten pounds; the establishment of a postal savings bank system; increases in the rural delivery; a reduction of foreign letter postage to two cents each half ounce to every country which has a notes, payable to an individual instead of to bearer as heretofore; the general adoption of stamp-selling machines, on the penny-in-the-slot plan; and an extra evening delivery in the residential portions of some of the large cities. This is an extensive program; and the postal service enters so intimately into the business prosperity and the personal comfort and happiness of the people that there will be a general desire that Mr. Meyer's plans may be carried out.

THE PLAGUE AT SAN FRANCISCO.

The bubonic plague is so dreadful a scourge that it is startling to know that cases of it have occurred in the squalid sections of San Francisco; and that, of the first five cases reported, four proved fatal. With one exception, the patients were dwellers on the edges of Chinatown. Two were Mexicans, one an Italian, and one a Russian Pole. The single exception was a foreign sailor on a coastwise steamer. This case is especially disquieting as it suggests the spread of contagion. The infested steamer has been ordered into quarantine with her passengers, and the local health authorities seem to

be acting with energy. But the frightful ravages of the plague in India, and the fact that it has recently made its appearance in Manchuria make the prospect a serious one. Misfortune seems to follow hard upon misfortune in San Francisco.

DISFRANCHISING THE NEGROES.

It will be noticed with regret by all who desire a "square deal" for every one, white or black, that Georgia has joined those Southern states which have legislated for the practical disfranchisement of negroes. The new Georgia law, enacted at the session of the Georgia legislature, just closed, contains clauses which are expressly framed to admit of flexible interpretation according as the intending voter is white or black. There is the usual "grandfather's clause"; and there are educational qualifications, and property qualifications; and besides, such requirements as that a person "must be of good character, understanding the duties of citizenship" and that he must be able to "give a reasonable interpretation" of any paragraph of the constitution. The judges of good character, the understanding the duties of citizenship, and the reasonable interpretation of the constitution will be, of course, white election officers. The law is counted upon to disfranchise 95 per cent. of the negroes.

THE FISHERY QUESTION.

Arrangements are being made for submitting to The Hague tribunal all the questions involved in the Newfoundland fishery complications. The settlement of this matter would be a simple thing if only the United States and England were concerned; but the people and the government of Newfoundland are full of resentment against the mother country because they think that she is disposed to sacrifice the interests of the colony for the sake of keeping on pleasant terms with the United States. Because of these differences between the imperial and colonial points of view, the question will be one of more than ordinary complexity for The Hague tribunal to settle. If the question is submitted to arbitration, it will be on the basis of renewal of the present *modus vivendi* while the decision is pending, and such a renewal is itself very offensive to Newfoundland.

A LARGE CONTRACT.

It begins to be clear that the pacification of Morocco is a large contract for which the forces originally despatched by France and Spain are wholly inadequate. Hordes of fierce Moors from the South are headed toward Casablanca, and the French force there is practically under siege. It is called upon almost every day to beat off attacks, and the strain of incessant watchfulness will be fatal to its morale if it is long continued. A decided reverse there would set the whole country in flame. It is not surprising that the French government chafes against the limits imposed by the Algeciras agreement. The situation has passed far beyond the stage where it can be dealt with by

EDUCATION AT THE JAMESTOWN EXPOSITION.

[Continued from page 206.]

tion and enlargement of school districts; the provision of more and better schoolhouses; for better classification and more thorough instruction; for the reduction of illiteracy; for a compulsory attendance law; for the appropriate education of the negro; higher teachers' standards and salaries for the increase of secondary schools; for industrial education; and for an increase of funds to meet the needs.

North Carolina, we were glad to learn, has made a good start for these objects, having already been engaged in building new, attractive, and suitable schoolhouses at the average rate of more than one a day for every day in the year; in increasing expenditures; in improving the course of study; and the efficiency of teachers and superintendents, etc.

South Carolina's exhibit, too, disclosed a similar felicitous forward movement in education. We noticed the neatly-bound, illustrated volumes of Charleston schools, exhibits ranking well in comparison with cities of similar size. A striking object in the display was the map executed in silk by the negro girls in the sixth, seventh, and eighth grades of the graded school of Spartanburg, a city which shows some excellent results in manual training. The exhibit, however, is lacking in neat and orderly arrangement.

As we passed out we took a peep at the Phoenix (Ariz.) display, which occupies a room near the entrance. The walls are completely covered with a varied display of handicraft of all grades, constituting an up-to-date exhibit.

Jane A. Stewart.

SAVE THE BOY.

BY W. S. PROUTY,
Charles City, Iowa.

One of the problems of school management is to keep the boys in school. An erroneous impression is likely to prevail that boys drop out of the school mostly during their high school period. Our high school records in recent years show that a very small percentage of boys drop out after entering the high school. Statistics show that a greater percentage of boys leave our schools in the grammar grades. In December, 1905, there were 62.8 per cent. as many boys as girls in the sixth, seventh, and eighth grades, and 102 per cent. as many boys as girls in the third, fourth, and fifth grades. Assuming that these percentages remain constant from year to year, it will be noticed that nearly 40 per cent. of the boys drop out of the public schools before finishing the upper grades. It may also be admitted that boys who drop out of school at this age are surrounded by such home environments as would make their attendance of the public school the more imperative. It is believed that by the introduction of systematic manual training in the grades the executive, motor, and creative impulses of a large per cent. of such boys as leave the schools at this age would be stimulated, and

their interest in school life sustained. Manual training would train the brain through the hand, interest the pupils in their studies, and teach respect for manual labor.—Report.

PLAYGROUNDS.

In Somerville, Mass., the Prospect-hill playground is a great success. It was in commission from July 2 to August 11. The attendance ranged from forty to 160. The ages were from fourteen downwards. Some brought baby brothers and sisters, who rested and slept in the shade of the trees. The six swings (three for boys and three for girls) were much used. The sand boxes furnished amusement for all ages. Singing games were popular. During the heat of the day the quiet games were most enjoyed. All were interested in the stories read to them. Mothers visited the playground and expressed their appreciation of the service done for their children.

In Cambridge, Mass., the Rindge playground continued six weeks from July 9 to August 18, 1906. The morning attendance varied from seventy-five to 100; the afternoon, from 150 to 200. On Saturday the attendance was low, averaging about thirty five. Several causes account for the fall in attendance on Saturday for small children. The ground is much used for large youths and adults on that day, and parents, it seems, take their children on outings. The names, ages, and addresses of over 500 children were taken, the average age being nine or ten years. A few came from Arlington and Somerville. In some cases mothers and children came with lunches. Nearly every day some mothers spent an hour or two on the playground. The mothers expressed appreciation of the work. A number of babies were brought each day to the playground by older children. The swings were the chief attraction. Two children were allowed to use each swing together for ten minutes at a time. The basket-ball was used for "pitch and catch." The sand gardens were used especially after rains, when the sand was clean and moist. The boys played football to some extent, but baseball was the popular game. Young children were taught other games, among them kindergarten games. In some cases parents were urged to secure summer work for the older boys. For such, special and suitable arrangement and occupation should be provided. The policeman on duty on the playground rendered good service, but if the older boys were provided for in satisfactory ways, the oversight of the police might be lessened.

It was in 1899 that the gold production of Alaska began to jump swiftly upward. In the '80s and early '90s a million dollars a year was the limit of production. Between 1896 and 1898 a little over \$2,000,000 a year was secured, but in 1899 almost \$6,000,000 was mined, and the next year over \$8,000,000.

Since then there has been an increase almost every year, but 1905 and 1906 show gains vastly greater in amount, and even comparable in proportion to the gains in the years when all America was excited over the discoveries. The figure for 1906 was \$21,000,000 and for 1905 \$15,000,000, the two years together having produced more than a third of all the gold that has ever come from the territory.

"CASTLE OF INDOLENCE."

I care not, Fortune, what you me deny;
 You cannot rob me of free Nature's grace;
 You cannot shut the windows of the sky,
 Through which Aurora shows her brightening face;
 You cannot bar my constant feet to trace
 The woods of lawn, by living stream, at eve;
 Let health my nerves and finer fibres brace,
 And I their toys to the great children leave;
 Of fancy, reason, virtue, naught can me bereave.

—James Thompson.

 THE COMMON BARBERRY.

Few plants possess more points of interest than the barberry (*Berberis vulgaris*). Originally imported from the Old World by our New England ancestors, it has been always familiar in that section of the country by wall and roadside, in field and meadow. Hence we have come to regard it as a native. Every schoolboy knows "its strings o' golden flowers," and the sensitive stamens which he pricks with a pin. When touched they move toward the pistil, and, at the same time, little trap-doors fly up and open for the discharge of pollen. The motion is best imparted by touching the glands at the base of the filaments. These valves, once open, remain so, and their elasticity is lost. The motion is due to an unequal tension of tissues, or a delicate balance of the protoplasm of the cells, in which the equilibrium is easily disturbed. It probably aids in the transference of the pollen. I cannot say from memory what insects visit the barberry, but I should fancy certain flies of poor taste, as the odor of the flowers is inexpressibly vile.

The shrub, which is rarely more than ten or twelve feet high, if broken across or sectional, reveals a deep yellow heart-wood used to some extent in dyeing. The leaves are peculiar in several respects. In the first place, their position subtending a stunted branch shows the apparent forking spines to be really metamorphosed leaves. In spring they are, indeed, tender and foliaceous; it is only in the mature season that they become woody and pointed. In their axils stands a rosette or cluster of leaves on a greatly-abbreviated branch. These leaves present the peculiarity of being compound, but of only one leaflet, as is the case in the orange, lemon, and Japanese ampelopsis. The proof of the apparently contradictory fact is the joint between blade and petiole, and the persistency of the latter in some of the plants cited after the blade has fallen. Later this itself separates from the stem-axis. The Rocky Mountain barberry, or *Mahonia aquifolium*, with its numerous holly-like leaflets, shows how its Eastern congener has been produced or reduced.

In August the barberry begins to have its pretty clusters of berries turn yellow or orange. Finally they assume a deep vermilion hue, and look like coral pendants. A delicious but rather too seedy preserve and a cooling acid drink are made from these berries.

Another point of scientific interest is the presence upon many of the leaves of an orange-colored "cluster-cup" fungus—*Aecidium berberidis*, one stage of which is spent upon the barberry and another upon wheat. This was known to farmers before botanists acknowledged its truth. We are not, for this reason, to jump to the conclusion, as some do in these times of rash generalization, that science is perhaps wrong and the charlatan right. On the contrary, it only shows that true science is conservative, not blown about by every wind of doctrine or every new theory, and rigidly demands proof. Sometimes her votaries are caught napping, but they mean to be alert, and, above all things, honest.

Formerly a decoction of the bark of the barberry was used as a preventive of jaundice, an application of the strange old doctrine of signatures. The wood was yellow; so was the skin in the disease, ergo, a yellow dye or juice must of necessity be a cure of it. In this twentieth century we are presented with just such reasoning as a cause for abandoning sublime truth and chasing after a shadow.

Owing to the fact mentioned above concerning the "smut" of wheat having its origin in the orange cluster-cups of the barberry, there have been laws passed in some states, we have heard, against the growth of the latter. In Rhode Island it grows at its free will almost everywhere.

W. Whitman Bailey.

Brown University.

 MEDICAL INSPECTION.—(I.)

BY MASSACHUSETTS BOARD OF EDUCATION.
 INFECTIOUS DISEASES.

Diphtheria.—It is a well-recognized fact that nasal diphtheria of a mild type without constitutional disturbance is one of the most important factors in causing the spread of the disease, and also that children very frequently have profuse discharges from the nose. It therefore follows that, in order properly to inspect the public schools, it is important that cultures should be taken from the nose in every case where there is a persistent discharge, particularly if there is any excoriation about the nostrils.

The throat should be examined at varying intervals, depending upon the physical condition of the children. Any hoarseness or any thickness of the voice should cause an examination of the throat. If the tonsils are enlarged, if the mucous membrane is congested, if there is swelling of the palate, a culture should be taken. These symptoms precede diphtheria.

A child with positive cultures should be excluded from school until two consecutive negative cultures at an interval of forty-eight hours have been obtained.

Scarlet Fever.—If there is a sudden attack of vomiting, if there is any redness of the throat, if the child complains of headache, if there is an unexplained rise in temperature, the child should

be isolated at once. Any desquamation (peeling of the skin) should be looked upon with suspicion. If there are any breaks at the finger tips, if on pressing the pulp of the finger there is a white line at the juncture of the nail with the pulp of the finger, particularly if this occurs in the majority of the finger tips, the child should be excluded from the school.

A child who has had scarlet fever should not return to school until the process of desquamation has been entirely completed, and all discharge from the nose and ears ceased.

Measles.—Running from the nose and slight intolerance of light may call for an examination of the mucous membrane of the mouth for Koplik's sign. Koplik's sign, so called, is the presence on the lining membrane of the mouth, near the molar teeth, of minute pearly white blisters, without any inflammation around them. There may be only two or three of these blisters, and they may easily escape detection if the patient is not carefully examined in a good light. These blisters are certain forerunners of an attack of measles.

No child should return to school after an attack of measles until the desquamation is entirely completed, and the child has recovered from the intercurrent bronchitis.

Mumps.—Any swelling or tenderness in the region of the parotid glands (situated behind the angle of the jaw) should be looked upon with suspicion. It is important to notice any enlargement or swelling about Steno's duct (inside the mouth, opposite the second upper molar tooth), as this is a very frequent symptom of mumps.

A child should be excluded from school until one week has elapsed after the disappearance of all swelling and tenderness in the region of the parotid glands.

Whooping-cough.—A persistent paroxysmal cough, frequently accompanied with vomiting, no matter whether there is any distinct whoop or not, is indicative of whooping-cough. In cases of whooping-cough of long standing, even if there has been no distinct whoop, an ulcer on the band connecting the lower surface of the tongue with the floor of the mouth is found in a certain number of cases. If there is no distinct ulceration, there may be a marked congestion of the band.

As long as there is any cough, the child who has had whooping-cough should be looked upon with suspicion.

Varicella (Chicken Pox).—A few black crusts scattered over the body are evidences of an attack of chicken pox. The crusting seen in impetigo must be differentiated from that of chicken pox.

No child should return to school until all crusts have disappeared from the body, particularly from the scalp, for in this region the crusts remain longer than elsewhere.

SUPERINTENDENT C. L. CLAY, *Harvard, Mass.*: The more I have to do with the education of children, the more I realize the greater comparative importance of the first four years of a child's school life.

THE IOWA SITUATION.

[State Superintendent John F. Riggs, has this to say regarding the new law for the examination of teachers.]

Iowa school teachers no longer receive their appointments through political influence. Heretofore teachers have been able to get schools when they were unable to pass the examinations for certificates. A judicious shedding of tears or a convenient pull would often land unqualified teachers in good positions. The new law depriving the county superintendent of the right to issue teachers' certificates will make tears and political influence valueless assets as far as securing the right to teach school is concerned, Mr. Riggs asserts.

The examination questions are no more difficult than the questions provided by the state superintendents during the past twenty-five years. There have been a large number of failures, and only 5,000 certificates were issued although about 9,000 teachers took the examinations.

Many newspapers have for months persisted in declaring that the teachers' examinations are now unusually severe and the markings of papers inexcusably rigid. Such representations have served to frighten teachers, sending some to the examination with the fear of failure uppermost in their minds, leading others, probably able to pass the examination, to abandon all thought of teaching and to absent themselves from the examination.

For more than twenty years all teachers' examination questions have been prepared in the office of the state superintendent. The questions now used are just as simple as any furnished during the last quarter of a century.

The papers are marked by competent people and the markings are fair. A board of county superintendents reviews the markings and makes such modifications as seem just.

Anyone who will investigate the present method of awarding certificates to teachers will say that every person examined receives justice, and that political influence in the matter of granting certificates is a thing of the past.

County superintendents quite generally urged their young teachers and those who felt misgivings to write in June so they might, if necessary, have the benefit of a second trial in July. Since in hundreds of cases the results of the June and July examinations must be combined, the number of absolute failures cannot be determined until the results of the latter examination are known.

Newspapers which herald the fact that teachers in great numbers are failing in the examinations under the new law, seem to forget that county superintendents rejected many applicants under the old law.

The number of applicants for certificates rejected in Iowa during the five years prior to the enactment of the new law are: 1901, 5,014; 1902, 4,325; 1903, 3,666; 1904, 4,548; 1905, 4,742.

The statement that expert readers were required to spend four hours in working out the questions in physics is false. The readers of each subject are required to confer for one hour, reading a number of papers and discussing the answers to insure a uniformity of markings. If any applicant for a certificate thinks he has not had a 'square deal' they are willing to submit his papers for review to any competent committee.

R. M. M., *Pennsylvania*: I cannot do without your *Journal of Education*.

BOOK TABLE.

HAMILTON'S SCHOOL ARITHMETICS. By Samuel Hamilton, Ph. D., Superintendent of Alleghany County, Pennsylvania. New York, Cincinnati and Chicago: American Book Company. Primary Arithmetic for Graded Schools. 232 pp. Price, 35 cents. Intermediate Arithmetic. 286 pp. Price, 40 cents. School Arithmetic for Grammar Grades. Price, 45 cents.

This is a notable series of new arithmetics. The grading is highly gratifying, the three-book idea is very generally in demand. The books are made for definite schoolroom work rather than for the development of any theory. Dr. Hamilton evidently has a purpose in these books but he does no moralizing or theorizing. What theory he expresses is clearly and vigorously put in this aim:—to give mathematical skill and mathematical power. In the grading he makes the half-year the unit. In each year the first half is a distinct advance over the year before, but it is easy, clear, attractive, while the second half of each year is more difficult, more strenuous, more intense. Each year, therefore, develops a distinct mastery of new conditions, new processes, new applications. Serious work in numbers is not undertaken until the third year. Oral work is ever emphasized in order to get real power to handle numbers mentally. The pencil is only used as a convenience when the number is too large to carry in the mind. It is never used as a substitute for thinking by Dr. Hamilton in these books. The examples and problems are awakening and attractive, developing and sensible, abundant and adequate. In every respect the books are made for the school room, are made for the advantage of both pupil and teacher. They make work easier but not lighter, more rigorous but not heavier. Business arithmetic is admirably and completely presented, the information differentiated from the use of it. Algebra is wisely and discriminatingly introduced. There is a complete index, which I do not recall in other books. This is an eminently desirable feature.

THE MAKING OF A TEACHER. A book for Sunday School workers. By Martin G. Brumbaugh, Ph. D., L.L. D., Superintendent of Philadelphia schools. Philadelphia: Sunday School Times Company. Fourth edition. 351 pp. Price, \$1.00.

Dr. Brumbaugh is an earnest public school educator, but he is also a devout servant of the church and in all secular school work he keeps ever in mind the highest functions of education, and in all religious work he never forgets the demands of the intellect and the opportunity of pedagogy. He mingles in a remarkable way the standards of the church with the standards of the schools, taking the best of each. In a high sense Dr. Brumbaugh is a good "mixer" and this book is the best of the man in both of these relationships. The book is worthy of the man, which is the highest praise.

ROTRON'S SAINT GENEST AND VENCESLAS. Edited by Thomas F. Crane, Professor of Romance Languages in Cornell. Boston, etc.: Ginn & Company. Cloth. 433 pp. Price, \$1.00.

Nothing obtainable about this French author and his works has been omitted from the editor's introduction. Rotrou was certainly a poet. His dramas are cast in a poetic mould. The student of French will find in these two plays language that will amply repay him for pondering them, for the tongue is classical. The editor—who, by the way, has led two generations of students through the mazes as well as beauties of the Romance speech—adds greatly to this volume by his annotations. There is no vocabulary, but a fine index.

THE DEVELOPMENT OF SHAKESPEARE AS A DRAMATIST. By George Pierce Baker of Harvard University. New York: The MacMillan Company. Cloth. 325 pp. Price, \$1.75, net.

This is the second important piece of work from Professor George Pierce Baker's pen that has come under my eye, and like the first it is both valuable as a contribution to literary studies and interesting as literature. It opens the life and times, conditions and customs of three hundred years ago in a critical and graphic manner. Professor Baker masters his subject by patient study along scientific lines and he writes every sentence carefully and with literary skill. The illustrations, of which there are thirty, mostly full page pictures, are an highly important contribution to the

portrayal of the times of Shakespeare. This is far more than a clever bit of literary work, more than a critical piece of historical research for it has the touch of the artist and the philosopher, and not a little of that of the publicist. Not often is a book of service to scholars and artists and at the same time of moralist and statesman as this book surely is. To begin it is to stay by it despite other calls to duty or pleasure. Rarely is a book so attractive as is this from the pen of Professor Baker.

THE WOOSTER JUVENILE SPEAKER. Compiled by Lizzie E. Wooster. Chicago: Laird & Lee. 112 pp. Price: paper cover, 25 cents; cloth, 50 cents.

Here one may find a fine collection of recitations, songs, and dialogues in rhyme, for school and general use. The selection is well done, and children of all grades may find something fitted for their use. It may fairly be asked, however, whether the collection would not be improved by the addition of a table of contents.

THE GREEN VALLEY SCHOOL. By C. W. G. Hyde, Editor of "School Education," Minneapolis, Minn. Published by the editor. Cloth. 186 pp. Price, \$1.00.

A delightful story of a school, and of some pedagogical value. It is a story of the struggles, trials, and triumphs of a new schoolmaster who had ideals that were sensible, though to the school board and several citizens they did not appear so at first. But the victory came, as the dawning comes, gradually but surely. It is an interesting story throughout, but especially so in showing how the teacher-novice managed some unruly spirits who thought it the acme of behavior to throw down their teacher. There is a lesson of patience that many an instructor will find it well to ponder and to pursue. The author is to be congratulated in the make-up of his material, and the artless way in which he uses it.

THE ELEMENTS OF MECHANICS. By W. S. Franklin and Barry Macnutt of South Bethlehem, Penn. New York: The Macmillan Company. Cloth. 283 pp. Price, \$1.50, net.

A new text book specially provided by its authors for colleges and technical schools, and one worthy of regard by those who are engaged in teaching the science of mechanics. The work deals with "Measurements," "Statics," "Motions," "Frictions," "Hydrostatics," "Hydraulics," and other subjects that belong to the science, and are most judiciously handled and luminously explained. The exercises seem peculiarly well chosen and arranged. An introduction on the "Study of Physics" is valuable. The work is well indexed, favoring ready allusion to the textual matter by the student.

LA VIDA SENCILLA. By Rev. Charles Wagner of Paris. Buenos Ayres: Tipografico El Comercio. Paper. 277 pp.

This is a Spanish version of the book by Wagner entitled "The Simple Life," a book that has had a remarkable circulation in many languages. De Los Rios is the translator into the tongue of South America. It is quite possible to use it as a study in Spanish, and the student will not only meet in it the tongue of Hispania, but also be in the midst of inspiring thoughts as he reads.

BOOKS RECEIVED.

"The Boy Problem." By Wm. Byron Forbush. Price, \$1.00. Boston: The Pilgrim Press.

"Shelley's Selected Poems." Edited by George Herbert Clarke. Price, 45 cents. Boston: Houghton, Mifflin & Co.

"Algebra for Grammar Schools." By A. H. Wheeler. Price, 50 cents.—"A First Course in Algebra." By A. H. Wheeler. Price, 95 cents. Boston: Little, Brown & Co.

"Jean Rotrou's Saint Genest and Venceslas." Edited by T. F. Crane.—"Merimee's Carmen and Other Stories." Edited by Edward Manley.—"Lizbeth Longfrock." Translated by Laura E. Poulsson. Price, 40 cents.—"Elements of Physiology." By Theodore Hough and W. T. Sedgwick. Price, \$1.25.—"Laboratory Exercises—Elementary Physics" (Book one). By H. Newman. Boston: Ginn & Co.

"A Field Book of the Stars." By Wm. Tyler Olcott. New York: G. P. Putnam's Sons.

"Mother Goose's Puzzle Pictures." Price, 50 cents. Philadelphia: The Henry Altemus Company.

"The Robinson Crusoe Reader." By Julia Darrow Cowles. Price, 30 cents. Chicago: A. Flanagan Co.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

- October 17-19: Vermont State Teachers' Association, Burlington, Vt.
 October 17-19: Northwestern Iowa Teachers' Association, Cedar Rapids, Iowa.
 Oct. 17, 18, 19.: Rhode Island Inst. of Instruction, Infantry Hall, Providence, R. I.
 Nov. 8: New England Association of School Superintendents, in Latin School Hall, Warren avenue, Boston.
 Dec. 26, 27, 28: Montana State Teachers' Association, Missoula.
 Dec. 31-Jan. 1, 2, 3, '08: Colorado State Teachers' Association.

NEW ENGLAND STATES.

VERMONT.

NORTHFIELD.—F. E. Austin of Hanover, N. H., will have charge of the Physics and Electrical Engineering departments at Norwich University the coming year.

MASSACHUSETTS.

AMHERST. President Kenyon L. Butterfield has made known the plans for the celebration of the 40th anniversary of the opening of the Massachusetts Agricultural College. A conference on "Rural Progress" will be held from October 2 to 5, inclusive.

The following speakers have been engaged: M. F. Dickinson and W. H. Bowker of Boston, trustees of the college; N. J. Bachelder, former Governor of New Hampshire and master of the national grange; Professor C. E. Beach of Burlington, Vt.; Dr. A. C. True, director of experiment stations, Washington, D. C.; Carroll D. Wright, president of Clark College, Worcester; Professor F. William Ranc, state forester; Professor John Craig, Cornell University; Charles M. Gardner, Westfield, lecturer of the state grange; Professor G. M. Gowell, University of Maine; the Rev. W. L. Anderson, Amherst; the Rev. John C. Goddard, Salisbury, Conn.; Superintendent O. J. Kern, Winnebago county, Ill.; Dean J. C. Davis, St. Lawrence University, New York; Charles H. Mores, Cambridge, and George H. Martin, Boston.

The state board of agriculture, the state grange, Massachusetts Civic League, the state executive committee of the Y. M. C. A., the Connecticut Valley Congregational club, and the Western Massachusetts Library association will be represented in the conference. The new Clark hall will be dedicated to the use of the botanical department and named for President Clark, one of the first presidents of the college.

Professor Fred Smith Cooley of the Massachusetts agricultural college has resigned in order to accept an appointment as supervisor of farmers' institutes at Bozeman, Mont. The office is a newly-created one, the work having been done heretofore by the director of the Montana

experiment station. Prof. Cooley's duties will be to co-operate with farmers' clubs, agricultural associations and horticultural societies throughout the state, and to prepare programs for their meetings and select speakers.

QUINCY.—Dr. Horace M. Willard, principal of the Quincy Mansion school, and a well known educator, died at the Quincy Mansion, Wollaston Park, August 24, after an illness of several weeks.

Dr. Willard was a native of Canterbury, Conn., where he was born March 24, 1842, being a son of George A. and Emerette Willard. He prepared for college at the grammar schools in Providence, entered Brown University in 1860, and was graduated in 1864 with the degree of B. A. He received the degree of A. M. from Brown University in 1867, and honorary D. S. in 1896.

Dr. Willard was married to Miss Ruth Saunders of Fall River, July 11, 1872, she then being principal of the Bridgewater Academy. He was principal of Colby Academy of New London, N. H., from 1864 to 1870. From 1870 to 1872 he served as superintendent of schools at Gloucester, and from 1872-'73 he filled a like position at Newton. In 1873 he became principal of the Vermont Academy at Saxton's River, Vt. Later he was principal of the Howard Seminary at West Bridgewater. In 1896 he founded the Quincy Mansion school, of which he had since been principal and owner.

Dr. Willard was a member of the Phi Beta Kappa club and the Twentieth Century club of Boston. He was for one year a member of the city council of Quincy, this being the only public position he had ever held in Quincy.

BOSTON. The School for Social Workers, maintained by Simmons College and Harvard University, begins on October 1 its fourth year. It is of general interest, together with like schools in New York, Chicago, and London, as a new thing in the field of education. For these schools were opened a few years ago to help answer the call for good workers in charity, correction, neighborhood work and kindred forms of social service. The demand for such is greater than the supply. And the demand is increasing.

The Boston School had twenty-seven students the first year. Last year there were thirty-eight, nine of whom were men registered in Harvard University, and some candidates for degrees, toward which the work in the school counted. The women were registered in Simmons College. One completed in the school the requisite courses for the degree of bachelor of science. Of the thirty-eight, ten were persons of considerable experience in some form of social service. Thus are brought together men and women, students and workers, to consider from various points of view problems which are of concern to all who would better social conditions.

The course is one academic year. For exceptional reasons, it may be taken in two years. As a preparation for it, women may take a year as special students in Simmons College, studying biology, hygiene, psychology, ethics, economics, etc. But there are no requirements for admis-

sion to the school beyond evidence that the student will profit by the opportunities offered.

Most of the students give their working time to the course; some give part time. For full time the fee is one hundred dollars, payable half at the beginning of each term.

The instruction is largely by conference, helping students to think for themselves. There is study of, and reports on, selected literature. Lectures are given and special problems are presented by persons of rare experience in particular activities. Some very practical work with selected agencies, under skilled direction, is required.

The management is a board of leaders in educational and social work, appointed by the authorities of Simmons and Harvard. The director is Jeffrey R. Brackett, Ph. D., the associate is Miss Zilpha D. Smith.

The announcement is now made that the school will conduct this coming year, and probably in the future, some research work in subjects touching charity and social advance. This work will be done under skilled direction, by chosen persons, perhaps advanced students with practical experiences.

The Women's Educational and Industrial Union of Boston offers a fellowship in Simmons College, the holder to divide her time between the School for Social Workers and research work for the Union. This is the result of such co-operation tried last year.

And the Tuckerman School, about to be opened in Boston, under Unitarian auspices, for the training of church workers, plans to use some of the course of the School for Social Workers as a part of its course, thus emphasizing the value of co-operation, instead of duplication in specialized educational service. In the School for Social Workers all denominations meet as students and instructors.

RHODE ISLAND.

PROVIDENCE. Miss Ellen Dodge, first assistant principal of the Hope high school and one of the best known teachers in New England, committed suicide by taking prussic acid August 8. Miss Dodge was born in Salem, but had lived in Providence since she was four years old. She was an instructor in Latin, mathematics, physical science, and English literature. She was a deep student, and greatly interested in all educational affairs.

MIDDLE ATLANTIC STATES.

PENNSYLVANIA.

PHILADELPHIA. Something above twenty-five per cent. of the public school children promoted last June are shown to be defective according to the standards of the Bureau of Health. The figures arrived at are the result of labors on the part of the corps of inspectors extending over many weeks. The work has been done under the direct supervision of Dr. Thomas J. Beatty, who has the matter of school inspection under his immediate charge. This is the first time that an attempt has been made to classify the children promoted in the course of any one year into the defective and non-

defective class. A similar attempt made some time ago in New York resulted in showing more than nineteen per cent. of defectives. It is said in the Philadelphia Bureau of Health that the tests applied under the Philadelphia system are much more rigid and severe and that the twenty-five per cent. here represents about the same conditions as the nineteen per cent. in New York.

The system used in Philadelphia had been pronounced by Dr. Charles Henry Tattersall, health officer of Salford, England, who visited this country at the instance of the London School Board to study American methods, as the best in the country.

For the purposes of the inspection children promoted were divided into two classes, those who were exempted from examination and promoted on the record of work done, and those who were subjected to examination. The entire number of children in both classes was 135,959. Of these, 78,732 were promoted by exemption and 57,227 were subjected to examination.

Of these exempted, 37,920 were boys and 40,812 girls. The percentage of defectives in this class was 23.6.

Of those subjected to examination, 29,544 were boys and 27,683 girls. The percentage of defectives was 31.08 per cent. The percentage of defectives in the entire number was 25.9.

Of the entire number in both classes, 16,654 out of 67,464 boys were pronounced defective, and 18,660 out of 68,495 girls. The percentages are respectively 24.6 and 27.2.

Classification of defectives in both classes falls under the following heads:—

	Exempts.	Non-Exempts.
Eyes	8105	7730
Ears	965	1087
Nose	1258	1459
Throat	4815	4027
Skin	2400	2166
Orthopaedic	405	348
Mental	68	610
Miscellaneous ...	628	799

CENTRAL STATES.

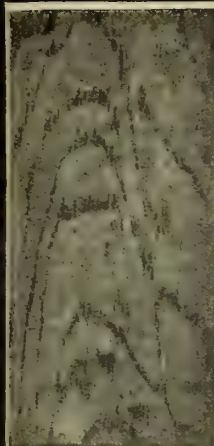
MINNESOTA.

ST. PAUL. Great things are doing in this city under the leadership of Superintendent Hecker. The city has raised \$900,000 to be used in the building of four new high school houses, which are to be erected at once simultaneously. The bonds were unanimously voted, and there is entire unanimity and great enthusiasm over it. V. K. Froula of Quincy, Ill., has been elected principal of the Calid high school, and Milo H. Stuart of Indianapolis to the Cleveland high school.

AMERICAN INTERNATIONAL COLLEGE IN SMYRNA.

By Walter J. Ballard.

According to Consul Harris, of Smyrna, in Daily Consular and Trade Reports, the American International College of that city aims to equip young men for positions of trust and influence in the commercial, religious, and scientific institutions of Asia Minor. The college is eighteen years old, and from a very



Floors and Health

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must also be considered: In schoolrooms having untreated wood floors the dust is kept in constant agitation by shuffling feet. The floor treated with Standard Floor Dressing collects and holds the dust, and saves the air from contamination—the danger from disease contagion caused by the dust thus being very much lessened.

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small beginning has reached a position of commanding influence in western Asia Minor. The territory marked out as its sphere of influence includes the sites of all the seven ancient churches of the Apocalypse, a territory as large as New England, and containing a population of nearly four millions of people, chiefly Turks, Greeks, Jews, and Armenians. The students are also from Greece, Macedonia, and the islands of the Grecian archipelago. There are 330 pupils and 24 instructors. The school is self-sustaining. The pupils include Moslems and Jews, and a few American and English boys. In the eighteen years, 1,500 boys and young men have been educated. In 1903 the school was incorporated under the laws of the state of Massachusetts. A girls' school of 240 pupils is attached.

SPREAD OF THE GERMAN LANGUAGE IN JAPAN.

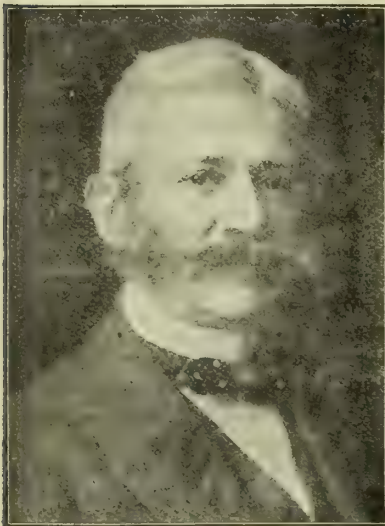
In Daily Consular and Trade Reports, Consul Thomas H. Norton of Chemnitz says that the Germans are exerting every possible influence to extend their linguistic hold in the extreme Orient. Admirable facilities are offered native Chinese for the

acquisition of the German language in the colony at Tsingtan, and these are extended to the great seaports on the Chinese coast.

In Japan, the growing attention paid to the German language, without special outside effort, is worthy of note. A Japanese journal is devoted exclusively to the interests of those studying German, and their number now exceeds 20,000, according to this periodical. These include 1,000 university students who use German colloquially. Then follow 2,500 students in preparatory colleges, and 1,000 in academies. The study of German is obligatory on all medical students, and these number 1,500 in the eight medical colleges and 1,200 in preparatory departments. German is also obligatory in the military academies, as well as in the school for youth of the nobility in Tokio. A strong German philological society has lately been organized in the University of Tokio, including in its membership fifty professors and 400 students.

Ella. Marry you? Why, you couldn't dress me."

Edgar. "I wasn't asking for a position as lady's maid."—Pick Me Up.



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THE MAGAZINES.

—The articles in the September number of Everybody's magazine, cover a wide range from an account of the Peace Conference by Vance Thompson to an informing study of the great department stores by Hartley Davis. Charles E. Russell publishes the second instalment of his series "Where Did You Get It, Gentlemen?" and Allen Sangree philosophizes breezily on the frenzies of baseball "fans." President Roosevelt, returns to the attack of the "Nature Fakers." A group of prominent naturalists also contribute to the controversy in this number. The fiction of the number is "The Judgment of Eve," a novelette by May Sinclair.

Illiterates.

BY WALTER L. BALLARD.

The ten states having the largest number of illiterates are:

States.	Population.	Illiterates.
Georgia	2,216,331	158,247
Alabama	1,828,697	139,649
Pennsylvania ...	6,302,115	139,982
New York	7,268,894	130,004
Louisiana	1,381,625	122,638
Mississippi	1,551,270	118,057
Texas	3,048,710	113,783
Virginia	1,854,184	113,353
Tennessee	2,020,616	105,851
Kentucky	2,147,174	102,528
Virginia	1,953,284	157,650

Virginia with 25,487 more people than Alabama has 26,296 less illiterates. Texas with about double the population of Mississippi has 4,274 less. New York is the banner state in this showing, having in proportion to its population far fewer illiterates than either of the other nine states named.

O TRAY BEAN.

"I see," said the editor, as he glanced over the manuscript of a realistic novel, "that in almost every chapter the villain's automobile announces its approach by a sound which you spell 'h-o-n-q-u-e.'"

"Precisely," replied the author; "it was a French machine."—Harper's Weekly.

THE WEEK IN REVIEW.

(Continued from page 213.)

any plan of international policing. France will have to be given a free hand; and ultimately probably its control over Morocco will be much like that of England over Egypt.

The peace conference at The Hague has practically admitted that it is impracticable to devise any scheme for the limitation of armaments. This is the real meaning of the resolution on the question, moved by England and seconded by Russia, which the conference adopted by a unanimous vote. In form, the resolution reaffirms the declaration of the conference of 1899 in favor of the consideration of the question, declares it to be even more urgent than before, and expresses the pious hope that the different governments may make it the subject of earnest study. But all this has no practical value except as an expression of amiable intentions. The conditions in different nations and in the same nation at different times vary so widely that it is impossible to reach any basis of agreement. To go no farther for an illustration, this question wears a very different aspect today to England, which assembled more than two hundred warships in a single naval review the other day, and to Russia which has hardly any navy left afloat since the disasters of the war with Japan.

PRECISELY DEFINED.

Knicker. "What was the size of the fish he caught?"

Bocker. "Between a lie and a fake."—New York Sun.

HABITS.

Amiel, the French philosopher, was never wiser than when he said: "Habits count for more than maxims, because habit is a living maxim, become flesh and instinct. To reform one's maxims is nothing; it is but to change the title of the book. To learn new habits is everything, for it is to reach the substance of life. Life is but a tissue of habits." Each good habit we weave in our teens means a better and happier life to its very end

—and we cannot afford to waste an hour in setting the loom at work.

FOR INKY FINGERS.

A girl I know has made a wonderful discovery, which she thinks all schoolboys and schoolgirls should know.

"It's so needful, mamma," she says. "All boys and girls get ink on their fingers, you know."

"Surely they do, and on their clothes as well," said her mother.

"I can't get the spots out of my clothes, but I'm sorry when they get there," responded the girl. "I try very hard not to. But I can get the ink spots off my fingers. See!"

She dipped her fingers into water, and while they were wet she took a match and rubbed the sulphur end well over her ink spot. One after another the spots disappeared, leaving a row of white fingers where had been a row of inky ones.

finished. "Isn't that good? I read

"There," said the girl after she had that in a housekeeping paper, and I never knew they were any good before. I clean my fingers that way every morning, now; it's just splendid!"

So some other boys and girls might try Alice's cure for inky fingers.—Harper's Round Table.

A PAINFUL POSSIBILITY.

When the teacher called the class for geography, she noticed that Eben Wilkins, her dullest pupil, wore a particularly cheerful smile.

"You look as if you knew your lesson today," she said, encouragingly.

"Yes'm, I do," he answered, briskly. "The answer to the first question is 'North,' and the next is 'Alaska,' and the next is 'United States,' and the next is—"

"But that is not the way to learn your lesson, Eben," and the teacher struggled for a properly severe expression. "You must skip about. That is what I shall do in asking the questions."

Eben looked as if the joy of living had departed once for all.

"But supposing I didn't skip about just the way you do," he said plaintively, "then I'd be all mixed up."—Youth's Companion.

Principal State Populations.

BY WALTER J. BALLARD.

Bulletin 71 of the Bureau of Census gives us the ascertained (state interdecennial census) and estimated populations of each of our states in 1905 and the increases since the census of 1900.

Those states having 1,000,000 people are:—

INTERDECENNIAL CENSUS.

	Population, 1905.	Increase, since 1900.
New York	8,067,308	798,404
Massachusetts ..	3,003,680	198,334
Michigan	2,530,016	109,034
Wisconsin	2,229,949	159,907
Iowa	2,210,050	*21,803
New Jersey	2,144,132	260,474
Minnesota	1,979,912	228,518
Kansas	1,545,979	75,484

*Decrease.

ESTIMATED.

	Population, 1905.	Increase, since 1900.
Pennsylvania ..	6,824,115	522,000
Illinois	5,319,150	497,600
Ohio	4,400,155	242,610
Texas	3,455,300	406,590
Missouri	3,320,405	213,740
Indiana	2,678,492	162,030
Dist. of Columbia	2,405,821	189,490
Kentucky	2,291,444	144,270
North Carolina..	2,081,740	137,930
Tennessee	2,147,166	126,550
Alabama	1,986,347	157,650
Virginia	1,953,284	99,100
Mississippi	1,682,105	130,535
California	1,620,883	135,880
Louisiana	1,513,140	131,520
Arkansas	1,403,230	91,675
South Carolina..	1,434,901	94,585
Maryland	1,260,869	72,825
Nebraska	1,068,120	1,820

The very trifling increase in the population of Nebraska, only 1,820 out of 1,068,120, is remarkable. The five leading states as to increases are New York, Pennsylvania, Illinois, Texas, and New Jersey.

The bulletin estimates the total population in 1906 of continental United States at 83,941,510; adding the population of our outlying territory we have:—

Continental United States.	83,941,510
Philippine Islands.....	7,912,593
Porto Rico	1,037,028
Hawaii	192,407
Alaska	82,516
Guam	9,648
Samoa	6,538

Total under the American flag	93,182,240
Estimate for 1910.....	98,854,583

Inasmuch as we receive considerably more than 1,000,000 persons each year by immigration that estimate of not quite 99,000,000 for 1910 is conservative. The figures will doubtless exceed 100,000,000 by then.

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(From C. H. Claudy's "How Knives Cut," in St. Nicholas.)

Have you ever cut yourself with a piece of paper? The edges of a piece of glazed paper looks much like that of a knife under the microscope. Of course, the little teeth have not the strength of steel, but if the edge of the paper is drawn swiftly over the

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finger without much pressure, that peculiar property of matter called inertia comes into play, and the tender teeth have cut the flesh before they are broken. The same property it is which allows a candle to be shot through a one-inch plank, or permits a bullet to pass through a pane of glass without shattering it, leaving only a clean, round hole.

CHILDREN'S COURTS.

From Alice Katharine Fallows's "Fair Play for Wayward Children," in the Century.

The juvenile court movement has grown with great rapidity in the few years since its birth, and already twenty states have separate courts for children. How much these courts have done to better human lives cannot be set down as statistics, but

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even in dollars and cents states are finding it cheaper to "make men than to support criminals." In four years the children's court in Denver alone has saved the state of Colorado something over \$270,000.

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Schoolhouses constructed in year....	12	12
High schools	6	3
Primary schools	377	11
Grammar schools....	165	8
Male teachers	110	13
Female teachers	444	5
Total number of teachers	554	18

Teachers holding first-grade certificates... 379

Teachers holding second-grade certificates

Average monthly salary, male teachers

Average monthly salary, female teachers

Revenues of schools, \$579,385 \$47,809

School expenditures, \$581,335 \$109,971

The increases in school revenues and school expenditures, particularly the latter, show how great a value the people of Arizona attach to American public school education.

Arizona is frequently quoted as being generous to its schoolteachers in the matter of salaries, as compared with many of the states. Of its school revenues 87.8 per cent. is devoted to that purpose. In that respect Arizona is exceeded only by Alabama which state so devotes 93.2 per cent. Georgia ranks with Arizona, with 87.8 per cent. It is a fact that Arizona, with \$71.10 pays its female school teachers higher salaries than does any other state or territory of the Union. The nearest to it is California with \$64.60 and Nevada with \$63.30. In monthly salaries for male teachers, Arizona with its \$89.10 is exceeded only by Massachusetts, Rhode Island, Connecticut, New Jersey, and Nevada. California's male teachers' salaries average \$80 monthly.

About the only trouble in Arizona school matters is the indifference of Mexican parents. It is extremely difficult to secure the attendance of Mexican children. In his report the governor lays stress on that point.

According to the 1905 report of United States commissioner of education, Dr. Elmer Ellsworth Brown, Arizona has 498 schoolhouses; and the estimated value of her school property is \$900,200. The average daily attendance is 14,009 or 64.29 per cent. of the enrollment. The aggregate number of days schooling (all pupils combined) in 1904-5 school year was 1,896,819. Who can calculate the benefit, present and future, derived from nearly two million days of American teaching in a single school year?

School was kept for 135.4 days in the year. Ninety per cent of Arizona's total school revenues is from local taxation. That speaks well as to the direct interest of the people in their schools.

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Laboratory Exercises in Elementary Physics (Book I).....	Newman	" " "	—
Lizbeth Longfrock.....	Poulsom [Tr.]	" " "	.40
The Boy Problem.....	Forbush	The Pilgrim Press, Boston	1.00
Shelley's Selected Poems.....	Clarke [Ed.]	Houghton, Mifflin & Co., Boston	.45
The Strength of Nations.....	Welsford	Longmans, Green & Co., N. Y.	1.75
A Field Book of the Stars.....	Olcott	G. P. Putnam's Sons, N. Y.	—
Janus in Modern Life.....	Petrie	" " "	1.00
Spirit Lake.....	Heming	The Macmillan Co., N. Y.	1.50
The Long Road.....	Oxenham	" " "	1.50
Races and Immigrants in America.....	Commons	" " "	1.50
The Limit of Wealth.....	Hutchinson	" " "	1.25
Natural Introductory Geography.....	Redway & Hinman,	American Book Co., N. Y.	.60
Natural School Geography.....	"	" " "	1.25
The Kingdom of Man.....	Lanckester	Henry Holt & Co., N. Y.	1.40
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Home Gymnastics on Ling System.....	Wide	Funk & Wagnalls, N. Y.	.50
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The Schools of Arizona.

BY WALTER J. BALLARD.

The 1906 report of the Governor of Arizona states that the public school system of the Territory embraces primary, manual training, and grammar schools, high schools for the principal centers of population, two normal schools, and a university; in all a very considerable and commendable educational outfit for a territory as young as Arizona, and significant of the strong Americanism which is inspiring and animating the people of Arizona to build for the future, from a present foundation of educational stability.

The university is at Tucson. It is

conducted by an excellent faculty, the president having general charge of the management of the institution, subject to the supervision of the board of regents.

The normal schools are at Tempe and Flagstaff, and, says the governor compare favorably with the best normal schools of the older states.

The statistics of Arizona's schools for 1906, as compared with 1905, are (governor's report):

	1906.	1905.	Gain over
Children of school age	30,230	940	
Enrolled in district schools	23,223	1,431	
School districts	290	3	

BOSTON THEATRES.

KEITH'S.

Labor Day has come to be looked upon as the opening date of the fall and winter season in theatricals and next Monday will find Keith's Boston Theatre in readiness to uphold its reputation as America's foremost vaudeville theatre during the campaign of 1907-'08. There will be a number of superlative features included in next week's bill, Robert Hilliard, Gus Edwards' "Blonde Typewriters," Cliff Gordon, Gallagher and Barrett, Hassan Ben Ali's Arabs, Kelly and Rose and the Permane Brothers among them.

Hilliard and his company are to present his latest success, "The Man Who Won the Pool," a dramatic sketch that ranks among the best ever played in vaudeville. This will be Hilliard's first appearance at Keith's in nearly two years.

Gus Edwards' Blonde Typewriter act introduces six very pretty and clever girls and Johnnie Stanley, a bright comedian and great dancer, in one of the liveliest acts imaginable, a sure winner.

Cliff Gordon, "The German Politician," is in a class by himself as a Dutch monolog entertainer. He always has plenty of new material.

Gallagher and Barrett are to play that extremely funny travesty, "The Battle of Too-Soon," a gem among acts of its kind.

There will be a dozen or more acrobats with the Hassan Ben Ali troupe of Arabs. Several of them have only recently arrived in this country. Kelly and Rose are two of the sweetest singers on the stage, while the Permane Brothers are European tumblers who do a very eccentric act.

Max Duffek, a musical contortionist; Dorothy Kenton and her banjo; the Zarrell Brothers, posturers; Downing and LeVan, Hebrew comedians and parodists; Tanner and Gilbert, in a pleasing sketch; the May Sisters, soubrettes; and the Kinetograph will complete the program.

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NEW ENGLAND AND NATIONAL

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A. E. WINSHIP, Editor.

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BY CHARLES W. PARMENTER, PH. D.,

Principal Mechanic Arts High School, Boston.

However satisfactory may be the achievements of the past, the future will not be secure if educational agencies are not constantly readjusted to meet the needs of a rapidly changing and highly complex social order. The readjustment for which there is now the most pressing need is one which will bring the schools into better relations with the industries.

The entire country is enjoying a period of unexampled prosperity, but the evidences of widespread industrial unrest show conclusively that employers find great difficulty in securing satisfactory service and that the mass of workmen are dissatisfied with their lot and singularly apprehensive concerning the outlook for their children. The ingenuity of inventors of automatic machinery and the administrative capacity of the organizers of great industries have tended to minimize the demand for intelligence and initiative on the part of individual workmen.

The evil consequences of this tendency are now made apparent by the difficulty of finding, in the ranks of workman, those who are capable of assuming the small responsibilities of the industries and showing the qualities of efficient leadership, even in a very restricted field. This result was to be expected, for ambition lies when the door of opportunity appears to be closed.

The disastrous consequences of the reaction of modern machinery and modern factory methods upon character; the rapid disappearance of the trained, reliable and resourceful mechanics of a former generation; the disposition of capable young men to turn from the industries in which their native mechanical aptitudes can be utilized to employments which appear more promising, but often prove disappointing, and many disquieting factors in the present social and economic situation have led thoughtful men of affairs and able educators to give special attention to the problem of industrial education.

The two most important factors in this new educational movement are the Massachusetts industrial commission, created by an act of the legislature of 1906, and the National Society for the Promotion of Industrial Education, organized in New York November 16, 1906.

For the present the principal functions of these organizations are (1) to consider what forms of industrial education are most promising and desirable, and (2) to create a public sentiment which will approve and sustain industrial education and all efforts to bring the schools into better relation with contemporary life.

The rapid industrial development of Germany and her present industrial supremacy in many fields appear to be largely due to the wide range of opportunities offered to German youth to learn the fundamental principals of many trades and to acquire the technical skill needed to make them efficient workmen.

England has noted the industrial leadership of Germany, and has sought to regain her lost ground by the establishment of enormously expensive technical schools. Valuable as these institutions may be they do not reach the great mass of English youth and they offer little help to those who are seeking the solution of the industrial problem in America. Neither is the German system adapted to our conditions, although it offers many valuable suggestions that may be utilized.

There are no large groups of boys in this country destined to follow the trades of their fathers, and so trained in childhood that ambition is aroused early to acquire the skill that will make them efficient workmen and the fundamental knowledge that will fit them for position of responsibility as foremen or superintendents in these trades. There are no well defined cleavage planes in society, though they begin to appear in dim outline. The splendid opportunities that have been offered to American youth and the astonishing achievements of superior individuals of lowly birth have aroused boundless ambitions in the hearts of many parents which have caused them to make pitiable sacrifices to start their sons upon careers in which they have failed, or achieved only very indifferent success on account of lack of native aptitude, industry and perseverance.

Nevertheless the inclination of boys to aspire to positions above their capabilities is not on the whole to be regretted, and is sure to continue. It is important, therefore, that all schemes of industrial education should include a foundation of general training adapted to reveal to boys their limitations and possibilities, and help them to discover the industrial field in which they can specialize to best advantage.

The problem should be considered only from the viewpoint of fair-minded men, equally anxious to advance the interests of employers and workmen. No steps should be taken to assist those whose main object is to secure workmen of a higher order of skill and intelligence than the wages which they offer justify them in expecting.

The purpose of industrial education should be to give boys a deeper sense of obligation and responsibility, and to enable them to acquire such skill and intelligent appreciation of industrial processes that employers will be glad to give them better compensation at the outset and guarantee both advancing wages with increasing experience, and opportunity to master a wide range of processes.

Practice which merely gives power to produce a greater number of identical results in a given time, with a particular machine, by increasing the rapid-

ity of almost automatic nervous and muscular action tends to arrest mental and moral growth. The campaign of education of public sentiment in favor of industrial training should result in an awakened ethical consciousness on the part of employers which will make them more ready to give a bright boy the rapid advancement which his industry and efficiency merit.

It should also have the effect of making them less disposed to the short-sighted policy of condemning him to the particular task that he has learned to do well, until his desire for larger opportunities makes him desperate, and he feels obliged to sacrifice the special skill that he has acquired, and give up his job because it offers no outlook with the door of hope open before him.

EFFECT OF FAMILIARITY.

BY JANE ADDAMS.

It is always hard really to see a familiar thing, and it is quite possible to go through life actually blind to our immediate surroundings because we have always seen them. A scientist would say that the objects of attention grow so familiar in consciousness that no reaction is produced. We constantly resent this dead level of familiarity, although we are unable to break through it, and we half suspect that we are missing the essence of life. As a result, we are always grateful to the artist when he shows us the beauty we cannot find for ourselves, to the dramatist who isolates everyday episodes and makes them new and interesting, to the novelist who shows us our dull companions in an interesting light.

Because we are familiar with the exterior of huge factories we are content to walk by them every day without the remotest notion of the life that goes on within them, of the complicated automatic machines, which are the crown of a century of invention. We see streams of laborers filling the streets night and morning, and scarcely observe that in this stream the number of young women steadily increases and that the number of children fluctuates. Our lack of perception blurs it all. We buy the products as we may desire them, totally unconscious of the struggles of the inventor, of the dreams of the artist which the products may embody, and only a few purchasers inquire whether cheapness has been secured through an increase of speed which has put an unwarranted strain upon the nervous system of the young girls, or whether the worker has contracted disease which might have been avoided.

It is remarkable that this apathy should exist in America where industrial development has been so large a share of our industrial life, and where industry has called to its aid not only science and invention, but the service of original and vigorous minds. To remain ignorant of American industrial development, and the human interests involved, is to miss much of the significance and value of contemporary life.—Selected.

SCHOOL VISITATION.—(I.)

BY SUPERINTENDENT J. M. GREENWOOD.

Having upon various occasions visited the schools in nearly all the large cities of the United States, I herein present a brief sketch of a visitation that I made in the latter part of March and the first week in April. I set out to examine the plan of organization, basis of classification of pupils and methods of instruction employed in the elementary and high schools in some of the smaller and a few of the larger cities in Ohio and Indiana. With this object in view I visited Greenville and Piqua in Ohio, and Richmond in Indiana, as representative types of cities having from 6,000 to 25,000 inhabitants. These cities have modern buildings, spacious grounds, ornamented with trees and grass plots which produce a pleasing effect on the mind. In the schools I visited I was deeply impressed with the beautiful school spirit among the children and the teachers, and this influence was also strikingly displayed as one mingled with the children on the street. The instruction in the elementary schools and also in the high schools was strong, vigorous, and healthy. But among these pupils one looked in vain for faces of children of foreign parentage. In Greenville I found a class of twenty-four boys in the senior high school class at their recitation in cookery at 7.15 a. m., and yet the pupils of the high school would not get through the day's work till 2.45 p. m. The regular school work in Greenville and Piqua begins at 8.30 a. m., and all classes in the elementary and high schools close at 11.30 a. m., and the afternoon session opens at 1.15 and continues till 4 p. m. This seems to be the practice in most of the towns and cities in Ohio. It allows an intermission of one hour and three-quarters at noon, and the pupils and teachers have ample time to get their noon meal without bolting it, and then rushing back to school, while the few pupils who live too far away from school to go home for dinner cause no annoyance at the noon hour.

The schools are in session the same number of minutes each day that we have in the elementary schools in Kansas City, and the pupils and teachers are more fresh and vigorous at the close of the afternoon session than in schools in which a short noon is given. In the high schools double sessions prevail with the same intermission at noon as in the elementary schools, but the last recitation period is devoted to helping such pupils in their studies as require special attention to maintain class-standing. As a result, few pupils fail in class-standing in any branches.

I visited some of the schools in Dayton and Cincinnati, and in these two cities the same plan of helpfulness is pursued as in Greenville and Piqua. In passing, I will remark that in a system of schools in a large city in which the pupils represent many nationalities, courses of study have to be followed in detail much more closely than in city systems in which the school population is practically homogeneous and speak the same language, and because of the homogeneity of the population in the smaller cities of the Middle West, the conditions are re-

garded as being more favorable to rapid and substantial progress in the school work than in most large cities.

In Dayton and Cincinnati the Boards of Education are struggling with the building problem as we are here. The question assumes two phases, the erection of new buildings and the tearing down of old houses that are not adapted to school work and the erection of new modern ones in their stead. Dayton is planning on what ought to be done, and Cincinnati has already entered upon the work in earnest, and has now in process of construction eight new buildings and one other now occupied. The city has entirely outgrown the old schoolhouses built forty or fifty years ago, and is now engaged in putting up new schoolhouses that will cost, on an average, about eight thousand dollars a room. In fact, the new building that I examined, the "Clifton Hill," cost ten thousand dollars per room. It is a building of twenty-two rooms and of magnificent proportions. The Board of Education will erect a new high school building in place of the "Woodward high" at a cost of seven hundred and fifty thousand dollars. At present St. Louis has the best type of modern schoolhouses in the United States, and judging from what I saw in Cincinnati, I am confident that the new schoolhouses they are now building will be equal to, if not superior to, those in St. Louis.

It is hardly necessary to say anything in regard to the excellent work that has always been done in the schools of Dayton and Cincinnati, or of what I saw during my recent visit to these two cities. They have always stood for honest, solid work, and at no time have the principals and teachers been carried off their feet by false educational ideals, or by short cuts to ephemeral triumphs. Ohio, like Missouri, is a conservative state, and prefers solid work to gaudy tinsel.

After spending almost the entire week in the four cities mentioned in Ohio, visiting schools, questioning pupils and classes in all the grades in the elementary school and in the high schools, conferring with the superintendents, wide-awake, progressive men, mingling with the principals and teachers, and consulting with members of school boards, I next went to Richmond, Ind., and remained a day and a half, pursuing the same lines of investigation that I had followed in Ohio. Every opportunity was given me by the superintendent and his excellent corps of teachers to visit their schools as I had enjoyed in Ohio. I saw and questioned classes in all degrees of advancement. I studied closely and critically the spirit of the teachers and the attitude of the pupils toward their teachers, and the subjects the pupils are required to study; how the pupils did work set for them to do; what they got out of their efforts and how much of it they made their own. I investigated the entire system as a whole in order to look at it as an organic structure, and I found it well balanced in all its parts.

THE GROUPING OF UPPER GRADE PUPILS.

In the schools of Richmond, as in the schools of Greenville and Piqua, also at Altoona, Pa., the upper grade pupils instead of being scattered over town in small classes in the different schools, are grouped into a few school buildings, and each teacher of an upper grade has from thirty to forty pupils in her room in regular attendance. Their system of classification is pursued in many cities on account of financial reasons. This plan of distribution and consolidation has two merits,—it equalizes the classes and gives each upper grade teacher a full room of pupils instead of a thin room.

By grouping the seventh grade pupils in our schools in certain districts, a very considerable saving in teaching economy as well as in money would be affected. This is suggested as a possible solution of the changing population problem, namely, when a school district becomes depopulated in part, that a certain number of rooms for seventh grade pupils be set aside exclusively for such pupils. It would be no more difficult for those in definite localities to attend such schools than to go to high school a year later. The grouping as indicated would release a very considerable force of good teachers who would be given work in other grades in which their services would be most helpful. Thin rooms are always expensive rooms whether in high schools or elementary schools, and ought to be avoided.

BETTER PAY FOR TEACHERS.

[Grand Forks, North Dakota, Times.]

The National Educational Association, recently in session at Los Angeles, pronounced strongly in favor of better salaries for teachers. "We believe," says the association's report on the subject, "that constant effort should be made by all persons interested in education to secure for teachers such adequate compensation for their work that both teachers and public will recognize teaching as a profession." During the past ten years, while there has been a decided upward movement of salaries and wages, it is unfortunately true that the vast army of teachers in the United States has failed to share in the general prosperity. There have been few and trifling increases, but the great majority still toil for grossly inadequate salaries.

Whether this has been due to the public's failure to properly appreciate the importance and responsibility of the teacher's office or to the fact that women constitute the larger part of the country's teaching force we cannot say, but the disagreeable fact remains that teachers are underpaid with the result that the cause of education is suffering. The supply of first-class teachers is not keeping up with the demand. Men and women will not go to extra pains and expense to specially equip themselves for duty in the schoolroom when the rewards are so meagre. There is little inducement for the

most competent to remain in the schoolroom when there are so many lucrative opportunities for men and women of education in other vocations.

If the progress of public education is to be maintained, it will be necessary before long to re-adjust teachers' salaries throughout the country upon some basis that will encourage men and women to remain in the profession and especially equip themselves for useful work. To say that a man or woman who has devoted time and money to prepare for duty in the schools must after years of preparation and expense accept less compensation than a teamster or wood chopper is ridiculous. Teaching is a profession and a noble one, and should be so regarded by parents, the welfare of whose children is intrusted to these hard working men and women, and by the authorities whose duty it is to maintain the efficiency of the public schools.

LOOKING ABOUT.

BY A. E. WINSHIP.

I was to be at the Mount Pleasant (Michigan) normal summer school, where there were 600 students for eight weeks. It was the Glorious Fourth, and I was on the trains from 5 a. m. at Marquette till 10 p. m. at Mt. Pleasant. The day was not wholly a luxurious celebration. Every train was packed to the limit, and towards evening they were not all attractive comrades. It was great fun, however, to enter into conversation with these Glorious Fourthers.

In the late afternoon there was necessitated a change of cars and a half-hour's wait in a small city.

"Where are you from, Pal?" said a brusque, but evidently successful, man.

After telling him what I judged most desirable under the circumstances, I echoed his question.

"Mt. Pleasant, Mich., and it's no kind of a place."

"Sorry, for I'm going there to-night."

"What are you selling?"

"Nothing, just going to be there for three days."

"Well, the place would be all right but for the pesty normal school. That's no good."

"Ah, that's funny, what's the trouble with that?"

"Kills business."

"That surprises me. How does it hurt business? How large is it?"

"Six hundred this summer, I hear. That's good for the bus line, for the grocers and provision dealers, for the milkmen, and farmers who raise garden truck, and boys who pick berries, and the soda fountain. Yes, clothiers get something out of it and the laundry. Yes, the boot and shoe fellows."

Then seeing where he was getting, he looked up and said: "Guess it's good for every business but mine!"

"What's that?"

"Liquor and cigars!"

Then we both laughed.

We must provide some other place than the streets for their leisure time . . . If we would have our citizens contented and law-abiding, we must not sow the seed of discontent in childhood by denying children their birthright of play.

—President Roosevelt.

INTERNATIONAL ZOOLOGICAL CONGRESS.

Zoologists not only make world-wide researches, they have also a world-wide organization. Every three years this international body holds a congress, and this year it meets in America.

To give the visiting foreigners an opportunity of seeing a larger section of the New World than they could get by meeting in one locality, the congress this year is purposely made peripatetic. Beginning with a week's session in Boston, it migrates next to New York, then to Philadelphia and Washington, and finally to Toronto and Niagara, where it adjourns.

It is interesting to recall that the last congress was held in Switzerland, and this one—in the centennial year of the great Agassiz—in America. The presence in the president's chair of Professor Alexander Agassiz made the union of Switzerland and America seem very real.

The Boston session was held August 19 to 24, with over sixty gatherings in all—general, sectional, and social. The palatial buildings of Harvard Medical school were headquarters for the congress. A large and carefully-selected local committee looked out for the convenience of the visitors.

The congress was interesting, first of all, in its personnel. Between five and six hundred registered, of whom 160 were from foreign lands. These visitors from across seas were as follows:—

British Empire,	45	Roumania,	2	Italy,	7
France,	23	Belgium,	7	Norway,	2
Germany,	23	Holland,	7	So. America,	6
Switzerland,	11	Austria,	5	China,	2
Russia,	12	Hungary,	5	Japan,	3

The American contingent was nearly 400 strong, and from nearly every section of the union. Here one would meet President David Starr Jordan of Leland Stanford, and there Professor W. K. Brooks of Johns Hopkins. Here was Curator George G. MacCurdy of Yale, and there Professor Neal of the University of Nebraska. Professor William J. Monkhaus was the "Gentleman from Indiana," and Professor George Lefevre from Missouri. On one hand Professor T. Wayland Vaughan was busy entertaining Professor Gravier of Paris, and on the other Professor Downing of the Michigan Northern Normal at Marquette was quietly snapshotting celebrities for future reference.

But because of their being on their first visit to America, the foreign contingent was most noticeable. Here was Sir John Murray from Edinburgh—the man who cruised in the "Challenger," and who knows all the deep holes in all oceans, and the singular animal life that hides there. And here is Professor Scharff of Dublin, who knows that Africa and South America were once united because they have the same species of spider and crab. And this vivacious little lady is Dr. Dantchakoff of St. Petersburg, who can tell all that can be told of blood corpuscles. This is Professor Hubrecht from

Holland, who is an expert on embryology, and this Professor van Wijke—another Dutchman—who can talk learnedly, at least, on "The Chondrocranium in Birds." And here is Professor Petrunkevitch, who attracts one by his charts showing "Images in the Spider's Eye."

And what names these foreign professors bear about with them! To a traveled America they may be easy, but to a stay-at-home how singular they seem. This, for instance, is Professor Istvan von Apathy, who hails from Hungary, while this is Professor Eaplessen Poenasru from Roumania. Here is Professor Schauinsland from Bremen, and there Professor Revelleid of Geneva. This is Professor Przibram of Vienna, and this Professor Koshevinkov of Moscow. But the list may well end with the name of Professor Bogorodizky, who comes from Kazan.

Name them as one may, however, they are all ardent zoologists, and some of them have won their spurs by their successful researches into animal life. They bring with them papers that present some important discovery, which was made only as the result of many patient years of laboratory investigation.

And speaking of papers, was ever a congress so apparently swamped with them as this? There were no less than 324 of them in the hands of the secretary; and each, if possible, was to have a hearing. To facilitate this the congress was divided into eight sections, such as "Animal Behavior," "Comparative Anatomy," "Entomology," and others. But with so wide a range of themes, it was inevitable that a delegate missed a good thing in one section while he was hearing an equally good thing in another. Listening to Dr. Horvath in Room 208 on "Entomology," he was compelled to lose the lecture in Room 205 by Professor Loeb—the man who can put together all the chemical elements in an egg, but cannot make it hatch into a chick. To an outsider the program seems overloaded.

The range of the papers, as well as their number, was remarkable. The whole world was under review. One paper took the auditor to Patagonia or far up the mighty Amazon, while another whisked him off to Africa's jungles to study chimpanzees. One reader brought copious notes of sea-life about Hawaii in the Pacific, and another of kindred life about Bermuda in the Atlantic. One minute one was hearing of the polar currents, and the next of tropical Ceylon. Now one was listening to "The Origin of the Golden Trout of the Southern High Sierra," and then to the "Molluscan Fauna of the Deep Sea." Truly science knows no boundaries.

The foreign members of the congress seemed to revel in high-sounding titles for their papers, while the Americans seemed much more practical. It

looked formidable when Professor Roux of Germany announced as the title of his paper "Können wir die ursächlichen Wirkungsweisen der typischen Entwicklungsvorgänge Ermitteln." To the outsider it was a relief to turn to an American who discussed "Do Ants Form Practical Judgments?" or another who told of "The Behavior of Raccoons," or still another who spoke on "Eradication of the Southern Cattle Tick,"

The same outsider found a smile wreathing his features when he was invited to learn about "The Exchange of Air in the Guttural Pouches of the Horse," "The Formation of the Cetacean Flipper," "The Chemistry of the Pituitary Gland," or "A Marked Case of Atavism in the Domestic Cat." But it was all science, and the participants were as solemn as supreme court judges while these and kindred themes were under review. They knew what it all meant, and wondered at such an inopportune proceeding as the outsider's smile.

But, judging calmly, it was a great congress,—great in its personnel, and great in its information about life both in its lowest and its highest forms. And one could not escape the thought of the fascination—as well as the practical value—there is in the study of that greatest of all problems and facts—life.

A PUBLIC DAY SCHOOL FOR THE DEAF.

[Assistant Superintendent A. W. Edson of New York City has this to say about teaching the deaf.]

Lip reading and oral speech should be taught exclusively; signs and the manual alphabet should form no part whatever of the course of instruction. A careful study of class instruction in different institutions, especially of the results found in the higher grades, has convinced us that pupils taught exclusively by the lip method make better progress, have better trained minds, and have greater confidence in themselves than have those taught in whole or in part by the manual method. In fact, any combination of methods is sure to eliminate the lip and voice method in the higher grades. It is easier to communicate by the hands, signs and facial expression than by the lips. The line of least resistance leads naturally to the exclusion of the lip and voice method when children are taught by both methods, especially when the children are by themselves, away from their teachers.

Industrial work should form a prominent feature of course of instruction. While a general education should be insisted upon, these deaf children should be trained to be useful and self-supporting citizens. If properly trained they become very expert in industrial lines. The subjects that may best be taught in the school about to be organized are art, including drawing, sketching, and painting; domestic science, including cooking and housekeeping; domestic art, including sewing, dressmaking, embroidery, crocheting, and millinery; manual training, including freehand and mechanical drawing, sloyd, carpentry, wood-carving, cabinet-making, sign painting, typewriting, typesetting, printing, and bookbinding.

"I DO BUT FOLLOW."

BY EDITH M. THOMAS.

Into the world, the giddy, untried world of man,
Round which the planets ran, and wondered as they ran
Into the world (that knows not its own name of Earth!)
I did but follow, follow, through the gates of birth.

There were so many coming—imfortunate the throng!
Wherever else, or how, through eons fair and long,
They all had dwelt, they now must beat upon the gates:
I did but follow, follow, with my spirit-mates!

Out of the world, the giddy, wondrous world of man,
Where I have bided and have counted out my span,
There are so many going—so many softly gone—
I do but follow, follow, where they are withdrawn!

They strain upon the gates—the drawn or driven throng
Who go, to be elsewhere, through eons fair and long:
I do but follow all my loves upon the Earth—
Follow through the gates that, elsewhere, be of birth!

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THE YOUNG TEACHER'S PROBLEM.—(I.)

BY MARGARET E. SCHALLENBERGER, PH. D.

"All education must be for life." But what is life? Nobody knows. We only know that we find in it a series of opportunities to be grasped, of difficulties to be met and overcome, of pleasures to be enjoyed, of sorrows to be borne, of ambitions to be satisfied or curbed, of friends to be won or held, of enemies to be forgiven, of crime to be crushed, of truth to be maintained, of courage to be emulated, of good fights to be fought. Life then is action, stirring, continual, incessant action.

Herbert Spencer's definition of education was that training is that which fits one to meet the conditions of one's environment. That isn't quite sufficient. Education must be so wide and so complete as to fit one not only to meet, but to change the conditions of environment. Sufficient education and sufficient youth (for the courage of youth is golden) give a power invincible!!

Education must be of such a nature as to fit one to meet and, if necessary, to change the very conditions of life. Let us make this concrete. A normal school sends out young people who have been educated by the state for the teaching profession. They go out trained in the various universally accepted knowledge subjects. Moreover, they have been given certain best ways or methods of passing this knowledge along. But curiously enough, they go out as soldiers waging war against ignorance rather than as leaders whom the uneducated masses acknowledge and bow down to as superiors. In the first place, not all children are hungering and thirsting after this knowledge, and the modern methods they have learned with toil and trouble, of which they and their teachers are justly proud, will often be laughed to scorn by some mean-spirited formal, old and young pedagogs, or indifferently regarded by some uncouth ill-natured, stupid, or superficially-informed parents. After the first horrid surprise of it all is over, these young teachers will indulge in one good, hearty fit of weeping, and then they will smile through their tears and reflect that their education consists primarily neither in learning nor in ways to impart it, but in a certain acquired or delicately trained power, which enables them to meet

and to change these adverse conditions. The hunger and thirst for what is worth knowing they can rouse in the children, the scornful laugh of the formalist they can turn to songs of praise, and the cold indifference of parents they can make give place to hearty co-operation.

This is a problem all teachers have to meet. It is this unique ability to keep a cheerful, level head, to see clearly all the conditions of one's problems, to grasp opportunity, to disregard non-essentials, to choose wisely—for Dr. David Starr Jordan says: "The world makes way for the man who knows whither he is going; to act promptly and forcefully; it is this ability that is a teacher's education."

Education as a teacher does not consist in practice. It is not the going over and over of something in order to know how to do a definite thing in a fixed and definite way. That is just what it is not. Whatever practice that may be in education will demonstrate the fact that one cannot do a thing twice alike because some of the conditions are sure to vary. Education for life is that which enables one to meet and enjoy all that is beautiful in life, or to meet and struggle with and conquer those conditions which stand in the way of the true freedom of humanity. This definition lends far more dignity to the work of the teacher than that which pictures her standing with her hand grasping the handle either of a pitcher or a pump automatically pouring in or pumping out facts.

There is always, too, a satisfaction in fighting an unworthy opponent with honest purpose and the courageous young educator who "wins out" and leaves behind her a noble ideal, who lifts the community one step toward truth, may face even an earthquake with a certain, calm serenity.

But normal graduates are trained specialists set apart to do a definite bit of the world's work. They were ready to meet life to a certain degree before they ever entered a normal school. They have a kind of super-added education, which fits them to solve peculiarly well (if they have seized their opportunities wisely) the interesting problems before them. How are they in turn going to educate for life the young bits of humanity who come under their direction? What materials will they use? What materials will they discard? What do they stand for? On which side will they fight (for it is evident that life as a teacher cannot be static)? There is in the school law of California the following general instructions: "It shall be the duty of all teachers to endeavor to impress upon the minds of the pupils the principles of morality, truth, justice, and patriotism; to teach them to avoid idleness, profanity, and falsehood; and to instruct them in the principles of free government, and to train them up to a true comprehension of the rights, duties, and dignity of American citizenship."

These are abstract qualities, character qualities, rather than a specific knowledge of anything definite in the way of learning. It is worth, perhaps, a passing notice that what is expected is training in good citizenship, and teachers are left to choose the means therefor. The state doesn't seem to

care whether we teach reading, writing, and arithmetic or history, histology, and Hebrew. What she demands is citizens.—Address.

MOTIVES AND RESULTS.

BY PRESIDENT DAVID STARR JORDAN.
Stanford University.

We may classify these motives that lead boards to choose incompetent teachers under three heads: Party spoils, political perquisites, and personal spoils. Individual members of boards have been known to do several things. Among these are (a) selling places outright, (b) putting in their own relatives, (c) trading positions for personal favors, (d) paying debts of various sorts, sometimes those made most corruptly, (e) putting in their own dependents or those of others, (f) using appointments for purposes of charity. We may classify the results of these practices as follows:—

1. They injure the schools by making good work impossible.
 2. They exclude good teachers.
 3. They exclude those who try to rise in the profession by honorable means.
 4. They render places in the schools unstable.
 5. They keep the best men out of school work.
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A NEW SCRIPTURE.

For school officers: Seek first of all a good teacher and these things will follow—a school library, a good schoolhouse, embellished school grounds, interested pupils, punctual and regular attendance.

And do you ask how you are to know a good teacher? By his works is the best rule to guide you.

Did he ever convert a community so that it helped him to establish a schoolhouse library, build a decent schoolhouse, beautify the school ground?

Did he ever interest indifferent parents in the education of their children, did he ever inspire enough interest on the part of the children to cause them to love the school and be punctual and regular in attendance?

Did he ever take enough interest in the poor and illiterate children of the community to secure enough aid to put them all in school?

Does he spend his vacation in idleness or does he spend it in sober thoughtfulness and in planning better work for the future?

Does he know enough and care enough about universal popular education to enable him to convert opponents of such education?

These are some of the qualifications which any school officer can find out without formal examination of the applicant for the position of teacher. And, unless an applicant have the qualifications, it were better far that he were not elected to teach the children of any community. The education of the children cannot wait on the reformation of the teacher.—Southern Education.

MANUAL TRAINING WITHOUT TOOLS OR MACHINERY.

BY FRANK ABORN, CLEVELAND, O.

The efficiency of manual training as an educational means is now fully established; but, strange to say, the only form which is equally practicable for both girls and boys and the only form in which it is possible without special facilities; the form which can be most readily and perfectly systematized, and, in fact, the form in which it may be most effective and at the same time capable of highest development and the greatest enrichment, has been overlooked. I refer to drawing.

The impossibility of decorating anything before it exists, as a wall, for example, before it is built, is self evident, the impossibility also of producing a Chippendale chair in the absence of a sufficient command of wood-working mechanics to produce any chair at all is self evident, and that drawings are made of lines, that lines constitute a drawing only when they are so combined or fitted together that the forms of the spaces they enclose are like the forms of spaces to be seen in objects, and that, consequently, the fitting of lines together so as to constitute drawings is the simplest form of mechanics is patent. And, hence, in the light of these facts, it is plain that, if we would develop the artist, we must begin with manual training and produce the mechanic first. But in spite of these facts, art or excellence in drawing has been wrought in advance of understanding, and the study of drawing has not been pursued as mechanics, which it is, nor taught as manual training, which is the only way in which it can be taught with any certainty of success, or, in fact, can be taught at all. In short, in the attempts to teach drawing so far made the natural order has been inverted, hence the want of success. There can be no art without mechanics, for the simple reason that art without mechanics is as impossible as thoughts without words in which thinking can be done, or as water without oxygen. Every artist is, first, a mechanic, and every mechanic is an artist in the degree that he is so much a master mechanic that what he does has a quality which makes it better than it need be to perfectly serve the purpose for which it was done. It is easy to be a mechanic without being an artist, but it is impossible to be an artist without being a mechanic, which is to have command of methods or effective ways of doing things. Even the poet and the singer, the writer and the orator, the carpenter and the mason is a mechanic first, and the more excellent the command each has over some form of mechanics the more he is a mechanic first and after that an artist in the degree that the things he does are better done than they need be.

This trying to teach art before teaching the mechanics which makes art in drawing possible involves a misdirection of effort and a mistaking of the aim. It lays stress upon the strictest following of the external and visible methods of the masters in drawing, which are of no importance, and totally neglects the internal and invisible methods, or mechanics of drawing, which are of the utmost importance. It has caused all systems of instruction to consist in the gradation of exercises accord-

ing to the structural simplicity of the subject-matter under the delusion that this grades the difficulty in drawing, which it does not for the simple reason that to draw the simplest thing possible, as a square, requires no less skill and no less understanding than is required to draw a portrait or anything else, if it is drawn with equal accuracy. It aims to secure at the beginning the same accuracy in simple things that it aims to secure at the end in complex things, and it necessarily exalts immediate attainment and makes improvement impossible.

Drawing considered as art is hopelessly vague and impracticable as an elementary study; but considered as mechanics and taught and practiced as manual training nothing could well be plainer, more definite, or more practicable.

To present and cause drawing to be practiced as manual training is certain to result in two things: First, the development of what may be called a business command of drawing as a means of communication; and second, the laying of a foundation on which art in drawing can and will stand. Such a course is eminently practicable for the reason that it necessitates nothing in teaching ability or equipment that is not to be found in any school-room. All that is required is to grade the exercises in drawing according to the obviousness of the mechanics required to execute them. Master the mechanics required in the executing of each grade of exercises (possibly ten in all), beginning at the beginning in the first grade, progressing by regular stages, and ending in the fourth or at most in the fifth grade; aim at improvement in courage, in elaboration, in accuracy, and in delicacy in this order, and not at perfection; and never under any circumstances enter into competition for the reason that this last inevitably causes what should be, and perhaps what may be, meant for instruction to degenerate into the manufacture of immediate results.

THE COLLEGE FRATERNITY.

BY CLARENCE F. BIRDSEYE,

Author of "Individual Training in Our Colleges."

The general fraternities may be divided into two principal classes. First, those of the older and richer societies, which keep down the numbers of their chapters, seeking to have them only in important institutions, and usually limit the number of members for each chapter; second, those which have a large number of chapters, in two cases seventy and in another sixty-nine, and necessarily go into very small institutions and are very widespread. Some fraternities are divided into northern and southern branches, and others into three or four districts or camps, covering together the whole country. Four claim a total membership of ten thousand to fifteen thousand each, while some of the oldest, which have been in existence for sixty or seventy years, do not have over two thousand to three thousand undergraduate and graduate members.—"Individual Training in Our Colleges."

SILK AND SILKWORMS IN THE SCHOOL.

BY B. E. MILLIKEN, SAGINAW.

Realizing that the grading and location of Washington school somewhat hindered us in taking up the school garden movement last year, we attempted at that time to secure some of the same results by taking nature into the school in the form of ants, bees, and silkworms. We hoped, primarily, to interest the pupil in the mystery of growth, to give to him opportunity for some worthy activity, and to establish a bond of sympathy between himself and the lower forms of nature; and in work with the silkworm, especially, we feel that we quite succeeded in attaining the desired end.

In preparation for work with the silkworm a thorough canvass of the district was made as to the number, kind, and size of mulberry trees to which we might have access for the necessary food. A statement of this was sent to the agricultural department, with a request for a quantity of silkworm eggs, and in the latter part of April we received an abundant supply, which had been kept in cold storage till the proper time.

These eggs were placed in open trays, and in a few days the children were delighted to find the tiny black worms crawling around, endeavoring to throw the shell from their tails or spinning short threads. As the result of a setback in the weather, the worms were fed lettuce for two days, but from that time on only mulberry leaves were used. At first this was done by letting the tiny worms crawl up through netting into the fresh food, but growth was so rapid that they were soon unable to get through the meshes, and the children then had the delight of putting them into the fresh leaves. This feeding was done at least three times a day for a month, and offered ample opportunity for the children to learn to know the larva by handling rather than by formal instruction. Every perceptible growth amazed the children, and their discoveries were numberless,—the manner of eating and crawling, and of dropping by a thread to laboriously climb up again, the use of the different kinds of feet, the breathing apparatus, the very pulsation of the blood vessels in the transparent body,—nothing seemed to escape them; and as the larva was seen to crawl from its old skin at each period of moulting, it presented new wonders and new beauties to be discovered and appreciated. They soon realized that the worms liked petting, and their constant care was "not to hurt the little creatures," but to "love the worms"—worms that adults hesitated to touch and that, except for their milky whiteness, could not well be distinguished from large tomato worms.

When the larva had attained its full size, it no longer stayed on the feeding table, but began to hunt for a spinning place. For this the children had made preparation. The first grade had learned to make small paper boxes, and here was a chance to use them. Dozens of these nests were soon

ready, and the worms were dropped into them to spin their silken cocoons. This stage was reached about the time school closed in June, and each child was given a worm to take home just as it was spinning itself in. A little later the large white moth came forth from the cocoon to lay for the child its hundreds of tiny eggs. Thus the cycle was complete, from egg to egg in but sixty-five days.

Besides the cocoons given to the children, we had many left, and at the proper time the chrysalides were killed with steam and the cocoons laid away to dry in preparation for the silk reeling. By early winter all was ready, and this part of the work was taken up. After some experimenting, the end of the silk thread, of which the cocoon consists, was quite readily caught; and a cocoon so started was given to each pupil of the lower grades. They found their own best way of winding the silk on to their open hands, and nearly all succeeded in reeling for themselves skeins of glossy silk, though I fear that to some it may have been rather tiresome work. Much more immediate results were obtained by the use of a reel fashioned from a Dover egg-beater.

Being quite experimental with us, the work with the worms and silk claimed a good share of the teachers' spare time, and involved a good deal of extra work, such as getting food each day, Saturday and Sunday feeding, etc. However, we felt that the adaptability of the work to the powers of the youngest child was far beyond our farthest expectations, and that the results attained for the child made it well worth the effort.

HOW BATTLE HYMN WAS WRITTEN.

Long after Julia Ward Howe's labors for abolition and woman suffrage are forgotten, her fame will endure as the author of that inspired hymn which stirs the blood yet like a trumpet peal. She has described how it came to be written and to be named "The Battle Hymn of the Republic." During the Civil War she went out from Washington with the Rev. Dr. McClark to witness a review of union troops. It was a red-letter day for her, and the story of her inspiration has a dramatic quality which forms a fitting prelude to the patriotic lines:—

"The road was so filled with soldiers that our return from the parade grounds to the city was very tedious, and to pass the time away we sang 'John Brown's Body.' Some of the marching regiments took it up, and it was passed along the road until the echoes reverberated for miles. My pastor asked me why I did not put the spirit of 'John Brown's Body Lies a-Mouldering in the Grave' into some graceful and expressive words. I told him I had tried. One morning soon after that I awoke suddenly about daylight, and the lines I wanted were vaguely running through my mind. I arose and wrote them down. They were published in the Atlantic Monthly, and the editor named them 'The Battle Hymn of the Republic.'" —New York Sun.

The quiet lane of "wait a while"
Leads to the road of "bye and bye,"
There many men pass single file
And find the "house of never" nigh.

Alice Adele Folger.

EARTH BORN.

Hurled back, defeated, like a child I sought
 The loving shelter of my native fields,
 Where Fancy still her magic sceptre wields,
 And still the miracles of youth are wrought.
 'Twas here that first my eager spirit caught
 The rapture that relentless conflict yields,
 And, scorning peace and the content that shields,
 Took life's wild way, unguarded and untaught.
 Dear Mother Nature, not in vain we ask
 Of thee for strength. The visioned victories
 Revive my heart, and golden honors gleam:
 For here, once more, while in thy love I bask,
 My soul puts forth her rapid argosies
 To the uncharted ports of summer dream.

—Peter McArthur.

FARM ARITHMETIC AND FIELD INVESTIGATIONS.

BY SUPERINTENDENT C. F. GARRETT,
 Sac City, Iowa.

A very great majority of the boys of over nine years of age who will enter school at the beginning of the winter term will come with scarred and roughened hands, right from the corn field, where they have been "wrestling with Mondamin." Many of them have helped to prepare the ground, plant and cultivate the crop, and gather the harvest. They are interested in the crop because it is something they have helped to produce, and because it is the source of the wealth of the family. They may not manifest great enthusiasm over abstract problems in fractions, decimals, stocks and bonds, interest and discount, but surely they will become interested in problems that have a direct bearing on their home life and financial interests.

1. How many acres of corn did your father have this year? How many bushels did the farm produce? What was the yield per acre?

2. Planters are set so as to make the corn rows forty-two inches apart, and the distance between the hills in a row is forty-two inches. How many hills should there be on an acre of ground?

3. How many stalks of corn should there be in a hill? How many stalks on an acre?

4. Each stalk of corn should produce at least one good ear, and a good ear of corn should weigh at least fourteen ounces. Allowing seventy pounds to the bushel, how many bushels of corn should an acre yield?

5. This would be an ideal yield. It will be found to be about sixty bushels greater than the actual yield. Can you think of eight conditions which have caused the loss of that sixty bushels? At least six of these conditions can be controlled by the farmer.

6. Go into the corn field and from some point count ten hill spaces north or south, and ten east or west. How many hills should there be in this plat? How many hills are missing? Count the stalks in this plat of a hundred hills and put the number in your notebook. There should be about 250 stalks. What per cent. of this number did you find in the plat? If you repeat this investigation in four or

five places in the field and find the average of the per cents., you will have a sufficiently accurate estimate of the stand of corn in the field.

7. In a plat of 100 hills count the number of stalks that have no corn on them. Count the number of stalks that bear corn. What is the percentage of barren stalks? Is the number greater or less than one-third of the whole number of stalks?

8. Pull up a barren stalk and a bearing stalk and take them to school. Take the whole stalk, root, tassel, and all. Examine the stalks carefully and see if they are unlike in any way. There is no pollen on either at this time of year, but the barren stalk produces more pollen than the bearing stalk produces. Some people think it generally true that the bad things in the world scatter more seed than the good things, but however that may be, it is our chief duty to restrict the influence of the bad and to increase the productiveness of the good.

9. The pollen is formed on the tassel of the corn. The tassel of a stalk bears from 40,000,000 to 60,000,000 grains of pollen. The grains of pollen find lodgment on the ends of the silk, and grow down the long hollow tube of the silk until they reach the rudimentary kernels, where they form the germ or essential part of the grain of corn. Each grain has its own silk, and as the ovaries or rudimentary kernels grow in pairs, there is always an even number of rows on the cob. It has been proved by experiment that the tendency of corn fertilized by barren stalks is to produce barren stalks.

10. It is not always true that seed fertilized from barren stalks produces barren stalks. The barrenness of the parent stalk may be due to drouth, or poor soil, or other unfavorable conditions. The stalk may have done its best to produce an ear, and yet it has failed. The pollen from this stalk may fertilize grains which will produce fairly good corn, if the unproductiveness of the parent stalk has been due to environment and not to heredity.

How many days' work does it take to prepare the ground, plant, cultivate, and harvest ten acres of corn?

If the stand of corn is seventy per cent. of what it should be, and if thirty per cent. of the stalks in the field are barren, how many days has the farmer spent in cultivating the unproductive part of the ten acres?

11. In your investigations in the field try to find some stalks which are curved at the bottom, or bent like a bow. Take up one or two of these stalks and examine the roots. Compare the large stay roots with those of a good straight stalk of corn taken from another field. Examine the small feeder roots. Try to find some traces of the root worms which have been doing the damage to the roots. Compare the ear on the curved stalk with the ear on the good stalk. It is estimated that the corn root worm destroyed, or rather pre-

vented, the growth of \$20,000,000 worth of corn in the United States last year.

The root worm remains, in its pupa stage, in the ground or the stumps of the corn stalks through the winter. In the spring the beetle comes out, and presently the larva or worm is ready for business with the new crop. The larva feeds only on corn roots, and the method of getting rid of these worms is to starve them by planting some other crop in the field for two or three years. Were it not for the root worm there would be no necessity for rotation of crops if a sufficient amount of humus could be added to the soil each year in the form of manure.

12. How many tons of hay per acre did your meadow land produce this year? What is the value of the hay? Estimate the cost of cutting and stacking the hay. Find the net profit from the meadow land.

What is the value of the land? From the net profit find the per cent. of profit on the value of the hay land.

Although the per cent. of direct profit from other crops is much greater than the per cent. of direct profit from hay, it pays the farmer to raise hay. Can you give three reasons why it pays?

13. You can find, approximately, the number of tons of hay in a rick by multiplying the length of the rick in feet by the width in feet, and this by one-fourth of the distance over the rick from the ground on one side to the ground on the other, and dividing this product by 512. For wild grass, divide by 422 instead of 512.

14. If you would like to find out how many bushels of corn a crib will hold, multiply together the length, width, and height of the crib, all in feet, and multiply this product by two-fifths. The result will represent the number of bushels.

Some one may tell you that you cannot multiply feet by feet, but never mind. There are opportunities for you to use your logic on things that are worth while.

15. You can find, approximately, the number of bushels of shelled corn, or of small grain, in a bin by multiplying the product of the length and width of the bin by the depth of the grain in the bin and finding forty-five-fifty-sixths of the product. All dimensions should be taken in feet.

16. The average shrinkage of mature corn between the first of November and the first of the following May is twenty per cent. This shrinkage is due to the drying of the corn, and it does not include the loss of weight from other causes.

Which is more profitable, to sell corn in November at thirty-three cents or to hold it until May and then sell it at forty cents? What other conditions should be considered in this problem?

SUPERINTENDENT J. E. BRADLEY, *Randolph, Mass.* : The young teacher is in as much danger of falling into a lifeless routine as an older one.

WILD FLOWERS OF SEPTEMBER.

BY DR. W. WHITMAN BAILEY,
Brown University.

The really typical flowers of this month are the golden-rods and asters. Of the first, here in New England, we have in round numbers, let us say, twenty species; of the second, twenty-six. Many people, unaware of this fact, sum the whole of them up under the generic name of either. The aster or the golden-rod, it will be seen, is absurd. To be sure, one speaks of "the rose," and perhaps I should not be so dictatorial.

The differences between species are, in many cases, material and easily seen. There are, on the other hand, groups in either genus that are a puzzle even to the experienced systematist. Few botanists care to name them at sight. To a query, they will reply, as used an instructor of mine, "I have not studied them this year." Nor is this necessarily an evasive answer. One must be constantly handling some of these perplexing forms, must be fresh from them, in order to speak with authority. Thus, few men not specialists, would give a snap-judgment of asters, golden-rods, sedges, willows, or grasses.

In determining golden-rods and asters it is well to lay out a suite of all the forms one can find, as a preliminary to study. The specific differences are mainly in height, degree of robustness, habit, foliage, flower-arrangement, size, and color of heads, and character of enveloping bracts. Apart entirely from any scientific interest, they are charming in color and aspect. Truly American flowers (at least as regards their vast numbers within our limits), they fill us with patriotic zeal. To most thoughtful persons, too, they are associated with the beautiful dreamy days of autumn. They are reminiscent of lives that are no more.

Of the two genera, golden-rods are less typically autumnal than asters. Some of them bloom as early as July, and quite a number in August. Very few asters are early bloomers; the most conspicuous being the white umbellate aster.

The localities in which the various golden-rods and asters are to be found are as various as the plants themselves. This is to be expected, as environment, no doubt, originally caused the variation.

Some hug the seashore, refreshed by the salt spray, and are found nowhere else; others bloom on sandy wastes, and still others draw up in stately lines, as if on dress-parade, along our walls and fences. There are kinds, indeed, that climb the mountain sides, and one golden-rod scales the Alpine peaks of the White and Rocky mountains. This is a variety of the only one of the species that occurs also in Europe. Like boreal and alpine plants generally, this is small in height. Some, both golden-rods and asters, prefer the open meadows, covering them with poetic blue and gold or white. Others troop along the forest paths or "up the rushy glen," fringing even the shadowy river and wood-embosomed lake.

"Stars they are, wherein we read our history,
As astrologers and seers of eld;
Yet, not wrapped about with awful mystery
Like the burning stars which they beheld."

[Continued on page 242.]

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RESCUING RASCALS.—(I.)

THE GRAVITATION OF HUMAN NATURE.

I am not a pessimist, no more am I an optimist, as some men count optimism.

The gravitation of human nature is a terrible fact. Left to itself, individually or collectively, human nature sinks to a lower level as naturally as water. In its fall the velocity and force increase in geometrical value.

If a man or woman rises in the strife of life, if he is buoyant as a bird upon the wing it is because he has learned how to laugh at gravitation by spreading at will a broad and hopeful faith, playing with gravitation as a cat plays with a mouse, striking it gently or sharply, according to its humor, with noble courage.

Optimism laughs at the gravitation of human nature because it is its master, through skilful effort; pessimism is the wounded bird fluttering in its fall.

If America is permanent among the nations of the earth it will be because she appreciates the warfare she is waging with the eternal forces of evil, which are greater here than elsewhere in all the world, because every year increases these evils in a frightful ratio in velocity and force.

If Adam and Eve (I assume no responsibility for the theology here accepted) on that bright morning in which they first discovered out in the orchard the fascination of being naughty, had foreseen what rascality would cost the United States alone, in the year 1907, and had in token of their repentance laid aside \$1,000 every day that year, and if for each day of each year of the

six thousand that have come and gone since then (I assume no responsibility for the accepted Biblical chronology) a thousand dollars had been added as a token of repentance the sum of all those thousands would fall short by more than \$100,000,000 of the cost of rascality in the United States in the year 1907.

I take the figures recently issued by a Washington expert on the sum total of the cost to the United States of the weakness and wickedness of our brothers and sisters who dwell among us, the delinquents and waywards of all ages, grades, and conditions. In view of these figures, it is much easier to be a pessimist than an optimist, but I am optimist just the same. Why? How is it possible? This is what I hope to show in some twenty editorials that are to follow.

WHAT THE SCHOOLS SIGNIFY.—(V.)
THE FUNDAMENTAL GRADES.

The school period composed of third, fourth, and fifth grades is fundamental. By universal consent every child should have at least these years in school. One can play no part in life without so much of information and book habit, of knowledge of the processes in language and number as are studied in this period. All "compulsory education" and child labor laws have been based on the axiomatic claim that no child must be allowed to go out into life without the fundamentals, and the further assumption that they can be taught in these years. All later developments and progressive studies substantiate this claim.

What are fundamentals? There is no important difference of opinion on this matter,—ability to read, write, and cipher,—the three "R's."

As the years have passed, however, notably the recent years, we have put more into the term than formerly. Mastering the mechanics of reading is still indispensable, but now we seek to awaken an interest in reading good articles and good books. Mastering the facts of the multiplication table and the processes with number, whole and fractional, within reasonable range, are absolutely essential, but just now we are teaching a lot of other things while learning these processes. A decent hand writing is eminently desirable, as is ability to spell correctly words likely to be used. All this should be acquired and attained, and may be, without many exceptions, but not without appropriate and skilful attention thereto.

Every child in America gets these three years' work in public or private school. Nearly one-third of the children get no more than this. The two-thirds who go farther will have time for all sorts of extras and they should get their fundamentals in facts and processes in these years. It is a theory, not a condition, that confronts us. It is not a problem in philosophy as to how much of the fundamentals can be best taught in this period and how much in the next. It is not a question whether or not this is the best period for nature study, for music, for a modern language, for it is the period in which the fundamentals can be and must be taught. Until it is certain that this will be accomplished by the end of the fifth grade there

is no justification in diverting any time or energy to the most valuable "other things."

Why are they styled fundamentals? Because there is no other study feasible or valuable without ability to read, to write, to spell, to use number. No one can do aught that signifies anything worth while in business or society without these fundamental acquirements and activities. They are as fundamental, in their ways, as are pure air and water.

There is no occasion for rushing matters, as to essentials, in the first and second grades. Do as much in nature study as you choose. The children will easily get as much ability to read and write as they need in those years. They will get as much oral language and oral work in number as they will have early use for, and they may easily get too much of mechanics and too much of process; but before the third grade they will hardly get too much of nature study, of ethics, or of aesthetics. When the serious school life of the third grade comes, there should be three years of interesting, intense, direct mastery of all the fundamentals. In these three years the third of the class that is liable to leave should set the pace for the other two-thirds. To do so is as valuable for the two-thirds as for that third.

WASHINGTON'S NEW MOVE.

The city of Washington is to place herself in the forefront educationally, as she ought always to be in all things. For the first time there is to be one central Eastern city in which may be seen the latest and the best in educational buildings. Congress has provided an amount equal to more than one-third of the entire school property value of the city, and has entrusted it to a commission of three, of whom Superintendent W. E. Chancellor is one, to locate, plan, contract for, and supervise the building of all needed schoolhouses. This commission will have visited personally the cities with the best new buildings East and West, and when the day of dedication comes the United States can show all visitors from Europe and Latin America, from every nook and corner in the United States, the best school-house architecture and equipment in the world. Superintendent Chancellor is playing in great luck to have this opportunity come to him.

SOUTH CAROLINA.

South Carolina is making the greatest strides in public school education in her history. State Superintendent Martin is a "hummer" in the language of the train. There is a new high school law, under which more than forty new high schools have already been voted this season, and before October there are likely to be as many as seventy-five. Some of the high schools are arranging to provide special training in commercial and industrial branches. A great deal will be accomplished along these lines. Some of the high schools are arranging for dormitories in order to care for pupils who live some distance from the high schools. The state appropriated \$50,000 for assistance to these new high schools, which is an

important departure in the South. The vote to establish a high school is often unanimous.

GREENWOOD'S VISITATIONS.

This issue presents the first of a series of comments on schools visited by Superintendent J. M. Greenwood of Kansas City. He is always interesting, in conversation, in public speech, or with pen. Few men are as uniformly and universally interesting. These articles are reprinted from his paper read to his school board when returned from the two weeks' trip. It would be too bad not to have such comments have a wider hearing than his school board.

LA FOLLETTE AND HAMILTON.

The following is upon the authority of a telegraphic report:—

"Pittsburg.—Senator La Follette of Wisconsin, after a tilt to-day with County Superintendent of Schools Samuel Hamilton as to what he should say at the teachers' institute in Carnegie Music hall, left the hall and finished his speech on the steps of the hall. The institute officials are indignant. Senator La Follette was engaged to deliver an address to the teachers on 'Representative Government.' Hamilton told the senator he could not discuss partisan politics. In opening, Mr. La Follette said: 'I have been warned not to be partisan in my speech here this afternoon, but I want to say just what I think—' Mr. Hamilton then arose and told the senator that the institute was no place for partisan politics. When the senator began to tell the teachers how the Pennsylvania senators had voted on the railroad rate bill, the superintendent declared the senator must cease. Senator La Follette then informed the audience he would have to comply with the wishes of the superintendent, but if there were any present who wished to hear what he had to say, he was willing to talk."

The only strange thing about it all is that Dr. Hamilton should ever have engaged La Follette. Everybody knows the kind of a speech he makes, and knows that he cannot be controlled. He is a good man in his place, but a teachers' institute is not his place.

THE SEATTLE METHOD.

The Seattle method of paying teachers is so nearly ideal that it deserves the widest publicity.

Teachers shall be paid one twelfth of the annual salary upon the fifth of each month, except in July and August. At the close of the school year in June the teachers shall receive the tenth and eleventh (July and August) installments of their salary, and upon the fifth of September following they shall be paid the twelfth installment; provided:—

First, that teachers who render less than a full year's service shall receive only such proportion of the vacation salary (two months) in addition to the sessional salary (ten months) as the number of months taught bears to the number of months of school session; and

Second, that teachers shall be required to agree by contract that in case resignation shall be made after August 1 and prior to the payment of the twelfth installment, only one-half of the twelfth month's salary shall be due and payable.

Teachers, when newly appointed, shall be credited with experience had elsewhere; provided, that no teacher appointed for the first time to service in the Seattle schools shall receive credit for more than four years' experience.

Teachers shall be advanced according to schedule only upon recommendation of the superintendent that the service rendered, as shown by his observation and the reports of the assistant superintendent, supervisors, and principals has been such as to justify advancement.

Teachers excused for absence from duty on account of personal sickness shall be allowed one-half pay during such time as they may be absent, for a total of not to exceed twenty school days in the school year; and full pay for two days' absence caused by death in the immediate family.

VACATION SCHOOLS.

The Cincinnati Enquirer has this to say regarding vacation schools:—

"Vacation time in the vacation schools is merely organized relaxation. Isn't it a lot better to take long walks with the teacher and gather daisies in the fields and then next day sit in the cool of the schoolroom and see how much like a daisy you can make a painting look, than it is to wander aimlessly about the streets or to sit on the doorstep without any object in life? Isn't it a lot better to go through beautiful gymnastic drills to the tinkle of music or play nice, jolly games in the clean, quiet court of a schoolyard, than it is to throw rocks or watermelon rinds at each other in the back yard or on the hot streets? Vacation school time is not a season of strenuous brain effort, but it does mean acquiring a great deal of knowledge under very pleasant conditions."

VALUE OF A DIPLOMA.

Dr. George H. Whiteside of Omaha has filed in the district court a suit for \$20,000 against the Adams express company for the loss of his diploma from Harvard University, alleging that it is impossible for him to procure a duplicate. In August, 1903, Dr. Whiteside submitted his diploma to the state board of medical examiners at Lincoln. Later it was expressed to him by the board, but was lost in transit. This will be an interesting test of the intrinsic value of a Harvard diploma. If the unfortunate doctor is fortunate enough to get \$20,000 for his lost diploma, it will appear to be a good investment for any young man to get one of those diplomas. But really, wouldn't a certified copy of the record that he graduated be worth as much financially as the real thing?

Seventy years ago private school tuition in Massachusetts was 80 per cent. of public school expenditures; now it is 8 per cent. In other words it was ten times as great then as now.

Mrs. Triggs got her divorce and the custody of the son with the right to take her maiden name without any trouble. The testimony regarding Triggs was beyond belief by those who knew him. Whatever we thought of his theories we did believe in his life.

New York City is to have a school for the deaf much like the Horace Mann school which Boston has maintained for many years. Fortunately, as it seems to us, New York is to do much more along industrial lines than Boston is doing.

Every city needs distinct playground arrangements for boys of twelve and under and for those above. A woman can supervise the former, but the latter should have a skilful young man for leader.

President G. Stanley Hall can stir up more people in the United States by one address than any other American educator, unless it be President Eliot of Harvard. He evidently enjoys it.

Judge John A. Caldwell is placing the Cincinnati juvenile court beside that of Denver, Indianapolis and Chicago for efficiency. He has a newsboys' club with more than 2,500 members.

Indianapolis teachers are to receive a total of \$30,000 increase next year above the regular schedule increase. This gives every teacher \$50 or more more than was anticipated.

Wisconsin has a law recently passed making it illegal for any person to smoke a cigarette in public places in that state.

The Richmond (Indiana) high school, in a city of 22,000 population has nine men teachers. Where is this paralleled?

Cincinnati now has expert medical inspection for the schools. There are twenty-one physicians for the fifty-six schools.

The requirements for teachers' certificates is much higher the country over than it has ever been before.

One gets an audience of from 1,000 to 5,000 at a Chautauqua as easily as he gets a tenth of that number otherwheres.

Let us rejoice that American youth will not enlist in the army in times of peace.

Evidently Senator La Follette did not know Samuel Hamilton.

France is to have a \$15,000,000 canal and it is a short one at that.

Louisville pays \$2,000 a year for a superintendent of playgrounds.

"Child wages" are a curse to the nation.

THE WEEK IN REVIEW.

THE TELEGRAPHERS' STRIKE.

The strike of the telegraphers drags along. It does not appear to be occasioning a great deal of public inconvenience, and the companies affected profess to be carrying on their business without any special trouble or delay. Not all the members of the telegraphers' union left their work when summoned to do so,—as the public offer of pardon made by the union to these recalcitrants provided they will now quit goes to prove. The places of many of the strikers are reported to have been satisfactorily filled. The futile efforts of the union officials to get President Roosevelt to intervene seems a confession that things are not going satisfactorily from the union point of view. It is rare that a strike succeeds which has from the outset so little public sympathy as this one; the grievances alleged as its cause being too trivial to justify a national strike. The only profit which seems likely to accrue from the deplorable incident is as a warning against precipitate action under like conditions in the future.

PACIFYING CENTRAL AMERICA.

The United States and Mexico have entered into some sort of arrangement, the exact terms of which have not been made known, for pacifying the Central American republics, which have been at the point of springing at each others' throats almost any day for months. It is a worthy undertaking and all lovers of peace will wish it success. These Latin-American republics flame out into war at so slight provocation, and carry it on with so slight regard for humanity or for international rights that it will be a great gain to civilization if they can be bound over to keep the peace. But whether this much desired end can be reached through good advice and moral suasion or whether more active intervention will be necessary at some time in the near future is an open question. Mexico herself narrowly missed being drawn into the fracas a few months ago.

THE RECKLESS AUTOMOBILISTS.

News of automobile accidents has become almost a regular department of the daily papers. It is fullest on Monday mornings, with records of Sunday mishaps, but it is a feature every day. Now it is a motorist who kills his wife and himself in a desperate effort to make a record run between two cities. Again it is an auto owner who, with his touring car loaded with his family, takes it into his head to race with an express train, and dashes into the train at a grade crossing at a sharp turn in the road. Again it is two cars which, rushing madly through the dark on a high road, dash into each other and are resolved promptly into a tangled mass of wreckage. More often still, it is some luckless pedestrian,—a child or a helpless old man, run down by a car rounding a corner or dashing from a side street, and usually dashing on to escape detection. If something is not done soon to check this craze for speed, there will be no safety for any one on the roads supposed to have been built for the public use

but now monopolized by speed maniacs. A few jail sentences for manslaughter would be a wholesome deterrent.

CANADA AND THE JAPANESE.

The London Spectator recently published a very sensible and good-tempered article, directing attention to the fact that the trouble in this country with reference to Japanese laborers on the Pacific coast was merely one manifestation of a movement which was certain to be as disturbing to Canada and Australia as to this country. Confirmation of this view is now to be found in reports of an embarrassing migration of Japanese laborers to British Columbia. More than 2,000 have landed at Vancouver since the first of January and more are on the way. There are treaty stipulations which forbid so extensive an immigration, but as was the case with the inrush of immigrants at San Francisco, these are coming in by way of Hawaii, and so escape the treaty provisions. An Oriental Exclusion League, corresponding to that in California has been formed at Vancouver, and there are threats of the use of force to prevent the landing of Japanese immigrants.

NOT A LOCAL SYMPTOM.

The anxieties of Wall street and the very general depression of railways and other securities are not to be explained either as the result of the Administration's energetic enforcement of law, or as the fruit of a capitalistic conspiracy to create a panic. They are not a local symptom, but are a part of a world-wide disturbance, manifesting itself in London, Paris, Berlin, and other European money centres quite as strikingly as in New York. A London financial journal estimates the decline in 387 representative stocks in the month of August at \$680,000,000. This makes an aggregate of \$1,725,000,000 since the beginning of the year. Of this amount, \$555,000,000 is in American railroad shares, \$240,000,000 in British funds, and \$180,000,000 in English railway and ordinary stock. Judged on a percentage basis the losses have been heaviest in the South American market, where they average about twenty-five per cent.

BRITISH LEGISLATION.

As usual, the output of legislation at the session of the British parliament just closed was much smaller than was promised at the opening of the session. Some of the bills mentioned in the speech from the throne,—among others the licensing bill and the Irish universities bill, were not even introduced. Others, like the Irish Council bill, were abandoned because of dissatisfaction with their provisions. But the legislation of the session includes some important measures, among them a pure food bill, which passed both houses by a unanimous vote; a bill creating a criminal court of appeal, which is a new and greatly needed feature of English jurisprudence; a bill establishing a system of small land holdings in England, and bills for the reform of the

WILD FLOWERS OF SEPTEMBER.

[Continued from page 237.]

The orchis family offers a few very pretty autumnal flowers. These are mainly the species of "ladies'-tresses." The so-called graceful *Spiranthes* is the first to appear, in August, but it lingers into this month. It presents a wiry, leafless stem; the foliage, when it has any, being clustered near the ground. The small white flowers are in a one-sided, much-twisted spike. The plants spring up in pastures and meadows.

Later, in wet ground, comes the nodding ladies'-tresses, *Spiranthes cernua*, much larger, handsomer, and very sweet-scented. A bouquet of it is a really pretty thing, the blossoms being of a delicate cream tint, and often of a crystalline look. One finds it on the same day when he is out for the early gentians, either the closed, or the fringed. Either of these is a gem which no words can glorify.

In the same meadows we see little red, clover-like tufts of the milkwort (*Polygala sanguinea*). Its roots taste of winter-green.

Everyone knows the common beggar-tick, a most disorderly, troublesome weed, making man an unwilling agent in its distribution. Its seal-like fruits are armed at the top with two divergent awns or bristles, barbed downwards. These, when ripe, adhere persistently to the clothing of rich man, poor man, beggar man, and thief. The middle man, however, appropriates the name. The leaf of the plant is its sole beauty. One of its names is bur-mari-gold. A larger species (*Bidens chrysanthemoides*), is, from August to October, one of the most showy plants of our swamps. It grows from six inches to two feet in height, and may easily be mistaken for a sunflower.

A very handsome group of plants, though not nearly so extensive as some others, is the knot-weed or Buckwheat family, especially the genus *Polygonum*. Its members have a very varied range, from the seashore to pond sides (or even in the water), roadways, meadows, and woods. One is an inconspicuous weed in every back yard; another, the prince's feather, is a really handsome escape from gardens. One species, widely distributed over the world, has spikes of lovely pink flowers. Kerner has shown how, when it is growing in the water, it is isolated from attack by crawling insects thereby—and hence is smooth. If, however, a drouth occurs, hairs are developed on the stem for its protection!

Several pretty species of *Polygonum* twine like morning-glories. One is known as false buckwheat. Indeed, the relationship to that suggestive plant is marked. Two of them are known as tear-thumbs, from the rough, reflexal, defensive hairs on stem and midribs. These help them also to climb. One of these has very handsome halberd shaped leaves, the other, arrow-formed ones. So abundant are these plants, including the smart-weeds, that in some localities they impart a decided color to the whole. Their flowers are individually small, but very effective in the mass. One species, blooming in late autumn, in sandy places, bears a striking resemblance to a heath.

Among the September flowers, the grass-of-Parnassus stands pre-eminent. This handsome flower, looking like a white anemone, veined with green, is found in wet meadows, and has smooth, almost clasping leaves and an erect stem. Inside the five petals, besides the regular stamens, are queer false ones. These are filaments tipped with a shining gland, which is said not to secrete anything, but simply to deceive insects into visiting the flowers. Strange if true!

TO KEEP YOUNG.

Teachers, like other people, grow old in years. This is a law of nature.

Some grow old in spirit. They live in the past, not in the present and future. They thus become unfitted for their work, and have no legitimate place in the schools, whether thirty, forty, fifty, or sixty years old.

Others remain young in spirit, even when the number of years mark them as old. They are as much interested in their work and as hopeful about it as they were when the years were much fewer in number. So long as there are no physical or mental infirmities to interfere with efficient work, the influence of such teachers in the schools is very desirable.

Much has been said and written—wisely and foolishly—about how to keep young. The following article which has appeared in various exchanges, contains directions which seem to the writer both sound and practical when perceived in the right spirit and practiced in a common-sense way:—

"Keep in the sunlight; nothing beautiful or sweet grows or ripens in the darkness.

"Avoid fear in all its varied forms of expression. It is the greatest enemy of the human race.

"Avoid excesses of all kinds; they are injurious. The long life must be a temperate, regular life.

"Don't live to eat; but eat to live. Many of our ills are due to overeating, to eating the wrong things and to irregular eating.

"Don't allow yourself to think on your birthday that you are a year older and so much nearer the end.

"Never look on the dark side; take sunny views of everything; a sunny thought drives away the shadows.

"Be a child; live simply and naturally and keep clear of entangling alliances and complications of all kinds.

"Cultivate the spirit of contentment; all discontent and dissatisfaction bring age furrows prematurely to the face.

"Form a habit of throwing off before going to bed at night all the cares and anxieties of the day, everything which can possibly cause mental wear and tear or deprive you of rest."

—Milton School Journal.

In 1848 the average salary of women teachers in Iowa was but \$9 a month, and men but \$16. There were three times as many men as women teaching.

WOMEN IN COLLEGES.

Barnard College, of Columbia University, has 303 students from New York state, 58 from New Jersey, 10 from New England, 6 from Pennsylvania, 10 from the entire South, 5 from the entire West. Since New Jersey is virtually a part of New York for such purposes, Barnard has 361 local students and 32 from all other places. There is but one foreign student. This is 90 per cent. local, as against 48 per cent. for Bryn Mawr and 27 for Smith.

Boston University has 327 women from Massachusetts, 40 from the rest of New England, 12 from the Middle States, 3 from the South, 12 from the West, and 3 from abroad. This is 80 per cent. local, or next to Barnard College of Columbia.

Bryn Mawr College of Philadelphia has 181 students from Pennsylvania and 10 from New Jersey, or 191 local students. There are 62 from New York, 27 from Massachusetts, 39 in all from New England, 40 from the South, 27 from Illinois, 14 from Ohio, and 71 from the West. This means 191 local and 195 from other states and 14 from abroad, or 209 not local, or out of 400 there are 191 local or less than 48 per cent. She is next to Smith, which has only 27 per cent. of local students.

Chicago University is the only northern college that draws any considerable number of women from the South.

Cornell has 277 women from New York, 13 from New Jersey, 43 from Pennsylvania, 38 from New England, 20 from the South, 24 from the West, and 6 from abroad. There are 66 per cent. local, which places her among the local universities so far as women students are concerned, though far from ranking with Barnard and Boston University.

Mt. Holyoke College has 286 from Massachusetts, 229 from the rest of New England, 99 from New York, 36 from New Jersey, 24 from Pennsylvania, 11 from the Southern states, 73 from the Western states, 3 from abroad. Her local students are 48 per cent., or the same as Bryn Mawr.

New York leads all the states in the number of women in universities, having above 2,400, Illinois is second with nearly 2,400, and Massachusetts is third with 2,200. No other state comes anywhere near these three.

Oberlin College has 256 women from Ohio, 258 from other Western states, 19 from the South, 71 from the East, and 12 from abroad. This makes 40 per cent. local students.

Oberlin has more women students from foreign lands than any other American college.

Radcliffe, of Harvard University, has 346 students from Massachusetts, 16 from the other five New England states, 3 from New Jersey, 3 from New York, 5 from Pennsylvania, 11 from the South, 23 from the West, 7 from abroad. This means 83 per cent. local to Bryn Mawr's 48 and Smith's 27. Barnard has 90 per cent.

Smith College, Northampton, Mass., has 370 Massachusetts students, 114 from Connecticut, 36 from Maine, 29 from New Hampshire, 19 from Rhode Island, 29 from Vermont, or 227 from New England outside of Massachusetts. There are 282 from New York, 81 from New Jersey, 66 from Pennsylvania, 38 from the South, 331 from the West. Only 27 per cent. are local. Smith leads all the colleges in the proportion of students from outside the state. Bryn Mawr is nearest and she has only about half as many outside students in percentage.

University of Chicago has 1,429 women from Illinois,

705 from other Western states, 292 from the South, 87 from the East. This makes 56 per cent. local.

The University of Illinois has 482 women students from Illinois, 52 from other Western states, 5 from the East, 13 from the South. This makes 89 per cent. local, the same as Barnard and Western Reserve.

The University of Michigan has 464 women from Michigan, 159 from the other Western states, 61 from the East, and 21 from the South. This makes 59 per cent. local. In this regard it distances all other state universities.

University of Minnesota has 892 women students from Minnesota, 51 from other Western states, 2 from the South, none from the East. This is 94 per cent. local.

The University of Wisconsin has 764 women students from Wisconsin, 60 from other Western states, 3 from the South, 3 from the East. This makes 91 per cent. local.

Vassar is the only Eastern college that draws any considerable number of women from the West.

Vassar has 331 from New York, 105 from New Jersey, 93 from Pennsylvania, 141 from New England, 51 from the South, 218 from the West, and 9 from abroad. There are 33 per cent. local, which places her next to Smith, which has but 27 local students.

Wellesley College has 321 from Massachusetts, 117 from the rest of New England, 146 from New York, 111 from Pennsylvania, 71 from New Jersey, 38 from the South, 46 from the West, and 8 from abroad. This makes 38 per cent. local, which places her next to Vassar with her 33, while Smith has but 27 per cent. local.

Western Reserve, Cleveland, has 234 women students from Ohio, 15 from other Western states, 1 from the South, 12 from the East. This makes 90 per cent. local students, the same as Barnard.

SCHOOL LEGISLATION IN NEVADA.

In a year notable for its progressive school legislation, it is probable that no state secured more important changes in its school laws than did Nevada. The chief features of the new acts are as follows:

The office of county superintendent was abolished. In the past, the district attorneys have been ex-officio county superintendents without compensation for the superintendency. They gave a minimum of time to clerical work and none to educational supervision. The state is now divided into supervision districts which, if a few larger towns are left out of consideration, have about fifty teachers each, and a deputy state superintendent is appointed for each district. Such deputy superintendents are nominated by the state superintendent and confirmed by the state Board of Education. They must possess the highest grade of certificate granted in the state, and must have had at least five years' experience in school work. Their work is to be done under the direction of the state superintendent and the State Board of Education.

The granting of teachers' certificates by county authorities was abolished, serious abuses having grown up under this system. All certificates will be issued by the State Board of Education.

Provision was made for a permanent state textbook commission consisting of the members of the State Board and four Principals or Superintendents, and the commission has full power to adopt books. Our present text-books were adopted by legislative enactment, and under the old law no change in text-books could be made except by act of the Legislature. The public school library law, which was passed two years ago, was amended in a few particulars.

Nevada enjoys a very large per capita income from her permanent school fund. The total state apportionment to schools in 1906, including the state school tax, amounted to \$14.76 for each census child. The school tax rate has been increased and an apportionment of \$18.00 a census child is expected in 1908. This should result in an increase in the salaries of teachers. The average salary now is—for men, \$112.51; for women, \$67.95.

Several other laws of less importance were enacted, but they need not be mentioned here. One thing, however, should be said in order to disabuse the minds of people in the more densely populated parts of the country of a common error. Many families in this state live on ranches in remote valleys isolated from each other by mountain ranges and desert wastes, but this isolation does not result in illiteracy. The school is found wherever there are children, and consequently Nevada has a very low rate of native white illiteracy—less than that of any eastern state. With efficient supervision, which the new law is intended to secure, the school's may be expected to rank among the best of the land.

Romanzo Adams.

FORTY-SEVENTH PROPOSITION.

A good share of the arithmetic examples illustrating the 47th proposition of Euclid give for the sides of the right angled triangle multiples of the combination 3, 4 and 5.

I find finite results may be obtained from the multiples of any combination of which the parts are thus related to each other:—

n^2 + ((n^2 - 1) / 2)^2 = ((n^2 + 1) / 2)^2

Is this fact generally known?

Frank Jerome, Sr.

Boston.

STATEMENT OF POLICY.

[We deem this worthy of wide publicity. It indicates the Southern spirit as we find it in many parts of the South.—Edit.]

College Park, Lynchburg, Va.,
July 1, 1907.

To Our Educational Friends:—

We deem it proper to advise our friends and colleagues in the work of education, of the policy of Randolph-Macon Woman's College in view of the action of the Trustees of the Carnegie Foundation in placing Randolph-Macon Woman's College upon its list of accepted colleges.

The Foundation agrees to give a retiring allowance, averaging now about \$1,040 a year, to any professor in our college who has taught in colleges for twenty-five years; or to give \$1,300 a year to any one having taught fifteen years, when he reaches sixty-five. We purpose by the aid of this offer to carry out the following plan to secure and maintain an able and vigorous faculty:—

We shall maintain the policy already announced of giving every professor one year off duty out of every seven, on half-pay, for the purpose of recuperation, travel and special study. The benefits of this vacation may be extended to teachers of less rank than full professors.

We shall make retirement at sixty-five automatic, but the teacher reaching the retiring age may be elected year by year if the board so desires for further work. This is only for exceptional cases.

Wm. W. Smith.
President.

THE SCHOOLS OF NEW MEXICO.

BY WALTER J. BALLARD.

New Mexico makes a good showing in the matter of public schools considering the difficulty she experiences in common with Arizona, in getting the Mexican parents to compel the attendance at the public school of their children.

The following is New Mexico's public school status, according to the latest published report of Dr. Elmer Ellsworth Brown, United States Commissioner of Education:—

Estimated total population in 1905.....	212,825
Estimated population of school age, 5 to 18 yrs.	65,167
School enrollment	37,670
Per cent. of adult illiterate males—	
Native white	23.6
Foreign white	30.9
Negro	16.3
Age for free attendance at public schools.....	5-21
Age for compulsory attendance.....	7-14
School census, 1905—	
Boys	36,602
Girls	33,317
Total	69,919
Total enrollment in public and private schools	41,821
Classified as—	
Boys enrolled in public schools.....	20,901
Girls enrolled in public schools.....	16,769
Pupils enrolled in private schools.....	4,151
Per cent. of total population enrolled—	
From 1.40, in 1870, to, in 1905.....	17.70
(Considering the nature of the population that is good progress.)	
Average daily attendance—	
1870	880
1905	25,705
Per cent. of enrollment in daily attendance,	
public schools	68.24
Average number of school days, 1905.....	114
Aggregate number of days in year of com-	
bined pupils schooling.....	2,930,370
Male teachers in 1905, in public schools.....	406
Female teachers in 1905, in public schools.....	422
Total number of public school teachers in 1905	828
Average monthly salary, all teachers.....	\$54.28
Number of buildings used as public school-	
houses	697
Estimated value of all public school property..	\$800,777
Total school revenue in 1905.....	\$367,641
Total school expenditure in 1905.....	\$362,225

An unfavorable point in these figures is that New Mexico has 4,151 of her children in private schools, while Arizona only has 1,656. The larger percentage of its children each state or territory has in its public, rather than in its private schools, the better for that state or territory, from the standpoint of American education by emulation.

A right good thing is prudence,
And they are useful friends
Who never make beginnings
Until they see the ends.
But give me now and then a man
And I will make him king,
Just to take the consequences,
And just to do the thing.

—Selected.

Twelve thousand Chicago girls learn to swim each year in the playground pools of that city.

BOOK TABLE.

PRACTICAL PROBLEMS OF AMERICAN DEVELOPMENT. By Albert Shaw, LL. D., Columbia University Press.

Albert Shaw of *The Review of Reviews*, is one of the best known and most interesting of American publicists. He is always a student of American affairs, and is often a part of the doings of the best men at the best crises in our public affairs. Whatever he says upon any subject is of interest, and whatever any one says upon any of these topics is attractive so that the combination is most desirable. The volume is made up of a series of lectures delivered as the opening course upon the new Blumenthal Foundation in Columbia University. The lectures are printed as they were delivered, with no material changes. Quite regardless of the titles assigned to the separate lectures which here appear as chapters, the work is to be taken as a single essay or dissertation. He says: "We are only at the beginning of the history of a great blended family of white men of European stock who have their homes in what was so recently the wilderness of North America, and who are working out for themselves a life of varied human relationships in their effort toward the realization of certain ideals and standards." The theme of the book is the struggle of the American people to realize national unity upon the basis of a homogeneous and well-conditioned democracy. Although the several chapters discuss different phases or problems of American political life, the attempt has been not to present particular problems in a technical or unrelated fashion.

This is a most attractive text-book because of its origin in the struggle for the achievement of a great nationality, and to show the problem relates itself to the continuous evolution of our free, democratic society.

FIRST COURSE IN ALGEBRA, WITH MENTAL EXERCISES. (Brief edition.) By Albert Harvey Wheeler. Worcester, Mass. Boston: Little, Brown & Co. Cloth. 471 pp. Price, 95 cents, net. Unabbreviated, half leather, \$1.15.

This is a remarkably attractive algebra. A glance at its arrangement and the style of examples and problems shows the charm of the book, and the more one studies the scheme and its working out the greater grows the charm. The examples are all new and have not been copied from other text-books. There are 4,465 exercises for written solution, 3,301 for mental solution, and 423 explanatory examples,—a total of 8,189 examples. These examples have been so constructed and graded as to contain a great variety of number-combinations so that the student is constantly drilled in arithmetic. The first ten or fifteen minutes of each recitation period are expected to be devoted by pupils to the mental solution of a large number of simple drill problems. In this way all of the pupils have an opportunity to recite several times during every recitation period. After they gain confidence and a certain amount of skill in solving the mental exercises, the more difficult problems given for written solution are naturally undertaken with readiness. By the use of the mental exercises the teacher gains a better knowledge of the progress of the pupil than by giving many written examinations, and mistakes on the part of the pupil can be corrected immediately. Mr. Wheeler well says: "Written examinations show the teacher the way the pupil has thought, but mental exercises show the pupil the way to think in the future." The applied problems are concerned with subjects of modern interest. In particular, problems have been introduced illustrating the applications of certain familiar laws of physics, such as those relating to the lever, falling bodies, expansion of gases, etc. The traditional problems which involve unnatural and absurd situations have been excluded. The graphs were drawn by the author. The explanations of the examples are given in such a way that all reference to graphs may be omitted. A system of numerical checks is used throughout the book so that the pupil is encouraged to test results obtained. In the development of the subject the distinction between natural forms of number and "artificial" or invented forms of number is constantly kept in view.

WRITTEN AND ORAL COMPOSITION. By Martin W. Sampson and Ernest O. Holland, both of Indiana University. New York, etc.: American Book Company. Cloth. 12 mo. 293 pp. Price, 80 cents.

The authors of this new book have specially in mind in its preparation the needs of the pupil in the high school, to whom the problem of composition comes among the very earliest in his career. It is not so much by formal rules as by suggestion of themes for practice that the student is best assisted, so the authors think. They do not wish to make pedants, but to stimulate originality that shall at the same time that it is free shall also be graceful and forceful. Their selection of examples seems peculiarly happy. If one were to make choice among these it would be of those on letter-writing and on argumentation.

AMERICAN HISTORY FOR SECONDARY SCHOOLS. By Roscoe Lewis Ashley. New York: The Macmillan Company. Cloth. Illustrated. 600 pp. Price, \$1.40, net.

This is a most attractive text book because of its completeness; because it has side-tracked much worthless material that had come to be included in such books since others had incorporated it, because it has much important material that is new in text-books; because it has the best analysis of subject matter for teaching purposes that we have seen; because of its maps, illustrations and helpful collateral material.

McMASTER'S BRIEF HISTORY OF THE UNITED STATES. By John Bach McMaster, professor of American history in the University of Pennsylvania. New York, Cincinnati, and Chicago: American Book Company. With maps and illustrations. Half leather. 464 pp. Price, \$1.00.

It is cause for genuine rejoicing when a master in historical writing consents to write for the schools. McMaster has long been one of the most fascinating writers on American histories. He is one of the few men whom persons have read from start to finish because of the fascination of his presentation. His point of view, literary style, and genius of illustration have made him a great favorite, and his "Brief History of the United States" is admirably adapted to the use of schools. The mechanical execution is ideal—paper and binding, maps and illustrations are all that could be asked. The narrative is attractive and interesting, and provides a well-proportioned account of the chief events and figures. The book contains a summary at the end of each chapter, and references to collateral reading. Numerous footnotes include the biographies of prominent characters, and accounts of the less important events. The volume gives adequate attention to the colonial period, as well as to the social and industrial development of the country.

SELECTED POEMS OF SHELLEY. Edited by Geo. Herbert Clarke, M. A., former professor of English in Mercer University. Boston: Houghton, Mifflin & Co. Portrait. Cloth. 266 pp. Price, paper, 45 cents; cloth, 50 cents, net.

In an elaborate and decidedly able introduction the author gives us the story of Shelley's life, discloses his place and rank among British bards, and analyzes many of his most important productions. This he follows with an extended bibliography. Then come many of the poet's best and most enduring works,—such as his "Prometheus Unbound," "Hymn of Apollo," "Ode to Liberty," "The Sensitive Plant," and among others that real poetic gem, "To a Skylark." Then follows some forty pages of valuable annotations, which throw light on any and all portions of the text that require elucidation. The compiling and editing is the work of an evident expert in English.

BOOKS RECEIVED.

"Stories from Morris." By Madelen Edgar. Price, 60 cents. — "Stories of Early England." By E. M. Wilmot-Buxton. Price, 60 cents. — "Stories from Chaucer." By J. Walter McSpadden. Price, 60 cents. — "Life of Lincoln for Boys." By F. C. Sparhawk. Price, 75 cents. — "Boys' Life of Captain John Smith." Price, 75 cents. — "North Overland with Franklin." By J. M. Oxley. Price, 75 cents. New York: T. Y. Crowell & Co.

"Poor Richard Jr.'s Almanack." Price, 50 cents. Philadelphia: Henry Altemus Company.

"Baldwin's American Book of Golden Deeds." By James Baldwin. Price, 50 cents. New York: American Book Company.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

- October 17-19: Vermont State Teachers' Association, Burlington, Vt.
 October 17-19: Northwestern Iowa Teachers' Association, Cedar Rapids, Iowa.
 Oct. 17, 18, 19: Rhode Island Inst. of Instruction, Infantry Hall, Providence, R. I.
 Nov. 8: New England Association of School Superintendents, in Latin School Hall, Warren avenue, Boston.
 Dec. 26, 27, 28: Montana State Teachers' Association, Missoula.
 Dec. 31-Jan. 1, 2, 3, '08: Colorado State Teachers' Association.

NEW ENGLAND STATES.

MAINE.

LEWISTON. The deadlock in the Lewiston school board, which has existed since the July meeting over the election of a superintendent of schools, was broken August 20 by the election of C. A. Record of Bridgewater, Mass. Only one ballot was taken, four of the Democratic members joining with four Republicans and voting for Mr. Record. Mr. Record has not yet accepted the election.

MASSACHUSETTS.

BOSTON. The committee which was sent by the Massachusetts commission on industrial education to investigate certain industrial educational conditions in some of the most important European countries, and which consisted of Charles H. Winslow, a member of the commission, and Charles H. Morse, the secretary and executive officer, has brought back most interesting and valuable reports on what it has found by observation and personal inquiry. The information gathered includes not only an account of the various schools at present in operation, both as regards the courses of study and the administration and financing, but embraces as well the views of some of the foremost authorities on industrial education, together with the attitude of both employers and employees toward the instruction provided by numerous schools operated by means of state, local, and municipal subsidies, and by private funds. A very important element in this investigation was the obtaining at first hand of the opinions of those qualified to judge concerning the effects of the plans at present in operation for giving industrial education to the youth of both sexes.

RUTLAND. The Rufus Putnam Memorial Association has arranged a commemoration of the beginning of the movement of New England men into the West, to be held at old Rutland, "the Cradle of Ohio," September 14. In the forenoon there will be a procession of teams, with cattle, etc., arranged by the Rutland Historical Society, representing the departure of a body of the Rutland farmers and their families to the Ohio coun-

try. The old Rufus Putnam house, with its interesting collections, will be open to visitors during the entire day. At two o'clock there will be a meeting in the Town Hall, at which Hon. Carroll D. Wright, president of the Rufus Putnam Memorial Association, will preside, and an address will be given by Professor James K. Hosmer, upon "New England and the West." Professor Hosmer, author of the "Life of Samuel Adams," etc., although born on the Connecticut, has lived long beside the Mississippi, as professor in Washington University, St. Louis, and head of the Minneapolis public library, and speaks with large knowledge of East and West alike. His address will be preceded by words of greeting from representatives of the Western Society of Boston and the Ohio Society of New York; and there will be music by a large local chorus.

HUNTINGTON. At the meeting of the joint committee of the Huntington and Blandford school district, Leon O. Merrill, of Pittsfield, N. H., was elected superintendent in place of Ira T. Chapman, who recently resigned. Mr. Merrill is a graduate of Dartmouth College and also of the state normal school at Plymouth, N. H., in the class of 1903. This summer Mr. Merrill has completed a course at the Hyannis normal school in this state. He has had experience in teaching and in supervising in New Hampshire in schools similar to those of this district.

MIDDLE ATLANTIC STATES.

NEW YORK.

NEW YORK CITY. Nathan Beers was principal of a school in New York longer than any other person. He organized boys' school No. 15 before there was a school board in the city, and served continuously as its principal from 1850 to 1903, when he retired. As he took his leave of school service he requested that the name of the school he founded be dropped from use. Since then it has been known as No. 188.

CENTRAL STATES.

KANSAS.

TOPEKA. Miss Clare Reynolds Bass has been elected professor of Romance language in Washburne College. Miss Bass was for five years principal of the Wheeler school at North Stonington and last year took a post-graduate course at Brown University, where she earned her A. M. degree.

OHIO.

CINCINNATI. There are 1,000 teachers in the public schools and they are teaching 35,000 boys and girls. There will be \$700,000 put into new schoolhouses this year, outside of the elegant new high school.

SOUTHWESTERN STATES.

CALIFORNIA.

BERKELEY. The mining building on the campus of the University of California was dedicated August 17. It was built by Mrs. Phoebe Hearst as a memorial to the late Senator George R. Hearst, and is the finest and most complete structure of its kind in the world. It seems

destined to make the school of mines of the University of California the most notable mining college in any land.

The dedicatory services took place before a throng that filled all the seats and overflowed into the open campus and the groves.

Except in the centre of the front elevation, where Tuscan pillars support the arches of the entrance, the shop idea prevails everywhere in the structure. In this memorial front forceful giants, designed by Robert Aitken, share with figures representing the polite arts the burden of bearing up the roof. But though the building is of steel and granite and concrete there are representations of wooden rafters, to carry out the shop idea.

The cost of the building has been about \$550,000, and the equipment is to cost \$50,000 more. In the spending of the money the mining schools and colleges of the world have been investigated for their best ideas. Professor Samuel B. Christy, dean of the College of Mining, and John Galen Howard, the university architect, were sent to visit the mining institutions in this country and Europe before the plans were made.

COLORADO.

BOULDER. The regents of the University of Colorado have appointed Oliver C. Lester, Ph. D., Yale University, to the position of professor of physics, made vacant by the resignation of Professor William Duane. Professor Duane goes to the M. Curie radium laboratory at the University of Paris, the research work which he is to do there having been made possible by a fund given by Andrew Carnegie for that purpose.

The fourth session of the University of Colorado summer school closed Friday, July 27, after the most successful term in its history;—126 students, a 28 per cent. increase over last year, were enrolled under the sixteen professors comprising the faculty. The school was under the direction of Professor Fred B. R. Hellems, dean of the College of Liberal Arts. The faculty included men from the Universities of Colorado, Wisconsin, Iowa, Missouri, and Cincinnati. Professor Alcee Fortier of Tulane University, New Orleans, one of the foremost French scholars of America, delivered a series of special lectures on Louisiana. Other lectures were given by Dr. Melancthon F. Libby, on "The Psychology of the Imagination," by Dr. J. Raymond Brackett, on "Literature as a Fine Art," and by Professor George M. Chadwick on "Aspects of Musical Development."

The State Preparatory school, which, since the foundation of the State University in 1877, has been a part of the institution but in later years having separate organization, grounds and buildings, was discontinued in June of this year. It will, however, continue to be known as the State Preparatory school, although maintained by the city of Boulder as the Boulder High school. In 1906-7, 527 students were enrolled.

Blind man. "Yes, sir; I've seed a lot of trouble in my time."—The Tatler.

Making Power.

HOW A GREAT POWERHOUSE SAVES LABOR, HEAT, TIME, AND MONEY.

Miles away from New York, on the shore of a beautiful bay near a little town called Cos Cob, stands a handsome new building built of gray blocks of concrete. There are houses and farms on each side of the bay, and looking south down the bay we can see Long Island Sound and the distant hills of Long Island. Close beside the great building is a four-track railroad bridge over the bay. We wonder why the building is placed there close beside salt water and so close to the Sound. There is a long pier extending out from the shore where the building stands and at the end a landing-place for vessels.

There is a tugboat now, just coming up the bay from the Sound, and towing two big, black barges. She seems to be steering straight for the long pier that extends out to the channel in the middle of the bay. Even while we look at the tow, we see the captain of the tugboat skillfully lay one of the barges along the head of the pier, and place the other just aft of it. Then a singular thing happens. Several men appear and tie up the barges and a moment or two later strange hoisting machines are busy hoisting coal out of one of the barges and dumping the coal into a building on the pier. It takes us only a few moments to walk down to the pier, and then we learn that the coal, that is so rapidly hoisted out of the barge, is sent through the small building on the pier, where it is ground and crushed in heavy crushing machines to a uniform size. From this crusher house the coal now fine, like coarse gravel, pours in a stream into a trough and is swept away up a long incline to the top of the building on the bluff. This trough is called a conveyor, because it carries or conveys the coal. Within the building the conveyor delivers the coal to another conveyor in the garret, and this conveyor delivers the coal wherever it is needed. We glance up at the roof of the building and see the smokestack rising above the center of the roof. Now we begin to understand. This is a steam-making plant or powerhouse.

We go to the door and the engineer in charge invites us in to see his giant steam boilers. We enter a large and lofty room and find twelve great steam boilers, facing each other, six on each side, each one capable of producing steam equal to the power of five hundred horses. The long and narrow space between the boilers is called the fire room. Everything is warm, clean and light. No fiery doors, no heaps of coal or dusty ashes—not a fireman in sight, not a gleam of light from the great fires burning brightly behind the fire doors. The engineer explains that all the coal slides down through pipes from the conveyor overhead and is delivered to each roaring furnace by a machine called a mechanical stoker. Down below, in a tunnel running under the boilers, a man with a wheelbarrow gathers up the ashes that fall from the grate bars and wheels it away to a conveyor that carries it up to a spout where it shoots down again into

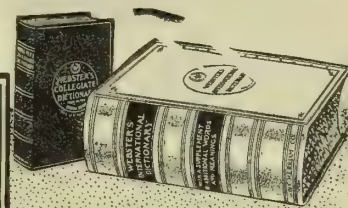
a flat car on a railroad track where, once a day, it is carried away.

These great boilers rest firmly on the ground and are sheltered from rain and snow. The fire doors are seldom opened to waste the heat of the fire, and the mechanical stoker delivers just enough coal to each fire to keep it burning steadily and brightly and without wasteful black smoke. Clearly, this is a better method of making steam than on a locomotive racing through a snow-storm in the bitter biting icy wind. And how much cheaper it is. First, the coal arrives by water, and it is cheaper to transport coal by sea than by land. Secondly, all the coal is handled by machinery at great saving of time, labor and money. Lastly, the boilers are protected from the weather at a great saving of heat. Nor is this all. The engineer takes us round back of the boilers and shows us great brick and iron chambers and explains that in these chambers are many hundreds of small iron pipes through which constantly flow streams of fresh cold water. All the smoke and hot gas from the twelve furnaces is led through these chambers, flowing round and over the water pipes and then upward toward the great smokestack on the roof. The smoke and gas heat the pipes and the water inside the pipes absorbs and carries away a large part of all the waste heat from the fires. These curious heat-stealing chambers are called economizers, because they save or economize the heat of the fires. The hot water from the economizers is again made useful by being returned to the boilers to be again made into steam.

We come back to the firing room and the engineer explains that the conveyors bring the coal from the barges to the mechanical stokers that deliver it to the fires and that the conveyors also deliver coal to great storage bins to furnish a supply of coal when the barges are on the voyage or are delayed by storms. He also tells us why the great stack is so very short. A tall stack produces what is called a natural draft. Here powerful steam engines up under the roof drive great fans or blowers, that make an artificial draft called an induced draft, and with such blowing fans a short stack answers just as well as a tall stack.

The engineer leads us through a small door at the end of the firing room and we enter the light and handsome great engine room. Here we see three new and strange engines, wholly unlike the engines of a locomotive. We can hardly believe they are engines and the engineer tells us they are steam turbines, and that each one has a steam power equal to the power of four thousand horses. They have no cylinders, no piston rods beating to and fro. In fact, they are more like the revolving water wheels called turbines than engines and, as they use steam instead of water, they are called steam turbines. Like an engine, they use live steam fresh from the boilers, and also have exhaust steam, though we see no puffs of steam, and hear no roaring and puffing exhaust as on a locomotive. We ask where the exhaust escapes and what becomes of it all.

The engineer tells us that the exhaust steam is led through pipes to the basement below. He explains that under the long pier where the great conveyor brings the coal into the building are two flumes that connect the cold sea water directly with the basement. Here the steam pumps, called circulating pumps, draw from one flume the cold salt water into hundreds of small pipes enclosed in iron chambers, forcing the water through every pipe and keeping them all cold, the water, escaping from the pipes, flowing back through the second flume to the bay. These chambers enclosing the cold pipes are called condensers, and the exhaust steam, still very hot, is led



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into the condensers. Here the steam meets the cold pipes and is chilled and condenses and turns back into water. The sea water circulating through the condensers takes up a part of the heat and carries it away into the bay, but we cannot call this waste heat, for the cold water in becoming hot absorbs enough heat to change the steam back into fresh hot water ready to be returned with its heat to the boilers. How much better to lose a part of the heat and save the water than to throw the steam away, heat, water and all. A locomotive throws its exhaust steam away, and we call it a noncondensing engine. These great engines, like the engine on a steamship, use condensers to turn the exhaust into water that can be returned still hot to the boilers, and we call them condensing engines. We now see that here in this great powerhouse every effort is made to save labor, save heat and save time and money. The aim is to produce great power at the lowest cost.—From Chas. Barnard's "Good-bye '3876'," in St. Nicholas.

Normal Methods in Music.

The American Institute of Normal Methods held its two summer sessions as usual at the New England Conservatory of Music in Boston and at the Northwestern University, Evanston, Ill. This is not only the oldest summer music school in continuous session for seventeen years, but it has never varied from its custom of having one of its sessions in New England (Boston or Providence) and the other in or near Chicago. It has always been consistently a school by specialists, for specialists, has always had the enthusiasm and glow of expert leadership. It was the privilege of the editor of the Journal of Education to be a speaker at each of the early sessions of the Institute, having the address at the closing exercises on several occasions, so that he knows from experience of the order of those in attendance as well as of the devotion of the leaders. Mr. Edgar O. Silver has been the president of the Institute from the first and has given expert attention to the preparation of the programs and has almost invariably

been in attendance. This year Mr. William M. Hatch has been manager of the Eastern school and Mr. Frank D. Farr of the Western.

THE WEEK IN REVIEW.

(Continued from page 241.)

army system and for the amendment of the Merchant Shipping Act. THE "ANNUAL BLISTER" ELIMINATED.

A bulwark of the British Constitution, or something which seemed equally stable, has been swept away; and the prohibition of marriage with a deceased wife's sister, which has existed since 1835, has been repealed. This proposal has come up in Parliament after Parliament with a regularity which justified Punch's description of it as "the annual blister," but always hitherto the strenuous opposition of the bishops in the House of Lords has been sufficient to defeat it. This time also the bishops were vehement in their opposition, but they were outvoted. The bill which has been enacted is retroactive and legalizes marriages of this sort which have taken place between 1835 and the present time, thus removing the ban of illegitimacy from the children of such marriages. It is expressly provided, however, that distributions of property which have been made under the old order of things shall not be disturbed.

A WIDENING BREACH.

The breach between the Liberals and the Irish Parliamentary party has been widened by the course of the government with reference to the Irish Evicted Tenants' bill. This bill had been passed by the House of Commons and had been destructively amended by the House of Lords. Pending an effort to harmonize the differences between the two houses, the government announced that it was prepared to accept some but not all of the Lords' amendments. Thereupon the Irish members, full of indignation, left the House in a body. They were in no temper to accept a half-loaf as better than no loaf in a matter so vital to their people. Mr. Redmond declares that the Irish

must recommence a strong and menacing agitation, if they are to get proper land legislation. This pre-sages stormy times.

A NEW VERSION.

A teacher in a North Carolina school recently asked the pupils of the seventh grade to sketch the events surrounding Julius Caesar's death. A boy in the class wrote as follows:—

"Caesar was killed by the ides of March. Somebody told him he had better watch out for the ides, but he said he wasn't afraid of them. One morning when he was going along the street a man said to him, the ides are here. And Caesar said, but they ain't all here. Then he went into the Senate House, and the ides were over in one corner. Directly one of them ran up and stuck his dagger in Caesar's back, and then all the other ides stuck their daggers in him, and he fell over and died."—Harper's Magazine.

THE GIRLS WERE STILL ONE AHEAD.

A young and bashful professor was frequently embarrassed by jokes his girl pupils would play on him. These jokes were so frequent that he decided to punish the next perpetrators, and the result of this decision was that two girls were detained an hour after school, and made to work out some difficult problems as punishment.

It was the custom to answer the roll-call with quotations, so the following morning when Miss A's name was called she rose, and looking straight in the professor's eye repeated: "With all thy faults I love thee still," while Miss B's quotation was: "The hours I spend with thee, dear heart, are as a string of pearls to me."—Ladies' Home Journal.

Fuddle—You know Stocks, don't you?

Doctor—Yes, indeed. He is now a patient of mine.

Fuddle—Pretty wide awake man, isn't he?

Doctor—I should say so. I'm treating him for insomnia.—Illustrated Bits.

College and the Business Career.

(Chicago Record-Herald.)

There are some sturdy and successful men in business who assert that a college education is useless and even worse to those who intend to enter trade and commerce. They think that practical knowledge and experience are infinitely more valuable to such than academic studies, culture and general information. The need of discipline they recognize, of course, but discipline, they say, is best acquired in the office or factory, under foremen and rules and whistles.

Being essentially "practical men," these skeptics should be strongly impressed by the fact that the developments of life contradict their notions. Statistics just published show that business men send their sons to college more and more, though intending them for a mercantile career. The records of Columbia College show that the proportion of students looking to business pursuits has steadily grown, forming now over 21 per cent. of the whole. A partial canvass of the graduating classes of '07 has yielded these figures: Of Harvard's 600 graduates 170 expect to go into business immediately. At Yale 110 seniors out of 360 are planning mercantile careers, and at Princeton 71 out of 279.

A decade or so ago it would have been a natural question to ask why boys who do not expect to become lawyers, physicians, clergymen, or professors should spend time and money on a college education, and why their parents should encourage such misapplication of energy. To-day the question would sound strange, except to the few dogmatists above referred to. While in the nature of things the vast majority of the youth of a country cannot go to college, the growth of wealth brings such higher education within the reach of larger and larger classes, while the growth of science and applied art and complex industry invests academic education with greater and greater practical importance.

The more men travel and know, the closer international relations are, the more perfect the means of communication and transportation, and the more scattered the markets are for any given product, the more utilitarian the higher education is perceived to be. The consolidation of industry, the trade rivalries among the nations, the recognized dependence of foreign trade on sound foreign policy are also among the influences that are popularizing college education among men of affairs. Athletics may be added as still another influence. It is hardly necessary to observe that the increasing proportion of business-bound youths in the colleges reacts upon educational ideas and tendencies and intensifies the general pressure of the age for "practical" training.

A WISE PRECAUTION.

Little Ethel. "Mama, don't people ever get punished for telling the truth?"

Mama. "No, dear; why do you ask?"

Little Ethel. "'Cause I just tooked the last three tarts in the

pantry and I thought I'd better tell you."—Cleveland Plain Dealer.

A Clever Animal.

A Joke on His Mistress.—An old lady rented a furnished villa for the summer, and with the villa a large dog also went. In the sitting-room of the villa there was a very comfortable arm-chair. The old lady liked this chair better than any other in the house. She always made for it the first thing. But, alas! she nearly always found the chair occupied by the large dog. Being afraid of the dog, she never dared bid it harshly to get out of the chair, as she feared it might bite her; but instead she would go to the window and call "Cats!" Then the dog would rush to the window and bark, and the old lady would slip into the vacant chair quietly. One day the dog entered the room and found the old lady in possession of the chair. He strolled over to the window, and, looking out, appeared very much excited, and set up a tremendous barking. The old lady rose and hastened to the window to see what was the matter, and the dog quietly climbed into the chair.—Our Dumb Animals.

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GOOD BOY.

Proud Parent—How do you stand in your class, my boy?

Young Hopeful—One from the top, daddy.

Proud Parent—My boy, I am proud of you; and how many are there in the class?

Young Hopeful—There's me and Binns.—The Tatler.

IT'S USUALLY CATCHING.

"No," she said softly, "you may not kiss me. Science tells us that disease is too often transmitted by the lips' contact."

Taking her white hand he murmured:

"I have no ailment save an affection of the heart and I would dearly love to give you that."

A crank is a man who knows more about one subject than we do about twenty.—Life.

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THE MAGAZINES.

—The September Century. A complete novelette, "The Mind-Reader," by Dr. S. Weir Mitchell, leads the September Century, a tale rich in that notable author's characteristic insight into character, and with an unusual plot holding interest to an entirely unexpected conclusion. The serials, Frances Hodgson Burnett's "The Shuttle" and Elizabeth Robins's "Come and Find Me," develop with intensifying interest; and there are short stories also by Dorothea Deakin, Charlotte Wilson, Edward J. Nocton, Beatrice Hanscom and Margaret Horner Clyde.

A popular feature of the September Century is a freshly interesting presentation of "Racing in Its Relation to Horse-Breeding," by John Gilmer Speed, author of "The Horse in America," who takes the ground that while racing is essential to the preservation of the thoroughbred,

gambling is the curse of racing. For the reader of distinctly literary tastes, there are further extracts from Horace Traubel's daily record of conversations with Walt Whitman in his old age in Camden, N. J., containing much of interest touching the poet's philosophy of life, his feeling about John Burroughs, his thoughts on reading, etc. Arthur E. P. Weigall, eye-witness of one of the most remarkable of recent discoveries, that of the tomb of the famous Egyptian queen, Thiyi, has written of this discovery, of the character of Queen Thiyi, and of her period, for the September Century, and supplementing this record of important excavation work is Robb de Peyster Tytus's account of "The Palace of Amenhotep III., Husband of Queen Thiyi."

There is another of Mr. Sigismond de Ivanowski's portraits of favorite actresses in this number, this time Miss Ethel Barrymore as Mme. Trentoni in "Captain Jinks." Photogravure insets are Clifford W. Ashley's "Spearing a Swordfish" and Howard G. Cushing's "The Lady in the Silver Dress," and four pages of popular interest show G. W. Peters's pictures of the excavations for railroad terminals in New York city.

—The September St. Nicholas has a decided flavor of adventure running through it, beginning with the frontispiece reproduction of Nicholas Maes's "The Boy Falconer," to which reference is made in N. Hudson Moore's account of hunting "With Hawk and Hound." Grace Wickham Curran's "An Alpine Adventure" tells an exciting story of two lads'

bravery, and there is a boy hero who does not know he is a hero in Edward Morgan's story of "Rob Dunstan's First Blackfish Drive," and in Samuel F. Batchelder's "The Hero," while two manly boys are the heroes of George H. Ford's "Friends and Rivals." A dear old-fashioned fairy tale is Abbie Farwell Brown's "The Wonder Garden," and Walter Camp, the authority on athletics, discusses "Football in 1907."

Emilie Poulsson's "Father and Baby Plays" continue with delightful rhymes and pictures of "Over the Gate," "To Tumble Town," "The Good Steed," "Trit-trot," "Two Jolly Trot Horses" and "Where Is Baby Going." It will be welcome news that these "father and baby plays" are to be put into book form this fall.

—An admirable magazine is the September Atlantic, varied, brilliant, and readable as ever. The leader, a divorce article, "Why American Marriages Fail," by Anna A. Rogers, presents a new and unexpected view of this great question. An historical sketch, "Earl Percy's Dinner-Table," by Harold Murdock, is of unusual interest to students of the American Revolution. Edward A. Ross in this issue adds "The Rules of the Game" to his series of popular essays on business ethics, and Frances A. Kellor contributes some striking pages on "The Immigrant Woman."

Lovers of literature will be glad to see Brander Matthews's important paper entitled "Fenimore Cooper," as well as Arthur Symonds's study of "Shelley," both essays of permanent value. "The Anglo-American School of Polite Unlearning" is the whimsical and inclusive title of a contribution by Dr. S. M. Crothers, another of his delightful and individual talks. Edward Dowden, the English scholar, writes a paper of remarkable interest, entitled "Elizabethan Psychology."

May Sinclair's novel, "The Helpmate," is concluded in this number. A story of Pennsylvania farming people, "When Town and Country Meet," by Elsie Singmaster, is of exceptionally fine quality.

An eleven-page narrative poem, "Mary Armistead," by Edward William Thomson, occupies an important place in the September Atlantic. It is the story of an incident in the Civil war told in poetry of very great power and charm—altogether a new departure in magazine literature.

A review of important recent books is contributed by M. A. DeW. Howe under the title "Personality in Journalism."

Short poems by James E. Richardson, John Vance Cheney, and R. Valentine Heckscher also appear. The Contributors' Club, full to the brim of blithe and witty wisdom, concludes the number.

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BOSTON THEATRES.

KEITH'S.

The fall and winter season opened very auspiciously at Keith's last Monday with one of the best vaudeville bills ever seen in the theatre. This great show will be followed by one the coming week that will be fully up to it both in quality and quantity.

Paul Conchas, "The Military Hercules," the greatest heavyweight juggler the stage has known, has returned to America this season under contract to play the Keith circuit. He has added many novelties to his act since he created such a sensation some three years ago.

Fred Walton and his company are to present the pantomimic classic, "Cissy's Dream," one of the gems of vaudeville. Bessie Wynn is to return with some new songs. She scored one of the hits of the past season and is certainly without a peer among comedienues.

"Stop, Look, and Listen" is the title of the sketch to be played by May Tully and company. It is a very clever bit of dramatic work from the pen of Matthew White, Jr., one of the editors of *Munsey's*, and gives Miss Tully a splendid chance to introduce her remarkable impersonations of well known actresses.

Smith and Campbell, the original cross-fire conversationalists, will have a batch of new humorisms.

Others on the bill will be Watson and Little in a bright vocal comedietta; the Petching Brothers, with their musical flower garden; Jessie Blair Stirling, a singer of Scottish songs; the Robinson-Parquette trio of singers and dancers; Owley and Randall, comedy jugglers; Lonnie Follett, a talented mimic; De Voë and Miller, acrobatic humorists, and the kinetograph.

ENCHANTING BEAUTY.

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In a large millinery establishment where moth balls were freely used, the owner was urgently interviewed by a drummer whose breath was odorous with strong drink. Upon his departure she exclaimed, "Whew! What a breath!" A little girl at her knee queried, "What's the matter, auntie, is it all moffy (moth bal'y)?"

DEVELOPING MANIA.

Wife—"What is the matter with James, doctor?"

Doctor—"I fear he has water on the brain."

Wife—"There! I always told him this prohibition campaign would set him crazy."—Baltimore American.

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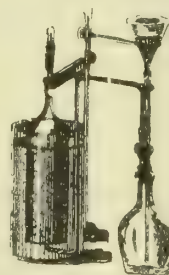
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JAMES PHINNEY MUNROE, *Boston*: Were we through education to develop our industrial power and skill without at the same time building up our moral sense, we should develop an aimless and shameless luxury that would make Sodom and Gomorrah seem respectable. Were we to attempt to strengthen and build up the family, to create the social organism without making the soul the centre of that family and of that organism, we should be weaving ropes of sand and making ribbons of rainbows. The human body, the human mind, and the human hand ought not to and, fortunately, in most cases they cannot, be educated without at the same time educating the human soul.

DR. WILLIAM T. HARRIS.

A NOTABLE TRIBUTE.

BY MRS. ELLA FLAGG YOUNG,
Principal of Chicago Normal School.

[In "Educational Progress of Two Years" Mrs. Young makes the best statement that has been made regarding the retirement of Dr. Harris.]

When he tendered his resignation as United States commissioner of education, Dr. William T. Harris had spent a half-century in education, filling successively the positions of teacher, principal, assistant superintendent, superintendent, lecturer in philosophy, commissioner of education. In all of these positions he was distinguished, for the reason that, in addition to meeting the demands of an executive office, he never failed to follow his chosen vocation. He has always been, and will continue to be, a teacher. No other man has encouraged so many men and women to resume the student life and take up the study of psychology and philosophy while pursuing their daily round of duties. This remarkable influence upon the teaching body of this country has been due to several causes. In the 'fifties and 'sixties of the nineteenth century, the universities in this country were doing little suggestive original thinking. They had no such brilliant, independent thinkers as are some of the professors in psychology and philosophy in the American colleges and universities of to-day. The people's professor of philosophy, Emerson, with his transcendentalism, ennobled the thinking of those who were just beginning to ponder on the questions of life; but transcendentalism was not a definite philosophy. It did not meet the demands of mature minds which were ready for a discussion of the ultimate problems of nature and of life. William T. Harris, a superintendent of schools, entering in the early 'sixties a practically clear field, introduced that fraction of the reading public to the philosophy of Hegel and Kant. Neither the clear field nor the knowledge of German philosophy, however, would alone have sufficed to arouse the teaching body of this country to an interest in philosophy. Superintendent Harris had the qualifications necessary to make conditions effective: an abiding interest in the intellectual, social, and religious advancement of humanity; alertness in detecting indications that a mind is striving to reach higher and broader levels of thought. While attending closely to the duties of a public office, Dr. Harris has never been so much absorbed in them as to miss any opportunity to correspond or to converse with any one who directly or indirectly reveals an interest in the larger and deeper affairs of life. One's social station in life does not concern him. Mr. Brockmeyer was at the forge in a blacksmith shop in St.

Louis when the Harris-Brockmeyer friendship in philosophy began.

At about the date of the forming of this friendship, Dr. Harris began the publication of the *Journal of Speculative Philosophy*. From that time to the present day he has never ceased publishing in philosophy and education; and his many friends are now looking forward with eagerness to the use that he will make of the happy leisure brought by his retirement.

Yet it is not only as an author, a teacher, and an inspirer of men and women that Dr. Harris has been active in the educational world. Forty years ago, in the famous reports issued by him, then superintendent of the public schools of St. Louis, objections were foreseen to the organization of elementary and high schools on the plan of annual graduations, and the method of semi-annual promotions was introduced into the St. Louis schools. It is a sad reflection on the slowness with which the mind pedagogic grasps social conditions that one finds to-day the majority of superintendents and principals still clinging to the annual plan of promotion. An organization of schools which this philosophic mind saw should be made seems to minds of less breadth a troublesome matter of detail, which by rules and regulations can be forced for a time into the background. The result has been, of course, that the lack of interest on the part of children who have been absent a month or two months, or who have not been quite equal to the demands of the year's work, becomes apparent through the large number of withdrawals from the schools—withdrawals made because of the obligation to repeat a year's work is felt to be a waste of a large part of the year. This is far from being the only question in the organization of the school system discussed in those reports before it had surged into the public consciousness. No others, however, can be considered, or even mentioned specifically here.

In the bureau of education we find the colossal work of seventeen years permanently recorded in the annual reports that have been prepared under Dr. Harris's direction as commissioner. They consider the educational conditions throughout the world; they recognize every form of institution that contributes to the education of man. These reports have also presented from time to time groups of essays which made plain the fundamentals in the great educational movements that have to-day become assured accomplishments. No other man has had Dr. Harris's opportunity to make such continuous additions to the theory of education and to the practical situation in a great system of city schools and in the country at large; he made those opportunities.

The history of the severance of his connection with the department of education must be briefly told. In May, 1906, Dr. Harris received the following letter from the president of the Carnegie Foundation:—

"Carnegie Foundation for the Advancement of Education,

"May 26, 1906.

"William T. Harris,

"1360 Fairmount Street, Washington, D. C.

"Dear Sir: I am sending to your address a copy of the rules adopted by the trustees of the Carnegie Foundation for the granting of retiring allowances, together with a copy of the act of the incorporation. The executive committee of the Foundation desires in its first step to show that such grants as it may make are in recognition of honorable service, and not acts of charity. It has seemed to them that they could best serve this purpose by tendering to a few men who have rendered a great service to education places at the head of what they wish to make a roll of honor. There is naturally no other name connected with American education which is so identified with its progress for the last thirty years as yours. We should like in the best way possible to show our appreciation for what you have done for education and philosophy.

"If it is agreeable to you therefore, we should be glad to confer on you as the first man to whom such recognition for meritorious service is given an annual income of \$3,000, of which under the rules one-half would be paid to Mrs. Harris, should she survive you. I beg that you will inform me of your wishes in this matter. In communicating to you this wish of the executive committee, I am commissioned to express at the same time their hope that you may accept this action as indicative of the highest appreciation and esteem which they can express.

"I may add that this action is taken in virtue of the following rule, adopted by the trustees April 9, but not included in the published rules:—

"'Meritorious service.—Retiring allowances may be conferred for meritorious services on teachers who have served not less than twenty years as professors, who have rendered unusual or extraordinary service to education, or who have in other posts served education in a conspicuous or unusual manner. Each case must be considered on its merits.'

"Very faithfully yours,

"(Signed) Henry S. Pritchett."

To this letter Dr. Harris replied, accepting the honor conferred upon him, and the following month he received a cordial letter from Hon. E. A. Hitchcock, secretary of the interior, expressing regret at his resignation and high appreciation of his services. The incident was closed by the following letter from the President:—

"The White House,

"Washington, June 19, 1906.

"My dear Dr. Harris: In accepting your resignation as commissioner of education, it is due to you to express not merely my regret at your feeling obliged to leave the service of the government, but my keen realization of the gain that has come to the

United States from your presence in Washington and from your identification with the cause of education. I think it is a safe thing to say that all the people of our country who are most alive to the need of a real and thorough system of education have felt a peculiar pride and confidence in you.

"With hearty good wishes, believe me,

"Sincerely yours,

"(Signed) Theodore Roosevelt.

"Dr. W. T. Harris,

"Commissioner of Education,

"Washington, D. C."

SCHOOL VISITATION.—(II.)

BY SUPERINTENDENT J. M. GREENWOOD, KANSAS CITY.

DEPARTMENTAL INSTRUCTION IN ELEMENTARY SCHOOLS.

In a large number of schools in Ohio, Indiana, Pennsylvania, and some other sections of the United States, the departmental plan of teaching is employed in the grammar grades. The scheme is this: One teacher teaches all the arithmetic; another all the history; another all the reading; and so on throughout the entire elementary course.

It occurs to me that a possible danger may exist in carrying out this system,—that of over-pressure on the pupils,—laying on too much work for them to do in each branch. Specialists are prone to look at educational matters from one view-point, and it is owing to this fact that danger of over-pressure is to be feared. Another element of weakness is that the pupils are tossed about entirely too much from teacher to teacher for character development. Time is not given to strengthen the qualities we designate as manliness in the boys and womanliness in the girls. In grouping the pupils, I am clearly of the opinion that it is a wise course for one teacher to have her pupils and teach them during the entire year, as is now done in our elementary schools. Such a plan would equalize the class work of the pupils, and the danger of over-pressure would be avoided. This levels up the work of the pupils without the danger of abnormal development.

A COLLEGE AND A GREAT UNIVERSITY.

While at Richmond, Ind., I visited Earlham College, which was founded about sixty years ago by the Society of Friends. This is one of the most noted smaller colleges of the West, and from its beginning it has always offered the same educational advantages to young women and young men. One feels in this school the high spiritual atmosphere that characterizes these people,—plain-living and sturdy, straight thinking. There will never come a time, I hope, in the history of this country when the small colleges will be absorbed, or merged, into some great college or university trust. The small colleges are America's distinctive and best contribution to higher education. In no other country of the world are they paralleled. It is a remarkable fact, noteworthy in itself, that a very large number of America's greatest men and women have been educated in the small colleges. In these schools the students come in daily contact

with mature men and women, and imbibe much of their spirit, which is a positive educational uplift.

AT VALPARAISO, INDIANA.

From Richmond I went across Indiana to Valparaiso, near Chicago. Valparaiso is known throughout the English-speaking world because President H. B. Brown established a private normal school and college there more than thirty years ago, and it has grown into one of the great, unique, educational schools of this country. It is now a university, with a group of a dozen or more buildings, and three others nearly completed, and in addition the medical and dental schools in Chicago have more than 400 students in attendance this year. Without a dollar of endowment, no state aid, under the management of one man who owns, controls and directs this remarkable institution in which there are more than 200 members in all the faculties, with a registration of more than 5,100 students last year, and a total enrollment larger this year, it is no exaggeration of speech to speak of it as the greatest school of its kind in this country.

The president, a millionaire, possessing business talents of the highest order, as plain as a child, twice President Roosevelt's energy, without his impulsiveness, with no door shut between him and the public, no ushers to admit students and visitors to his presence by card, he meets them face to face, notwithstanding all that he has to do every day. Each morning he hears a class of never less than eighty students recite in English grammar, and then one evening each week all the knotty questions in English grammar are brought forward and disposed of before an audience of 500 or a thousand teachers. He never switches or side-steps in recitation, but he goes right ahead with what is on hand, and does it well. Thus he keeps in touch with young and vigorous minds. Here is a university in which the recitations begin at six in the morning and do not close till bed time, if students are not otherwise accommodated. Talk about a college or university spirit!!! It is here, everywhere, in every room; not only is President Brown and those men and women who have been associated with him full of the teaching spirit, but it is overflowing in every room that I visited. There is no sitting back on professional dignity! No one can go there and spend two days without being impressed with the tremendous power of private initiative, even in edu-

cation. One picture will illustrate: Think of men and women enough to make two full regiments sitting down to tables in three large dining halls at the same hour for their noon meal, and then one gets some notion of this remarkable institution. With unerring judgment the entire corps of instructors have been chosen, because they are true men and women and they can teach. Men and women not only eminent in scholarship, but great teachers who teach with skill, tact, energy, and enthusiasm. What in other great colleges and universities is usually dull and as dry as parched stubblefields in August, here is fresh, buoyant, and full of life. But I pause!!!

SUMMARY OF SUGGESTIONS APPLICABLE TO KANSAS CITY. *

Firstly, I am clearly of the opinion that school-houses should be plain, substantial buildings, well lighted, ventilated, heated, good-sized rooms and halls and that rooms costing \$5,000 will answer the purpose in Kansas City admirably, and that the inside of school buildings should be more attractive and artistic than the outside.

Secondly, that our rules ought to be amended so that our elementary schools would open at 8.30 a. m., and the noon intermission be from 11.30 a. m. to 1.15 p. m., and close with the afternoon session as we now have it. This would allow a rest of one hour and three-quarters at noon. In my opinion, it would be better for pupils and teachers.

Thirdly, that the entire school district should be divided into groups, in order that the seventh-grade rooms used would be well filled with pupils, as a matter of classification and of economy in school administration.

Fourthly, that a helping period should be set aside each day for the benefit of pupils attending high school, and that more time should be afforded high school pupils to prepare some of their more difficult lessons in the study halls of the high school buildings.

CHILD LABOR, FOE TO THE SCHOOL, FEEDER TO THE PENITENTIARY.

BY D. R. JONES,
State Normal School, San Francisco.

At the 1905 session of the legislature of California a law was passed, instructing the commissioner of the bureau of labor statistics to collect data on marriage, divorce, and crime. The investigation into the last of these has led to some very interesting results bearing directly on child labor.

The age and "story" of each boy and girl committed to the reform schools at Ione and Whittier were obtained and a comparison made with adult criminals throughout the state. When we considered the more serious offenses, such as burglary, robbery, rape, murder, and the like, we found the youth under twenty years of age occupying an important place. The crime age of all considered ran from twelve to sixty, a period of forty-eight years. Few persons commit serious offenses under twelve

or over sixty. The first eight of these years gave us, in the inquiry just instituted, over twenty-four per cent. of all felonies. One would naturally think that these tender years would, year for year, yield less serious offenses than those representing mature life, but on the contrary this period gives more crime per year than any other period of human life. There must be a reason for this, and to arrive at it we will take up the stories of these youthful criminals.

During the fiscal year just passed, 102 minors under twenty years of age were committed to the juvenile institutions mentioned, for offense of the grade of felony. Of these, one was ten; one, eleven; four were twelve; eight, thirteen; five, fourteen; twenty-two, fifteen; thirty-six, sixteen; twenty-three, seventeen; one, eighteen, and one, nineteen years of age. The one ten years of age was committed for burglary, the one eleven for burglary, three at twelve for burglary and one for grand larceny; three at thirteen for burglary, four grand larceny, and one attempted rape. At fourteen years of age, two burglary, two grand larceny, and one arson. At fifteen years, twelve for burglary, five grand larceny, three robbery, and two rape. At sixteen years, twenty-six for burglary, five grand larceny, four robbery, and one arson. At seventeen years, eight for burglary, ten for grand larceny, four robbery, and one forgery. At eighteen, one for grand larceny, and at nineteen, one for burglary. The convicted murderers within these ages were consigned to the penitentiary, and a considerable number of the more hardened convicted of lesser crimes.

The history of these youthful offenders shows that one convicted of rape and one of grand larceny had been inmates of detention homes, and one convicted of grand larceny came from an orphan asylum; eight lived at home, five of whom committed burglary, one grand larceny, one robbery, and one arson. Thirty had been steadily employed, seventeen of whom were burglars, ten had committed grand larceny, one robbery, one arson and one rape. Thirty-two were intermittently employed and twenty-one of these had committed burglary, five grand larceny, five robbery, and one rape. Fifteen were tramps, twelve having been sentenced for burglary and three for grand larceny. Not one school boy was reported as convicted of a felony and only two of a misdemeanor.

Again and again in the recital we have such statements, "worked in can factory," "worked in store," "stole money from employer," etc. Now it does not follow that because most of the youthful felons have been employed at some kind of work that the employment has been the cause of the crime. It does seem significant, however, that child labor and child crime accompany each other. If the cause does not lie in the work itself, is it not quite likely that it lies in some circumstance that accompanies it?

In the earlier history of our country, the apprenticeship system prevailed and even to the present day it obtains in some industries. Under this system, the youth is put out to service to a master who becomes responsible for his acts and who teaches him

a trade in return for his services. The apprenticeship may be broken under certain conditions. Thus the master becomes interested in the boy and not alone in his work. A personal element has entered. The employer has become the sponsor and almost the guardian of his young servant. Restraint is put upon him for his training and not for his work alone.

But take the system that prevails today, where minors are ordinarily employed not for their education but for their employer's profit. Under this, there is no incentive to the employer, as employer, to offer anything of benefit to his young servant except the hire for which the service is rendered. A youth vicious along every line except the line of his employment is just as serviceable to his employer as any other. It matters not how he may deport himself when not actively engaged. In the store or the factory, he rubs up against every kind of person, and he has primarily but one object, the wages he may secure. He catches the fever that is all around him, the desire for gain. It is the very motive power that sets the great establishment going. It furnishes the incentive which causes him to be set to work, which causes his work and the work of every other boy or girl in the establishment to be utilized. Already strongly acquisitive, by nature, he is provided with a justification for his acquisitiveness. In his elders he sees his standards and upon his desire for the things that temporarily delight him they have set their seal of approval. He has the American disease, he has become sordid. Without the balance that maturity gives, without any other conception of the power of money than its use for temporary gratification, he has been surrounded with the atmosphere of commercialism. Without any conception of the true significance of the commercial spirit, he has taken an environment that comprehends nothing else. The natural child, though strongly acquisitive, is idealist. This child has become a materialist.

Take the boy or girl who goes every morning to work, and unless his home discipline is of the best, unless he or she get enough of idealism in the home to counteract the commercialism of his place of employment, you have a training which, in conjunction with the natural tendencies of primitive life, of child life, leads inevitably either to a sordid or a criminal manhood or womanhood.

It is not an accident that of the 102 youths, all under twenty years of age, sent to our reform schools for felonies during the one year considered not one is a school boy, not one is an apprentice. Our schools are severely criticised often because of their barrenness of results. However this may be their chief virtue lies in the fact that their training is for something outside themselves, their training tends to discipline the mind and fit the youth for something beyond mere present gratification of desire.

The main objection to child labor, then, is not that it is harmful in itself, but rather that it brings the youth into an environment not suited to one of tender years.

The answer to the respectable gentlemen who went to work in a store or factory when very young

and in spite of it succeeded, is the great band of young criminals who did not succeed. In the one instance there were probably many circumstances that made for the success of the young worker that were lacking in the others, such as right direction from employer, good home discipline, and beyond everything else, natural disposition of the youth. No two young people are constituted alike, but the majority of them have similar tendencies along certain lines that make their submersion into the industrial stream disastrous. It is not the natural way.

The putting out to service of these young workers for no other purpose than the wages of their work is not natural. We do not work the half-grown colt, we train him, and in this distinction lies the true answer to the advocates of child labor who base their advocacy on those who have succeeded through being put out to work when very young. Nowadays, improved machinery makes training by doing, as was the rule in earlier days, impossible. Tending a reel in a thread factory, or a simple machine in a can factory, does not teach the boy or girl a trade. It merely uses up his time in doing something which, as far as training goes, might just as well be done by a machine. Mere putting in time without constant improvement is stagnation and marks the end of hope in the work.

The school that teaches the youth to do something, that directs his interest toward the future, is his salvation. This may be organized education in the public schools, it may be in following the plow under the guidance of the parent, it may be as an apprentice mastering his trade in the factory, under competent instruction, or it may be the trade school. To be effective, each one of these forms must emphasize the training over the work involved. When we look now at the 102 boy and girl felons who have been convicted of serious crimes in this one year in this one state, almost all of whom have left home to go to work, we cannot but feel that some vital mistake has been made, some monstrous wrong worked against these children of our midst.

Our domestic animals must be kept within bounds by a pasture fence and not allowed to wander along the railroad track, even though the grass there may be green and nutritious, yet the young human animal is permitted often to wander at will without regard to the graver dangers that confront him.

Time was when school and family discipline were very strict and the admonition "spare the rod and spoil the child," was heeded by parent and teacher alike. But we boast of our advancement nowadays and our emancipation from primitive methods, and the old rules have been discarded.

It is not my intention to espouse the cause of any form of school or home discipline, but it is certainly true that both in a great many instances are too lax. We may have intelligent discipline that does not resort to the rod, but in the early years of life there is no need so great as the need of proper methods in this regard. Children need restraint and guidance, restraint to keep them from going too early into regions later often safe to explore; and guidance to incline them toward ways of future

usefulness not now recognized by the short-sighted boy or girl. These two together make up discipline, and discipline, to you teachers, is the most important of all your duties. Coming, as they often do, from improperly disciplined homes, your charges need your most earnest endeavor to save them, often from a misdirected life or perhaps a felon's cell. Every transgression of authority in the home or the school but paves the way for future and more serious offenses; every gratification of a desire by illegitimate means but helps destroy the sense of right; every step too soon into environments unfit for youthful minds is an advance toward human failure.

The virtue of your calling is in its disciplinary features, and so it is with the apprenticeship, so with the trade school, and were parents and teachers always as insistent on school training as on immediate money making, were workmen as careful to restrict the number of boys in the penitentiaries as in the trades, there would be fewer lives blighted. If the people of this state would spend more money on trade schools they would not be compelled to spend so much money on reform schools and penitentiaries. If more men were sent to jail for violating child labor and compulsory school laws, fewer boys and girls would spend their best days behind the bars.

OUR BEST NOW.

A new school year.

What are its possibilities?

These depend, both in character and amount, upon ourselves.

They depend upon our *now*.

The past has its lessons, the future its promises, but *now* is the time to do.

May the past teach us and the future inspire us to do our best *now*.

—Superintendent A. J. Jacoby, Milton, Mass.

THE YOUNG TEACHER'S PROBLEMS.—(II.)

BY DR. M. E. SCHALLENBERGER,
San Jose, Cal.

What is worth learning? Let us agree upon the major premise that education is for life, for this life, this year, not life at the time of Aristotle, nor life in the Middle Ages, nor life as it may be in the year 2000. Suppose we ask the people, the common, everyday people, what is worth learning? They will answer: "Teach what is useful; teach what is practical." "But," we say, "usefulness itself depends largely upon disposition, and taste, and opportunity, and training." Much that is distinctly useful to our neighbors possesses not the least attraction for us, and vice versa. Teachers find a normal training quite practical, but an artist prefers to study in Paris or Rome. The musician finds nothing that he can put into actual operation from a knowledge of biology, or mechanical engineering, while the scientist turns to music as a recreation, and speaks of it as a pleasant but profitless pastime.

These views seem to make the definition not only concrete, but personal. But what, in the large, is useful? What for everybody is practical? A most puzzling question, yet "the people" speak of it as a settled thing, and the fact that the schools are expected to give a practical education goes without saying. And "the people" can tell you glibly just the disciplines that give useful education and why. The arguments run about as follows: It is useful in life, they say, to know how to read, because a man must be able to read the newspapers in order to know what is going on about him, and be able to meet the conditions there stated. He must be able to read letters and other circulatory matter in order

to know how to buy and sell. It is not usually considered worth while to be able to read poetry or to understand the words of a great opera, especially if it is written in a foreign tongue.

It is useful to know how to spell, because one must write letters, and there is or used to be an established form for the way words must appear.

A knowledge of words as regards their history, or derivation, their evolution, so to speak, though possibly interesting, is absolutely unnecessary and impractical.

It is useful to know how to write, because writing is a means of communication between human beings too far separated to communicate by word of mouth. Written symbols must take the place of oral ones.

It is useful to know how to manipulate number, because the making of money requires this, and besides, it is said, it trains the reasoning powers, and it is practical to know how to reason.

And all forms of hand work are now coming to be considered useful because they provide one with a means of subsistence in case of an emergency; the lawyer may have to turn to carpentry, and the bookkeeper to the work of a seamstress; and besides, all through life it is a good thing to be able to tinker about the house or upon one's clothes.

And there the list of strictly useful disciplines ends. Sometimes the column is lengthened by the addition of a practical study of geography, so as to know where places are, or the practical study of history, that one may be informed about the great battles that have been fought.

But surely teachers ought to go back of the commonly-accepted definitions and to ask ourselves in

just what usefulness for life consists. Is it useful to live one's life in sympathetic touch with one's fellows? Is it useful to be able—discarding wine and cards and the cheap variety show—to find one's amusement in recreation in poems, or in pictures, or in tramps into the woods?

Is it useful to be so educated as to be able to seat one's body, during the progress of a Wagnerian opera, in a cheap seat in the gallery, and let one's soul be carried into another world for hours together, while one's millionaire employer is soundly sleeping in his luxuriously-cushioned box?

Is it of value to know sufficient of ancient and mediaeval and modern history to revel in traveling third-class through Europe, while the man who can reason about numbers, bored to death, gapes ignorantly around?

Is it worth while to be taught to love one's country so ardently that life itself is willingly given in her service?

Does it pay to love one's friends so devotedly that letters of friendliness far outnumber letters of business?

Is it of benefit to understand sufficiently the principles of art and the laws of nature so that when

one builds a house, or a bridge, or a church it does not, as Professor Clarke of Stanford University would put it, "scream in Mother Nature's face"? Is it necessary to know something of the laws of perspective and the harmony of color in order not to furnish one's house in a way to suggest harshness, and ill-temper, and confusion of tongues, and to be able to lay out one's garden in a way to suggest quiet, and peace, and beauty rather than money spent, and lawns watered, and statuary present.

What is it, after all, to be useful if not to understand the laws of physical and of mental nature, and to live in conformance to those laws? The study of the so-called practical school subjects alone will not accomplish this, neither will it keep the boys and girls in the schoolroom. Far too many of those who should be in the upper grades are at work in the shops or fields, or, worse still, idle on the streets, and far too often it is because the subjects taught in schools are too solemnly useful, which translated means too deadly dry. It is better to keep our children in school learning comparatively few facts than to force them into the world because they will not learn what "the people" say is practical.—Address.

A LIBERAL EDUCATION.

That man, I think, has a liberal education whose body has been so trained in youth that it is the ready servant of his will, and does with ease and pleasure all that, as a mechanism, it is capable of; whose intellect is a clear, cold, logic in smooth running order, ready, like a steam engine, to be turned to any kind of work and to spin the gossamers as well as forge the anchors of the mind; whose mind is stored with the knowledge of the great fundamental truths of nature and the laws of her operations; one who, no stunted ascetic, is full of life and fire, but whose passions have been trained to come to heel by a vigorous will, the servant of a tender conscience; one who has learned to love all beauty, whether of nature or of art, to hate all vileness, and to esteem others as himself.—Thomas Henry Huxley.

THE SUPPLY OF TEACHERS.

[An Extract from an Unpublished Lecture.]

BY HENRY SABIN.

The attempt of normal schools to raise the standard, as they term it, is in itself commendable from one standpoint, but when the growth instead of reaching out in all directions is in one only, where breadth is sacrificed to attain height, the wisdom of the step is at best very questionable. I desire not to be misunderstood. The best preparation possible under the circumstances should be demanded of those desiring admission, but every school must be governed by its environment.

In one respect the standard cannot be too high. Whatever the applicant knows he should know thoroughly. Let him come with a thorough knowledge of a few things, rather than with a superficial knowledge of a multitude of things. The trouble with those who seek admission to the normal school is not that they know so little, but that they claim to know so much.

This we ought never for an instant to forget:

that the sole purpose for which the normal school was founded and is maintained is the preparation of teachers for the common schools of the state.

There are two ways that suggest themselves by which we may increase the efficiency of a normal school. We may raise the entrance standard, and increase the requirements for gradation, or we may eliminate from time to time all incompetent material by saying to those who give no evidence of any teaching ability that they must for their own interests, as well as for the interests of the schools, seek some other avocation. This latter course, if insisted upon, would cause the term "normal school graduate" to mean much more than it does at present.

This latter plan would certainly tend to disabuse the public of the idea that anybody can be manufactured into a teacher. If we need competent teachers anywhere, we need them in the grades and schools in which four-fifths of the pupils are educated. We are not now getting them.

It is possible for the normal schools to offer the graduates of our high schools and the best teachers

in our country schools a two-years' course; not an attachment to some other course, but complete in itself in every respect. Such a course should comprise not only the ordinary elementary course, but:—

1. A thorough review of the common English branches, from the teaching point of view. Some one has objected that knowing a subject does not always enable one to teach it. Very true, but it is a long stride in that direction. A very prolific source of incompetent teachers is not the inability to communicate knowledge, but the absolute ignorance of subject matter beyond what is contained in the text-book found in the hands of both pupils and teacher, and sometimes there is manifest ignorance even of that. I cannot teach Hebrew unless I know Hebrew.

2. Illustrative teaching setting forth the best methods, and giving the students practice in the same. I do not mean wholly the study of methods as laid down in some text-book, but the daily exemplification of such methods as experience has demonstrated are most suitable for use in the common school.

3. A limited course of reading in history and literature, designed to teach the use of books, as available for purposes of investigation and research. A small library even will open to them an immense field. They should be taught how to read.

4. So much of the school law as bears directly upon the duties of teachers, their powers and their rights; school hygiene and sanitation; and some acquaintance with the first principles of practical psychology, measuring the instruction very largely by the comprehension of the class.

To be successful in illustrative teaching, it is essential that those who are to teach in village and country schools should be able to construct forms, solids, maps, charts, and simple apparatus at very little expense. I say it with reverence akin to awe, as one who may be charged with trifling with sacred things, that no reading of psychology, no depths of pedagogical lore, no study of educational history, no knowledge of methods learned from books can compensate for a lack of that power which enables the village school teacher to stand, crayon in hand, before the blackboard and illustrate the lesson, or to construct apparatus from the cheap articles to be obtained at the country store, or to use the things of common life to make clear the truths of nature to the minds of the wondering pupils.

Three things should be said here regarding this elementary preparation of teachers for their work.

1. Teachers should be carefully trained to know and regard the laws which pertain to sound physical health. The body of the child is of as much consequence to him as his mind, and the teacher has no more right to trifle with one than he has with the other.

2. The individual peculiarities of each child, his

wants and capacities, demand of the teacher close thought and observation. This is justice; to fail or neglect to do it is injustice. This, too, must be part of the teacher's training.

3. In order that his instruction and discipline may as far as possible counteract the influences that are fast warping the life of the child out of all comeliness and symmetry, attention to the environment and home life of the pupils cannot safely be neglected. These things should be emphasized in training teachers, even if we are forced to neglect other things of more ambitious names.

This much in consideration of the most important facts in the preparation of teachers. Nearly, if not quite one-third, of the teachers in the country schools have had less than one year's experience. Many of them are young, not over eighteen years of age, with immature minds and with very moderate scholastic acquirements. These things ought not to be. I grant it; but these things are, nevertheless. A fact is no less a fact because it is unpleasant to contemplate.

It is very easy to say that no one should be allowed to enter the school as teacher who is not the graduate of a normal school, or of some equivalent institution. It looks well in print; it sounds well when read at an educational meeting, but to my knowledge there is not a state in the union ready for such a law. What ought to be is dumb in the presence of what is.

We hope for better schools in the future, but that does not help my boy any who is suffering to-day from incompetent teachers. The storehouse is full of golden grain, but while we are hunting for the lost keys the multitude about us are perishing for lack of sustenance.

A BOYS' HOTEL.

New York City, out Harlem way, is to have a boys' hotel. It is to cost \$150,000. It will be adapted to boys and young men, who will alone be received.

Besides reading and writing rooms, the hotel will be fitted up with a gymnasium and plunge.

Boys in offices, stores, and factories at from \$4 to \$5 a week are expected to furnish the patronage.

They will pay from thirty to seventy cents a week for lodging, and meals will be served at correspondingly low rates.

This is one of the grand departures of the day, and will do much toward solving the problems of the boys who must work for a trifle and cannot live at home.

A LESSON IN CONSTANCY.

The silver lamps hang in the sky,
Night after night, o'er land and sea,
Serenely clear and bright, while I,
A lesson learn of constancy.

—Alice Adele Folger.

MEDICAL INSPECTION.—(II.)

BY MASSACHUSETTS BOARD OF EDUCATION.

THE THROAT AND NOSE.

In all cases of acute illness the throat should be examined for the presence of the eruption of scarlet fever and measles and for the exudation or membrane of tonsilitis and diphtheria, and a culture taken in any suspected case of the latter.

The presence of discharge from the nose should be noted, and if it is thick and creamy, a culture should always be taken. In all cases of severe hoarseness, with difficult breathing, diphtheria should be suspected. If the discharge from the nose is only from one nostril, a foreign body in the nose should be looked for.

In cases of chronic nasal obstruction, as evinced by mouth-breathing, snoring, continual post-nasal catarrh or recurring ear trouble, the presence of an adenoid growth (third tonsil) should be suspected, and the child referred for special examination and treatment. As a rule, digital examination for adenoids should be made only by the operating surgeon. Obviously large tonsils, recurring tonsilitis, and enlargement of the glands of the neck suggest the advisability of referring the child to the family physician as to the propriety of removing the tonsils.

Recurring nose-bleed should be referred for special treatment.

In cases of eczema about the nostrils, a cause may be sought in pediculi capitis (head lice).

In referring cases for treatment, school physicians, in addition to the diagnosis, should state the symptoms upon which the diagnosis is based, for the benefit of the family physician or specialist.

DISEASES OF THE SKIN.

Scabies (the Itch).—A contagious skin disease, due to an animal parasite which burrows in the skin, causing intense itching and scratching. The disease usually begins upon the hands and arms, spreading over the whole body, but does not affect the face and scalp. Between the fingers, on the front of the wrist, at the bend of the elbows, and near the armpits are favorable locations for the disease; but in persons of cleanly habits the disease may not show at all upon the hands, and its real nature is determined only after a most thorough and careful examination. There is a great variation in the extent and severity of this disease, lack of personal care and cleanliness always favoring its development. Scratching soon brings about an infection of the skin with some of the pus-producing germs, and the disease is then accompanied by impetigo, or a pus infection of the skin.

At the present time itch is very common and widespread, and, because of the great variation in its severity, mild cases have been mistaken for hives, eczema, etc., the real condition not being recognized, and the disease spread in consequence.

All children who are scratching or have an irritation upon the skin should be examined for scabies.

It is very important that all infected members of a family be treated till cured, else the disease is passed back and forth from one to another. It is also important that all underclothing, bedding, towels, etc., things that come in contact with the body, be boiled when washed.

All cases of scabies should be excluded from school until cured.

Pediculi Capitis (Head Lice).—An extremely common accident among children, either from wearing each others' hats and caps, or hanging them on each others' pegs, or from combs and brushes. No person should be blamed for having lice,—only for keeping them.

The irritation caused by vermin in the scalp leads to scratching, which in turn causes an inflammation of the skin of the neck and scalp. The skin then easily becomes infected with some of the pus-producing germs, and large or small scabs and crusts are formed from the dried matter and blood. Along with this condition the glands back of the ears and in the neck become swollen, and may be very painful and tender.

The condition of pediculosis is most easily detected by looking for the eggs (nits), which are always stuck onto the hair, and are not readily brushed off. The condition is best treated by killing the living parasites with crude petroleum, and then getting rid of the nits. With boys this is easy,—a close hair-cut is all that is needed; with girls, by using a fine-toothed comb wet in alcohol or vinegar, which dissolves the attachment of the eggs to the hair. All combs and brushes must be carefully cleansed.

Children with pediculosis should be excluded from school until their heads are clean. By chapter 383, Acts of 1906, parents who neglect or refuse to care for their children in this respect may be prosecuted under the compulsory attendance law.

Ringworm.—A vegetable parasitic disease of the skin and scalp. When it occurs upon the skin, it yields readily to treatment; but upon the scalp it is extremely chronic. Ringworm of the skin usually appears on the face, hands, or arms,—rarely upon the body,—in varying sized more or less perfect circles. One or more, usually not widely separated, may be present at the same time. All ringed eruptions upon the skin should be examined for ringworm.

When the disease attacks the scalp, the hairs fall or break off near the scalp, leaving dime to dollar-sized areas nearly bald. The scalp in these areas is usually dry and somewhat scaly, but may be swollen and crusted. The disease spreads at the circumfer-

ence of the area, and new areas arise from scratching, etc.

Another disease, somewhat like ringworm of the scalp, is known as favus,—a disease much more common in Europe than America. In this disease quite abundant crusts of a yellowish color are present where the process is active. The roots of the hairs are killed, so that the loss of hair from this disease is permanent, a scar remaining when the condition is cured.

Care must be taken to see that all combs and brushes are thoroughly cleansed, and to prevent children wearing each others' hats, caps, etc.

Children with ringworm should not be allowed to attend school.

Impetigo.—A disease characterized by few or many large or small flat or elevated pustules or festers upon the skin. The condition is often secondary to irritation or itching diseases of the skin (hives, lice, itch), and scratching starts up a pus infection.

The disease most often appears upon the face, neck, and hands; less often upon the body and scalp. The size of the spots varies very much, and they often run together to form on the face large superficial sores, covered with thick, dirty, yellowish or brownish crusts.

The disease is contagious, and often spread by towels and things handled.

Children having impetigo should not be allowed to attend school until all sores are healed and the skin is smooth.

DISEASES OF THE BONES AND JOINTS.

All noticeable lameness, whether sudden or continued, may indicate serious joint trouble, or may be due to improper shoes. These cases, as well as curvatures of the spine, as indicated by habitual faulty postures at the desk or in walking, should be referred for medical inspection.

Spinal curvature should be suspected when one shoulder is habitually raised or dropped, or when the child leans to the side, or shows persistent round shoulders.

Complaints of persistent "growing pains" or "rheumatism" may be the earliest signs of serious disease of the joints.

FIRST HOURS OF THE YEAR.

In the midst of all sorts of cares attendant upon opening of school, be as constantly as possible conscious that to pupils the experiences during first hours are of special significance. Impressions gained by children now are hard to erase—impressions helpful or discouraging, happy or wretched, right or wrong.

If the teacher so wills it, each "kid," be he one of any reasonable number in class, gets now the impression that his teacher is "fine"! Surely this is the most nearly all-sufficient of experiences for him these first days.

Refuse to be appalled, or frightened, or even dis-

gusted by any first conditions whatever. If there be an occasion in the course of the year when that sort of brain-occupation is timely, it certainly is not now—too much else to do. And how often our worrying is thrown away upon conditions that change before we really have a good look at them!

Slow and accurate progress now means swift and accurate progress later.

Fear not to permit yourself the luxury of being influenced more by common sense than by a sense of your own dignity.

Between teacher and pupil, all understanding, each of the other, that requires study must be on the teacher's side; the child cannot study the grown person's mind to understand it. He is in this, as in so many ways, at the teacher's mercy.

It is a level-headed teacher that husbands strength with especial care these first days—as will surely and plainly be seen by any doubter who adopts the plan.

While the fine fall weather lasts, be out of doors every possible minute.

S. P. Peckham.

ELEMENTARY PHYSIOLOGY OUTLINE USED IN THE HUGH O'BRIEN DISTRICT, PRIMARY DEPARTMENT, BOSTON.

PREPARED BY MISS I. M. DUGUID

First week—Positions.

1. Walking, backbone.
2. Standing, chest.
3. Sitting, shoulders.
4. Working, feet, head.

Second week—Cleanliness.

1. Face, ears; classes in washing.
2. Hands; classes in washing.
3. Teeth; classes in brushing.
4. Nails.
5. Speech.

Third week—Cleanliness—(continued).

1. Hair.
2. Feet.
3. Nose, use, need of handkerchief.
4. Body, bath once a day; once a week a necessity.
5. Clothing.

Fourth week; use of

1. Ear—hearing, training to distinguish between loud, soft, harsh, pleasant, near, far, persons by voices, material by sound emitted when struck, as wood, iron, dishes, etc.

2. Eye—seeing, train to name qualities, material, etc.

3. Nose—smelling.

4. Hair—protection of.

5. Nails.

Fifth week; care of

1. Ear—use of pins, etc.

2. Eye—dim light, work too near.

3. Nose—useful, but often offensive if neglected.

4. Hair.

5. Nails—biting, etc.

Sixth week—Senses.

1. Seeing, location of each.
2. Hearing, facts learned by.
3. Feeling, one alone.
4. Tasting, story of Helen Keller.
5. Smelling.

Seventh week—Food.

1. Hunger—why do we eat? Growth, strength, warmth.
2. Time of eating—thorough mastication.
3. Kinds of food—eggs, milk, bread, potatoes.
4. Quantity—overeating.
5. Table manners.

Eighth week—Drinking.

1. Thirst—what animals drink?
2. Best drinks—water, milk.
3. Time for drinking.
4. Need of fluids—four-fifths of body water.
5. Injurious drinks.

Ninth week—Sleep.

1. Needed by animals and plants.
2. Time to retire and rise. "Early to bed," etc.
3. Effects of plenty of sleep—strengthens will, muscles, nerves, digestive organs. Cheerful, happy.
4. Position while sleeping.
5. Preparation for sleeping—clean clothes, clean bed, fresh air, clean body.

Tenth week—Growth.

1. Helps to growth:—
 - (a) Wholesome food.
 - (b) Fresh air, sunshine.
 - (c) Exercises, work, play, etc.
 - (d) Rest, sleep.
2. Hindrances—unwholesome food, etc.

Eleventh week—Bodies as a Whole.

1. Head—brain (protected by skull).
2. Trunk—lungs, heart, stomach, spine, ribs.
3. Extremities—leg—one bone from hip to knee; two bones knee to ankle. Arm—upper and fore arm.

4. Hand and foot—adaptation to special use.

Twelfth week—Simple Remedies.

1. For nose bleed.
2. For burns, scalds.
3. For bruises.
4. For faintness.
5. For headache.

First Grade.

Position—sitting, standing (chest, head, helping oneself to grow tall).

Playing—of kittens, puppies, children. What is gained by play? (Strength, endurance, etc.) How children should play.

Clothing—of animals. Why necessary? Proper clothing for children throughout the year.

Cleanliness—of animals—birds—by stories, pictures, etc.

Of children—face, hands, nails, nose, hair, feet, whole body.

Of clothing.

Of speech.

Of home.

Of schoolroom and yard.

Of street.

Eating and drinking. How we feel at certain times of the day. Food necessary to satisfy hunger.

Benefits of wholesome food and drink.

Best food and drink for children.

Time for eating.

Resting—why rest is a necessity. Time for retiring, getting up. Conditions for restful sleep—fresh air, clean bed, clean body, clean conscience, kind thought for every body.

AN EXPERIMENT IN TEACHING SPELLING.

BY FREDERIC ANDRES.

A certain New England secondary school conducts regularly a spelling examination and a spelling class. The examination must be taken by every student in the school, except those who have already "passed" it by spelling correctly 175 out of 200 dictated words. All missing more than sixty words in any such examination must attend the spelling class, which meets for fifteen minutes daily, outside the regular time for recitations. Under this system, the class last fall included, in a school of 275, over eighty students, fifty of whom had been in the class in previous years. As such a situation demanded a spelling reform unlike that favored by Brander Matthews the class was used for a series of experiments that may have interest elsewhere.

The first subject to receive attention was the text-book. For years the work had been based on a series of lessons in which words were grouped without system. This was exchanged for a book in which words were grouped to illustrate the helpful rules—few but important; the derivation of words; the pronunciation of words frequently mispronounced. It included lists of words used in studies of the school course; exercises where words were to be written in connected paragraphs as well as in columns; and lessons where the letters frequently changed were made prominent by being printed in larger type than the rest of the word. In short, the book was modern, compiled in accordance with the best ideas about teaching spelling.

Next, the method of conducting the class was changed. The only possible method for such a large class had been supposed to be the assigning of a lesson to be studied at home, the dictating of twenty words from this lesson, the exchanging of books and marking of one another's work, the re-writing from five to ten times of every misspelled word. In place of this, arrangements were made for the marking of the books and re-writing of the misspelled words out of class. The time saved, half of the fifteen minutes at the disposal of the class, was used for oral spelling.

Oral spelling for eighty pupils was, of course, impracticable. Groups of ten or fifteen were selected daily in such ways that all the class would get some drill, and the most needy would receive most help.

While the oral spelling was designed to reach the poorest spellers, attempts were made in another way to stir the best. Many of these better students had looked upon the work as drudgery, not worth serious attention. As five lessons on which real work is done have more educational value than ten receiving only perfunctory attention, a promise was made to excuse for a week any students whose

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RESCUING RASCALS.—(II.)

AN OPTIMIST NEVERTHELESS.

If there be a God in Heaven and in earth, or if there be a creative and directive force, personal or impersonal, and if God, the survival of the fittest, or projected efficiency, is active among the sons of men, then there are no accidents in nature or in human nature.

Assuming that there are no accidents, then there is a purpose in complicating this young republic with more intricate problems of evil than are to be found in any other people, ancient or modern, with more almost than have all other nations of our own day.

This is the only nation that has ever brought a savage race to its own home and taken it to its own bosom, until 12,000,000 strong we have them now near our heart.

This is the only nation that ever took the poor and the rebellious of nine entirely distinct peoples, took them in their poverty and gave them welcome. We, alone, of all nations of earth have taken the prodigals of all peoples and languages under the sun and have killed for them the fatted calf as though they were our own.

In their own land all these people were against their governments and they have come here to be against this government. With rare exceptions they have sought naturalization and the ballot for the express purpose of using it against the government that has made the conditions that have attracted them to our shores. But for the noble exceptions, but for noble influences that have made the best of them heroic leaders in great crises, this prodigal son business would long since have left us, fluttering with dying gasp beside Babylon, Greece,

and Rome as an hysterical incident rather than an historical chapter in the world's history.

We lead the civilized world in desperate deeds of violence. We kill many more people in passion and through carelessness than any other nation, we steal more, legally and illegally, officially and individually, violently and fraudulently than they do in any other nation.

There is more impurity of life brought to the knowledge of the world here than elsewhere. We have assassinated more of our chief rulers than any other nation on earth. Indeed it is not easy to think of any phase of desperate rascality in which we do not lead the world.

We have the record up-to-date and we have the conditions to continue it unless—but that is another story. We are the only nation producing a Harry Thaw, a Stanford White, and a host of other undesirable specialists in evil.

It is not easy to lift the lid and see the seething cauldron of vice among rich and poor, in official and social, conventional and radical life and be an optimist, but I am.

It is easy to gaze upon conditions in this land to-day until one wonders if he does believe there is a God in Heaven. But because of America as she is to-day do we believe that there is a God in earth and Heaven.

WHAT THE SCHOOLS SIGNIFY.—(VI.)

FUNDAMENTAL PERIOD.—(II.)

The third, fourth and fifth grades must concentrate upon all processes of arithmetic. The scheme of spreading the arithmetic over the eight years is wholly out of joint. There is nothing desirable to be taught in arithmetic that cannot be easily taught children by the fifth grade. The one caution is that only reasonably small numbers and simple fractions be used. There are applications of number, and square root, which if taught at all do not come under the head of fundamentals, and belong later on in the course. The arithmetic must be thickened if need be in this period, but so long as any number of pupils leave school life at the close of the fifth grade, efficiency is to be secured regardless of the amount of other and even interesting matter eliminated.

The same is true of grammar and language. It is a condition and not a theory with which we deal. It is not a question as to whether or not technical grammar can be best taught in the fifth or seventh grade. So much of it as is fundamental must be taught in this period and in such a way that it can be understood and made use of.

Whatever freaks and philosophers may ultimately discover, for the present it is generally agreed that it does help the ordinary mortal, old and young, to know a noun from a verb, a plural from a singular verb, a noun from a pronoun, and a comparative from a superlative adjective. So much of this as is considered fundamental will be taught in a simple manner by the fifth grade, even if several popular features of the school life for this period are suspended.

Children, notably boys, are not to be "kept back" in these grades.

"What?" I hear someone say, "What, not if the child does not get his per cent?"

He must get his per cent. That is the teacher's business, but if he does not he must make these grades. He will leave school, except where the child labor law keeps him in school, and this law is not seriously enforced in many states as a whole, by the time he has been in school five years, and, if so, he needs all the work of the five grades even if he has not all of it to perfection. It is morally certain that he will not have any of it to perfection. If he is not standing up to the work, simplify it for him, but don't throw him by using something just a little beyond him. If he cannot get his per cent in dividing 986, 432, 789, by 4,798 then try him on dividing 684 by 23.

I hear some one say, "What! Would you give a boy a second chance on an examination? Would you give him an easier question if he failed on the one given to the class as a whole?"

Certainly, there is nothing more heathenish than the Dickensque burlesque on education, that the way to discover what a boy knows is by finding out what forty-nine others know.

What you are supposed to want to know is whether that boy has the essential principle of dividing by long division. If you give him too large numbers you are testing the extent of his power to escape brain fatigue. You are testing his brain endurance and not his knowledge of the process. Out of a group of ten pupils there are ten degrees of brain fatigue. In an example like the first given above, there are fifty chances for a child to make a mistake in multiplication, subtraction, and the placing of figures, even if he knows perfectly how to use long division. You are a heathen, educationally, if you make fifty children take fifty chances each to be defeated. Everywhere else in the world, except in school, we give a handicap to the one who is outclassed.

In the high school and college where there is more of the sporting element and less of the essential character, we can advertise an examination for the 2.40, 2.20, 2.10 classes as it were, and let every student take the consequences, but in the third, fourth, and fifth grades, at least, you must temper the wind to the shorn lamb, the examination to the individual. Each slow child who is likely to leave school early must be given every advantage of the doubt.

BENEFIT OF VACATION.

The Cincinnati Enquirer had a refreshing and vigorous editorial last week. Here it is in part:—

"The Teacher's Institute has afforded pleasing evidence of the splendid recuperation of the army of a thousand and five teachers of the public school system of Cincinnati. The testimony carried in the faces and forms of the teachers of the great benefits that have come to them through their outing is cheering and important to them, to the forty thousand pupils they must again encounter in the coming week and to the general public. To the great majority there has come a splendid tonic out of the vacation recently closed. How necessary to them is this rest and change of scene and air can be ap-

preciated by those who have an idea of the nerve racking influence of the schoolroom, as day after day the same faces are encountered, the same drill carried out, the same atmosphere inhaled. There has been much of interest to be observed in the appearance of this congregation of teachers, mostly ladies of course, who have come together each morning in their institute to listen to words of encouragement and advice from more or less distinguished speakers. They are of all ages, from the teens into the sixties, and each of them seems stamped with the freshness of complete rest. There are young misses, spinsters of the thirties and forties, and many who are so far advanced in life as to no longer think of any possibility of change in daily routine, except the vacation, short of complete and honorable retirement, or the grave. Certainly their appearance is now most encouraging. They have been during many weeks here, there, and everywhere; some in the country merely, some to the mountains, some to the lakes, and some to the seashore. But they all come back to us and to their wearing duties freshened remarkably by their rest and outing."

CHILD LABOR.

Governor Curtis Guild, Jr., of Massachusetts says: "We in Massachusetts take care of our children and of our public schools. How about the coal mines of Pennsylvania? How about the cotton mills of the states with fine anti-child labor laws but no adequate encouragement? Why does capital for cotton mills seeking dividends leave the states where there are laws safeguarding child labor, and go to states where there is either no law or no enforcement of the law? Frankly, why should we fear national prohibition of child labor? Why should not a national law wipe out this inhuman—I had almost said inhuman—line of cleavage between states? If it is a menace to American citizenship that an uneducated child should be forced out of the schools and into the mill or sweat shop in New York, it is equally a menace that that child's life should be so dwarfed and starved in any part of the United States."

GOVE—GREENLEE—CHADSEY.

Until five years ago the schools of Denver were in three divisions, the east, the north, the west. For a quarter of a century Adam Gove was superintendent of the schools of the east, for about fifteen years Louis C. Greenlee was superintendent of the west and for about two years Charles E. Chadsey was superintendent of the north.

Five years ago the three districts were consolidated into one Denver system with Mr. Gove as superintendent. After one year he retired and Mr. Greenlee succeeded him, and now after four years he retires, Mr. Chadsey succeeding him. It was a trying situation for Mr. Gove, equally trying for Mr. Greenlee, and time only can tell what will be the experience of Mr. Chadsey. It was impossible for such a merger to escape the traditional prejudices of years of rivalry. It is to Mr. Chadsey's advantage that he was but a short time a northender.

In his case opportunities for prejudices were short lived. Mr. Gove and Mr. Greenlee are men eminent as educational leaders, and Mr. Chadsey's training and experience justify the highest anticipation of efficiency. He is a native of Nebraska, was educated in an eastern university, has been principal of the Durango, Colorado, high school, superintendent of the Durango schools, assistant superintendent and superintendent of the North Denver schools, and assistant of the Consolidated Denver schools. This is as complete an official educational character as could be asked of any candidate.

COSTLY SEMINARY.

William A. Pfeffer, Jr., and William F. Dorsey, proofreaders of the Government printing office, were fined \$37 each for passing the word "cemetery" for "seminary" in an educational report. There are places where mistakes are costly.

SCHOOL SUFFRAGE.

"Progress" says that women have some form of school suffrage in the following states and territories: Kansas, Michigan, Minnesota, Colorado, New Hampshire, Oregon, Massachusetts, New York, Vermont, Nebraska, North Dakota, South Dakota, Montana, Arizona, New Jersey, Connecticut, Ohio, Utah, Idaho, Delaware, Wisconsin, Wyoming, Illinois, Oklahoma, Washington.

WHAT CAN BE DONE ABOUT IT?

An eleven-year-old girl of good family in Missouri committed suicide by taking poison, fearing punishment because she played truant. What can be done about it? Shall truancy be winked at because one truant committed suicide? Certainly not. The time for that girl to be afraid was when she played truant. Judge Lindsey's greatest sentence is, "Be afraid to do wrong, not of the consequences of doing wrong." Let every teacher use every occasion to lead children to appreciate the difference between being afraid to do wrong and being afraid of punishment for doing wrong.

CHICAGO PENSION SCHEME.

After many years the Chicago teachers secured a satisfactory pension law by which their fund of \$100,000 voluntarily built up is to be augmented by a compulsory annual payment by each teacher and an appropriation of about \$30,000 a year from interest on the taxes. This would build up the fund rapidly and reliably. It is administered by a pension board of nine members, of whom the teachers elect six of their own number, two members of the board of education elected by the board and the secretary of the board of education, ex-officio.

Chicago has a strange way of doing some things. Nothing is so ideal that some one will not try to undo it. Consequently the payment of the \$30,000 to the fund is held up because someone thinks it is unconstitutional! Oh, ye constitution! What crimes are committed in thy name.

WISCONSIN'S CHILD LABOR LAW.

The new child labor law of Wisconsin prohibits the employment of children under fourteen years of age at any gainful occupation during school months, and requires those between fourteen and sixteen years to have a special permit from a judge or factory inspector to engage in any such work. No child under sixteen years can be permitted to work over ten hours a day of fifty-five hours a week, nor can any under that age be employed at any time in places where liquor or tobacco is sold or dangerous machinery used or in a theatre or to operate an elevator. The penalty ranges from a fine of \$25 to \$100, or imprisonment in jail for not to exceed thirty days, or both fine and imprisonment.

"Can we support a National Educational Association?" asks a contemporary. Well, it rather looks that way. There was never a rockier time than this year and yet we shall put several thousands of dollars into the interest yielding fund. The National Educational Association will support itself without giving anxiety to anyone.

Newton, Mass., has raised Superintendent Frank E. Spaulding's salary heartily and unanimously from \$4,000 to \$5,000. For once everyone in Newton is enthusiastically admiring the superintendent. They declare with emphasis that they have the best superintendent in New England.

No witch was ever burned at Salem, Massachusetts. Will sensational speech makers and writers stop talking about the burning of witches at Salem? It merely advertises their stupid ignorance.

The University of Pennsylvania's summer school had 360 students from twenty-two states and six foreign countries. There were 217 men and 143 women, all of which is significant.

St. Paul has also made a notable advance in salaries—the grade teachers from \$800 to \$950, high school teachers from \$1,200 to \$1,500, grammar principals from \$1,500 to \$1,700.

Nearly one-half of the women teachers (46.8 per cent.) are under twenty-five years of age. Eighty per cent. are under thirty-five years.

The university summer schools as a whole were eminently successful this year. They will grow in size as well as in usefulness.

One Missouri city board of education has made a law that teachers cannot go to dances except on Friday and Saturday nights.

The feature of the season is the school garden exhibit. It is now so general that whoever is not "in it," is "out of it."

Here's a Yankee guess that the public schools will solve the labor problem.

High school fraternities will have a hard road to travel this year.

University of Wisconsin gets a million dollars from the legislature.

Yale has increased in attendance thirty per cent. in seven years.

Wisconsin is to have a new normal school at La Crosse.

THE WEEK IN REVIEW.

BRIBERS AND BRIBED.

There are, of course, always two parties to any act of bribery, the man who pays and the man who takes the bribe. Conviction of either is difficult, but while the man who takes the bribe does sometimes get caught and punished, it happens more rarely that justice overtakes the briber. It was accepted, therefore, as the expected thing when it was announced some weeks ago that the first attempt to convict one of the traction company officials who had been concerned in the bribing of San Francisco supervisors had failed through a disagreement of the jury. Now, however, the cheerful news comes that the second attempt—whether because of stronger evidence or a better jury—has been successful; and the vice-president of a telephone and telegraph company, convicted of bribing a supervisor to vote his way on a franchise, has been sentenced to keep the city's ex-mayor company for five years in the penitentiary. This is a wholesome and greatly needed lesson.

THE GREAT NAVAL CRUISE.

The navy department is busy getting ready for the great cruise of the battleship fleet from the Atlantic to the Pacific. It is now announced that eighteen battleships instead of sixteen, as at first planned, will make up the fleet. It will be an assemblage of fighting strength such as has never before been seen under the American flag; and while it conveys no belligerent message, it will serve as an admonition to the more aggressive nations that the United States is abundantly able to protect both of its coasts and the Panama canal when completed, into the bargain. One preliminary of the cruise which is agitating the department is a pretty general shifting of commanders of the ships in favor of younger men. It is intimated that not less than thirteen or fourteen of such changes will be made before the fleet sails.

A SIGNIFICANT INCIDENT.

Apropos of this cruise, an incident has just occurred in the Pacific that may yet demonstrate that the course of the administration in ordering this trip of the battleship fleet was not so ill-considered and precipitate as some arm-chair critics have regarded it. News has come that a band of Japanese "explorers" has occupied the sandy island of Pratas, which is only 120 miles distant from the Philippines, and that the Japanese flag has been hoisted over it. This island and Pratas reef, which is near by, enclose a large lagoon which would afford excellent anchorage for a war fleet. The island hitherto has been regarded as belonging to China,—at least it has been a rendezvous for Chinese fishermen. Its only conceivable value is as a naval base; and the only conceivable motive of the Japanese in establishing themselves there is to have such a base within easy distance of the Philippines.

RACE AND THE LABOR QUESTION.

Reference was made in this column last week to the fact that the irruption of Japanese immigrants is troubling the population of British Columbia al-

most as much as the labor unions of California; and that an Oriental Exclusion League has already been formed at Vancouver. Now we have a still more surprising manifestation of this blending of the race and labor questions. This time it is the Japanese who are complaining of Chinese labor. The officials of the province of Kagoshima have forced the constructors of a government railroad to discharge 100 Chinese coolies, and they are to be expelled in conformity with a special regulation under which such action against aliens may be taken by the local authorities even after the admission of the aliens has been legally authorized. The Japanese object to Chinese coolies on precisely the same ground on which the Californians object to the Japanese,—that they work for lower wages than the natives.

ANOTHER "POGROM" AT ODESSA.

The unhappy Jewish population of Odessa has again been attacked without provocation by the savage "Black Hundreds." The pretext for the massacre was the explosion of a bomb in the courtyard of the police station, by which several police officers were killed. But the explosion was an accident,—the result of careless handling of a bomb by a lieutenant of police, who was among those killed. The Jews had nothing to do with it, but a "pogrom" had for some time been planned, and any pretext would have served. With a curious display of ferocity the mob attacked first, certain Jewish mourners who were gathered in the Jewish cemetery praying at the graves of their kindred. And, as has happened more than once before, at Odessa and elsewhere, the police were passive spectators of the rioting.

QUEER DOINGS IN CHINA.

Precisely what is going on at Peking is not very clear from the despatches, but it really seems as if the Dowager Empress, who was recently reported as moribund, was very much alive and was busy introducing highly important reforms. She has been impressed, it appears, by the alarming growth of anti-Manchu or revolutionary sentiment in China, and is endeavoring to forestall possibly violent demonstrations of this sentiment by ordering the disbandment of the Manchu banner troops, providing for the marriage of the daughters of Chinamen into the imperial family, and doing away with the special privileges of the Manchus. Also she has gathered about her the most progressive and able statesmen in the empire, and seems to intend to be guided by their counsels. All of which looks like a working out of the national destiny of China on a higher and more liberal plane than would have seemed possible a few years ago.

A GLOOMY OUTLOOK.

General Brugere, ex-commander-in-chief of the French army, is quoted as saying that it may require ten years of French effort, the sacrifice of thousands of men, and the expenditure of hundreds of millions of francs to effect the pacification of Morocco. This is a gloomy prediction, but it appears to be justified by the situation. It is certain

AN EXPERIMENT IN TEACHING SPELLING.

[Continued from page 265.]

work should be perfect for the preceding week. This aroused a few students, who were excused nearly half of the time, and in the subsequent examination, changed their records, from more than sixty to less than twenty-five words misspelled.

In connection with these exemptions, an evil was speedily disclosed. As a list was being posted, a student remarked, "I could be excused if I did what some of those fellows do." In dictating the words, the teacher had stood on a raised platform at the end of the room, but remembering Mr. Alger's essay on "Moral Overstrain," he walked up and down the aisles, after that, repeating the words and keeping a sharp watch. The unpleasant part was accepted as inevitable with a large class of immature pupils.

As time went on the interest of rivalry was added for the sake of boys who were discouraged by their vain attempts to make no mistakes, but who could hope to write only four words incorrectly where there had been five incorrect words before. The class was divided into sides, as nearly equal as possible in numbers and in ability or inability to spell. The division showing the best average was excused, while the rest were given oral drill. This method proved most successful when a contest between two well-matched divisions was continued a week, with daily announcement of the comparative standing and a promise of exemption of the winners for a week.

After twelve weeks of such drill, another examination was given. Although the 200 words were not taken merely from what had been studied, and although some pupils not previously in the class were added to its number, the size was reduced over one half.

With the smaller class, more and more oral work was done, especially in pronouncing words that are misspelled because mispronounced, and in syllabication, in which the pupils were found deplorably weak. Spelling matches, which were tried, attracted more attention to the people who made mistakes than to the correct way of spelling the words. The method recommended so highly by Dr. Burnham, in the Pedagogical Seminary of December, 1906, was also faithfully tried, with the resulting belief that careful copying, pronouncing the word as it is written, is valuable as an additional method, but, for secondary students, takes too much time and is insufficient by itself.

In the final examination of the year, only fifteen missed more than sixty words. The reduction of the class from eighty to fifteen certainly justified the work. In the mind of the experimenter, it brought new proof of the following by no means original conclusions:—

1. Although some pupils can not be taught to spell well, most are capable of improvement.
2. Incidental work is not sufficient for all.
3. A modern well-arranged text-book is valuable.
4. Oral spelling and pronunciation of syllables and words are indispensable.
5. Variety of method is necessary.

6. Different incentives must be tried to appeal to different students.

7. Care and ingenuity may be used in teaching spelling as well as in teaching geometry or Latin, and is as profitably expended.

NEW SWEDISH GAMES.

Miss Glen Whealon of Cleveland, O., is in charge of the recent importation of Swedish games brought over by Jakob Bolin for the benefit of youngsters of New York's schools. These games have no properties, it is true, but are just as really an importation as though every one of them were nickel-plated and feather-edged. They have been family treasures of the children of Sweden for hundreds of years, and kindergartners believe they are the most wholesome, joyous, and beneficial children's games yet found. Mr. Bolin, who brought them over, taught them to Miss Whealon, who is in turn engaged in teaching them to the teachers of this and other cities. Every morning a group of teachers gather at the summer gymnasium of the New York University, and Miss Whealon actually plays the games with them. The Swedish words of the songs are replaced by English, but otherwise the games are just as they have been played by the little ones of the Northland for centuries. One is the "country game," in which the child entering the ring of other children responds to a question that he comes from "Laughing Land," for example, and the children laugh in response and sing an appropriate verse. Another is a complicated march and another is a grand merry-go-round which ends in a great whirl of dancing couples. Many of these games are illustrative of fairy stories and combine opportunity for slight dramatization, acting, play, muscular development, and stimulation of the child's imaginative, musical, and poetic side.

SWEET PEPPER.

The clethra or white alder is known also as sweet pepper. With perhaps only one exception, the witch-hazel, it is the last shrub to bloom. Everywhere one sees it now by the wayside and in deep woods, the pure white flowers borne in upright racemes, handsome and very fragrant. It has a calyx of five sepals, with which alternate five distinct petals obovate in shape. The stamens, ten in number, slightly project as a rule from the corolla, the anthers being inversely arrow-shaped and opening by pores or slits at their bases. This suggests the heath family, to which clethra, in common with so many handsome wild-flowers, belongs. The fruit is a capsule or dry pod, with three valves or pieces.

A valve in botany is thus seen to designate something different from its ordinary significance.

There are two species of clethra, the alder-leaved, which is ours, and the southern Clethra acuminata, which is often of tree-like proportions and with more pointed, thin leaves. In ours the foliage is glossy. It has a wide range from Maine to Virginia, near the coast, and even farther southward.

These shrubs are well worthy of cultivation and

it has ere now excited the writer's ire to see exterminated from our public grounds what in England is valued and introduced at high cost. This fault of reckless extermination of our native shrubbery, simply because it is not foreign, is growing less common. Those in charge of gardens are beginning to realize that the plants that grow naturally in our climate are precisely the ones we ought to foster. The flowers increase in size and beauty under cultivation. The fragrance is to some persons oppressive, but, as tempered by other wood odors prevalent at its blossoming time, is delightful. The shrubs grow best in a moist, peaty, or sandy soil, and it is said may be forced under glass.

When one learns that neither our black or white alders are alders at all, he gets naturally irritated at our faulty nomenclature. The black alder so-called is an *Ilex*, the familiar Christmas berry, while the white alder, it is seen, belongs to the heath family. While *Clethra* "by other name would smell as sweet" one naturally prefers to call it by its own. But here we run upon the same snag. *Clethra* is an ancient name of alder, and the whole difficulty arises from a resemblance in the leaves.

A tree-like species, *Clethra arborea*, comes from Madeira, and the oak-leaved species from Jamaica. Neither will stand our cold winters.

W. Whitman Bailey.

Brown University.

TABLES OF MEASURES.

[Selected from Hamilton's *Arithmetics*, published by the American Book Company in August, 1907.]

The standard unit of liquid measure is the gallon.

One gallon equals 231 cubic inches.

One cubic foot equals nearly seven and one-half gallons.

Thirty-one and one-half gallons equals one barrel, in measuring the capacity of cisterns and vats.

Sixty-three gallons equals one hogshead, in measuring the capacity of cisterns and vats.

One gallon of water weighs nearly eight and one-third pounds.

One cubic foot of water weighs nearly sixty-two and one-half pounds.

One bushel equals four pecks, equals thirty-two quarts, equals sixty-four pints.

Five and one-half yards equals one rod.

Sixteen and one-half feet equals one rod.

320 rods equals one mile.

5,280 feet equals one mile.

One mile equals 320 rods, equals 1,760 yards, equals 5,280 feet, equals 63,360 inches.

Our standard unit, the Winchester bushel, used for measuring shelled grains, equals 2,150.42 cubic inches, or nearly one and one-fourth cubic feet. In form it is a cylinder eighteen and one-half inches in diameter and eight inches deep.

The dry gallon equals 268.8 cubic inches.

The heaped bushel, used for measuring corn in the ear, apples, potatoes, etc., equals 2,747.71 cubic inches, or nearly one and five-ninths cubic feet.

The standard unit of length is the yard.

A nautical mile (knot) equals 6,080.27 feet, or nearly 1.15 common miles. A league equals three nautical miles; a fathom, used in measuring the depth of water, equals six feet; a hand, used in measuring the height of horses, equals four inches. A furlong equals one-eighth of a mile.

Thirty and one-fourth square yards equals one square rod.

160 square rods equals one acre.

43,560 square feet equals one acre.

640 acres equals one square mile.

One mile square equals one section.

Thirty-six square miles equals one township.

The acre is not a square unit like the square foot, the square yard, etc. When in the form of a square, it is nearly 209 feet on a side.

Surveyors and engineers formerly used the Gunter's Chain. It is sixty-six feet long and divided into one hundred links of 7.92 inches each.

They now generally use a steel tape fifty feet to one hundred feet long, divided into feet and tenths of a foot; or a chain fifty feet to one hundred feet long, having links each a foot in length, divided into tenths of a foot.

Land Measure is computed by dividing the number of square feet of surface by 43,560, the number of square feet in an acre, and changing the decimal of an acre to square rods, etc.

1,728 cubic inches equals 1 cubic foot.

Twenty-seven cubic feet equals one cubic yard.

A cubic yard of earth is considered a load.

A cord of four-foot wood is a pile of wood eight feet long and four feet high, the sticks averaging four feet in length, making 128 cubic feet in the pile.

A cord of short wood is a pile of wood eight feet long and four feet high, the number of cords in a pile being computed by multiplying the length of the pile in feet by the height in feet, and dividing the product by thirty-two.

2,000 pounds equals one ton.

2,240 pounds equals one long ton.

The standard unit of weight is the pound.

Sixty pounds equals one bushel of wheat or potatoes.

Fifty-six pounds equals one bushel of shelled corn or rye.

Thirty-two pounds equals one bushel of oats.

196 pounds equals one barrel of flour.

200 pounds equals one barrel of beef or pork.

The long ton is used in the United States custom houses and in the wholesale transactions in coal and iron. The long hundredweight equals 112 pounds.

The unit generally used for weighing diamonds, gems, etc., is the carat, which is about 3.2 Troy grains. It is used also to express the fineness of gold. Eighteen carats fine means eighteen-twenty-fourths pure gold and six-twenty-fourths baser metal.

The true solar year is 365 days, 5 hours, 48 minutes, 46 seconds. The standard unit of time is the day which is divided into twenty-four hours, counting from midnight to midnight. In business transactions thirty days are considered a month, and twelve months are regarded as a year.

The unit of English money is the pound.

The value in United States money of other foreign coins is as follows:—

Ruble, Russia, equals \$.515.

Yen, Japan, equals \$.498.

Franc, France (Belgium), equals \$.193.

Mark, Germany, equals \$.238.

Crown, Austria-Hungary, equals \$.203.

Lira, Italy, equals \$.193.

Peseta, Spain, equals \$.193.

Peso, Chile, equals \$.365.

Crown, Sweden, equals \$.268.

G. B. R., Washington: The Journal keeps me in close touch with the educational world.

BEYOND MIND'S GRASP.

SUM EXPENDED BY UNCLE SAM FOR SCHOOLS IN THIRTY-FIVE YEARS OVER \$5,030,000,000.

BY WALTER J. BALLARD.

Over \$5,030,000,000 is the total of Uncle Sam's bills for common schooling from 1870 to 1905.

Nothing more vividly portrays the great growth in his family and the increase in common-school facilities supplied than the following statement of the total of the bills for each fifth year of the period named:—

1870	\$63,396,666
1875	83,504,007
1880	78,094,687
1885	110,328,735
1890	140,506,715
1895	175,809,279
1900	214,964,618
1905	291,616,660

The yearly amount paid for teachers' and superintendents' salaries increased from \$37,832,566 in 1870 to \$177,462,981 in 1905.

THE HUGHES MYSTERY.

The governor of New York excites more wonder at present than any other man in public life. Two achievements have fixed his character as a freak and a mystery—the public utilities bill and the state reapportionment. There was need of better control of public service corporations. The governor did not go to party leaders to find out how they felt about it and how many votes they would muster for this measure or that. He studied the subject itself and formulated a measure which seemed to him best suited to meet the public need. He refused to play politics to get this measure passed; vetoed no private bills to coerce the opposition; bought no votes with patronage; declined to surrender one feature in order to gain support for another; appeared indifferent to the effects of his course upon his individual fortunes or those of the party that elected him; simply laid his studiously-devised bill before the Legislature, which could adopt or reject it, as it pleased, and accept the consequences. With reapportionment his method was the same.

This is strange. Because, if any intelligent and fair-minded student of politics were asked to express the ideal attitude of a chief executive in respect to a measure of great public importance, he would describe a course identical with that actually pursued by Governor Hughes.

In theory, we comprehend and admire the academic.

To be more interested in working the problem correctly than in what one is going to get for it is understandable in a schoolman; In a governor it is confusing. —Saturday Evening Post.

MOSQUITO BITES.

"There are over one hundred species of mosquitoes in the United States," is the declaration made in the "Mosquito Brief" adopted by the American Mosquito Extirpation Society, at the third annual convention.

The "brief," which is designed to convey information to laymen regarding the pest and to form the "confession of faith" of the society, further declares:—

"Mosquitoes require one to three weeks to develop from eggs to winged insects. Some species lay as many as 300 or 400 eggs at a time. Only few mosquitoes live a month.

Rigid tests prove that certain species are the only natural means of transmitting malaria and yellow fever. Other diseases are known to be conveyed by mosquitoes.

Of the domestic varieties the dangerous malarial mos-

quitoes are among the most generally distributed. They never seem to travel far—only a few hundred yards.

Mosquitoes are known to bite more than once.

Mosquitoes are a needless and dangerous pest. Their propagation can be prevented.

IN THE SWEET BY AND BY.

"In the Sweet By and By," written by S. Fillmore Bennett, of Elkhorn, Wis., had its birth in a country store. Mr. Bennett told the story.

It was about time for closing business in the evening when J. P. Webster, whose melodies have made Wisconsin famous, came into the store, feeling somewhat depressed. I said: "What is the matter now?" He replied: "It is no matter; it will be all right by and by."

I turned to my desk and penned the hymn as fast as I could write. I handed it to Mr. Webster. Stepping to his desk, he began writing the notes.

In a few moments he took his violin, and played the beautiful melody from the notes. A few moments later he had jotted down the notes for the different parts and the chorus.

I do not think it was more than thirty minutes from the time I took my pencil to write the words before the hymn and the notes had all been completed, and we were singing it exactly as it has been sung the world over ever since.

FACTS FROM "WHO'S WHO IN AMERICA."

Eight of the nine justices of the supreme court of the United States are college men; seven of the eight are from denominational colleges.

Eighteen out of twenty-six Presidents of the United States are college men; sixteen of the eighteen were from denominational colleges.

Eighteen of the twenty-six recognized masters in American letters are college bred; seventeen of the eighteen were from denominational colleges.

Of the members of Congress of 1905 receiving college education, who were prominent enough to be mentioned in "Who Is Who," two-thirds are graduates of denominational colleges.—Advocate.

THE WALDEN EXPERIENCE.

In the latter part of March, 1845, when he was twenty-eight years of age, Thoreau "borrowed an axe and went down to the woods by Walden Pond." Here he built, with his own hands, his famous hut, or hermitage, and here he lived for nearly two years and a half. It is by this episode that he is best known, though those who understand him would have admired him and loved him even without his Walden experience. Walden is a beautiful tree-girt pond, about a mile and a quarter southeast of Concord—just the place to tempt a boy to a camping-out expedition. The reason Thoreau gave for taking up a somewhat irregular residence on the shore of this beautiful sheet of water is characteristic, though somewhat obscure. "I went to the woods," he said, "to transact some private business." And in another place he tells us in his pleasantly exaggerated way that he was dissatisfied with society and wished to prove that he could "get along" very comfortably indeed with very little exertion, no dependence on others, without working in a factory, or office, or store, and that he could have plenty of time to enjoy himself in the bargain.—From Gilbert P. Coleman's "The Man Who Was Always a Boy," in St. Nicholas.

BOOK TABLE.

ALGEBRA FOR GRAMMAR SCHOOLS, WITH MENTAL EXERCISES. By Albert Harvey Wheeler, Worcester, Mass. Boston: Little, Brown & Co. Cloth. 183 pp. Price, 50 cents, net.

One of the happiest thoughts in recent book making is the binding by itself of so much of Mr. Wheeler's "First Course in Algebra" as can be profitably used in a specially good eighth grade class, or by a rural high school with limited aspirations for algebra. Here is no more than every student should know and as much as is requisite for general use by any one who is not to use higher mathematics. I confidently believe that this book makes it probable that a vastly larger number of young people will know algebra for use in life than would be the case if they had to study twice as much of the subject. The statements of all principles and the explanations of all examples are simple and direct. Emphasis is placed upon the reason for each step taken, whether it be in the proof of a principle or in the explanation of an exercise. In the development of the subject each new process is based directly upon the familiar processes of arithmetic. All the examples are new. There are 781 exercises for written solution, 1,474 for mental solution, and 101 explanatory examples,—a total of 2,356 examples. These examples are so constructed and graded as to contain a great variety of number-combinations, so that the student is constantly drilled in arithmetic.

FOUNDATIONS OF EXPRESSION STUDIES, AND PROBLEMS FOR DEVELOPING THE VOICE, BODY, AND MIND IN READING AND SPEAKING. By S. S. Curry, Ph. D., Litt. D. Boston: The Expression Company, Pierce Building. Cloth. 319 pp.

Dr. Curry has a striking personality of thought in relation to expression, and it is not the personality of the crank but of the student, for Dr. Curry has studied in person under the most eminent specialists in all parts of the world, has investigated the historical development of elocutionary and vocal training, and searched for those fundamental and illustrative points which are most helpful to the advancement of all phases of reading, speaking, and dramatic art.

This is Dr. Curry's sixth volume on expression and adds materially to his former contributions to this science and art to which he is devoting his life most zealously. He puts his conscience and conviction into this paragraph:—

"The Muse of Eloquence and the Muse of Liberty, it has been said, are twin sisters. A free people must be a race of speakers. The perversion or neglect of oratory has always been accompanied by the degradation of freedom. The importance of speaking to a true national life, and to the forwarding of all reforms, can hardly be overestimated; but it is no less necessary to the development of the individual. Expression is the manifestation of life, and speaking in some form is vitally necessary for the assimilation of truth and the awakening to a consciousness of personal power. Since the invention of printing, the written word has been overestimated in education, and living speech has been greatly neglected. Recent discoveries of the necessity of developing the motor centres have revived interest in the living voice."

THE NEW HARMONY MOVEMENT. By George B. Lockwood. New York: D. Appleton & Co. Illustrated. Cloth. 405 pp.

Probably this title will mean absolutely nothing to 80,000,000 of people in the United States, but among the other 5,000,000 there will be several to whom it will mean much. To those who know what "New Harmony" means this book will be an inexpressible delight.

Whether or not there will ever be a revival of the communistic ardor among prominent persons in America there is no question but that Brook Farm and other similar ventures are intensely fascinating to Americans of to-day. This study of the "New Harmony Movement" weaves in the story of other manifestations of the same spirit. It is a charming story of the hopes and fears, trust and distrust, confident anticipations and betrayal of confidence in the years that followed the appearance of Robert Owen at New Harmony in 1826. I have read it with all the zest that I could have read a work of fiction. Educationally, there is a fund

of information and endless suggestion. No discussion of the early schools of the West can be intelligent that has not ever in mind the work at New Harmony just before the day of Horace Mann and Henry Barnard.

ELEMENTS OF PHYSIOLOGY. By Professor Theodore Hough of Simmons College and Professor William T. Sedgwick of Massachusetts Institute of Technology. Boston: Ginn & Co. Illustrated. Cloth. 12mo. 321 pp. List price, \$1.25.

These same authors some time ago published a work on "The Human Mechanism," which found favor as an able treatise on physiology. The present volume is a reprint of a portion of the former treatise, and is to be followed by another work containing the other half. This work deals with such themes as anatomy, alimentation and digestion, circulation of the blood, respiration, nutrition, the nervous system, and several others, and the treatment of these themes is masterly in every respect. The instructor in physiology or his pupils can find no saner or surer guidance than this work affords. The authors are professors of biology, and this book represents the ripest thought of their classroom.

SOPHOCLES' AJAX. By Sir Richard C. Jebb. Abridged and annotated by A. C. Pearson. London: Cambridge University Press. New York: G. P. Putnam's Sons. Cloth. 285 pp. Price, \$1.00, net.

This is one of the best British works on Sophocles' great play of "Ajax." Simply as a bit of printing it is superb. Then Dr. Jebb has long been an acknowledged master of annotation in Greek texts. Just why Mr. Pearson should think an abridgment of Jebb's work necessary does not appear. Nor is it needful that one should know the reason. Here is a very complete piece of work in introduction, metrical analysis, and commentary. It is just the thing to put into the student's hands to aid him to grasp the meaning and detect the power and beauty of this fine Grecian play.

HALF HOURS WITH THE MAMMALS. By Charles Frederick Holder. New York: American Book Company. Illustrated. 12mo. Cloth. 253 pp. Price, 60 cents.

In this, the latest addition to the series of Eclectic Readings, the story of the mammals has been presented in simple and untechnical language, and in a most interesting manner. Dr. Holder is well-known as a writer, and in this volume he gives the student a good general idea of the structure of the mammalia, the principal species, their geographical distribution, and their relative economic importance. Many notes and incidents from personal experience are introduced. The book is supplied with numerous attractive illustrations.

FRENCH SYNTAX AND COMPOSITION. By W. U. Vreeland and William Koren of Princeton University. New York: Henry Holt & Co. Cloth. 178 pp. Price, 75 cents, net.

Herein are given briefly and clearly the most important rules of French syntax, and enough material for the student to translate from English into French to prove a good and wholesome drill. The exercises are arranged in triplets, and are graded according to their difficulty. A few of the most common idiomatic phrases are added to each lesson. Care is bestowed on the French forms of letter-writing. A full vocabulary completes the work.

BOOKS RECEIVED.

"Looking for Trouble." By William McAndrew. Price, 50 cents. Syracuse, N. Y.: C. W. Bardeen.

"Lessing's Minna von Barnhelm." Edited by P. S. Allen. Price, 60 cents. New York: Charles E. Merrill Company.

"The Book of Esther." With notes by Rev. A. W. Streane, D. D. Cambridge: The University Press.

"Webster's New Standard Dictionary" (high school and collegiate edition). Price, \$1.50. Chicago: Laird & Lee.

"Outline for Review in Roman History." By C. B. Newton and E. B. Treat. Price, 25 cents. "Outline for Review in Greek History." By Newton and Treat. Price, 25 cents. New York: American Book Company.

"Education by Plays and Games." By George Ellsworth Johnson. New York: Ginn & Co.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

- October 17-19: Vermont State Teachers' Association, Burlington, Vt.
 October 17-19: Northwestern Iowa Teachers' Association, Cedar Rapids, Iowa.
 Oct. 17, 18, 19: Rhode Island Inst. of Instruction, Infantry Hall, Providence, R. I.
 October 18: Connecticut State Teachers' Association, Hartford and New Haven.
 October 18-19: New Hampshire State Teachers' Association, Concord.
 October 24-25-26: Maine State Teachers' Association, Bangor.
 Nov. 8: New England Association of School Superintendents, in Latin School Hall, Warren avenue, Boston.
 Dec. 26, 27, 28: Montana State Teachers' Association, Missoula.
 Dec. 31-Jan. 1, 2, 3, '08: Colorado State Teachers' Association.

NEW ENGLAND STATES.

MASSACHUSETTS.

SHELBURNE. Mrs. Alice Johnson, teacher of the school in the Franklin district, has started on her seventieth term as a teacher in that particular school. For twenty-three successive years she has been the efficient teacher. Some of the pupils of this year are the children of some of the pupils of Mrs. Johnson in her first term as teacher.

NORTHAMPTON. The Home-Culture Clubs open for registration for class work Saturday evening, September 14, when the Saturday night receptions will begin. This fall the clubs begin the twenty-first year of their work. Especial attention of the girls and women is called to work done in the domestic arts department. Miss Stevens comes direct from the Drexel Institute in Philadelphia and is an expert instructor in cooking and all the domestic arts. Mrs. Colgrove will have charge of the dressmaking department. There will be an additional fee for music this year. Teachers of ability will have charge of the lessons. A specially trained physical director will have charge of the gymnasium. Harry P. Lane of Springfield, an experienced dancing master, will have charge of all evening dancing classes. A series of smoke talks for the men will be given on Wednesday evenings, one about every four weeks during the winter. There will also be a course of lectures and concerts. The regular class work will begin Monday, September 30. To new members the cost of entering is \$2; to old members, \$1. To persons who have joined since the first of January renewal for membership for another year will be given upon the payment of fifty cents. No one under sixteen is admitted to Saturday night receptions, or to any night classes except gymnastics. Children not admitted to lectures and concerts unless accom-

panied by adults and seated with them.

CONNECTICUT.

MONTVILLE. The public schools opened September 9. Miss Alice Killeen has passed the examination as teacher and will have charge of the Collins district school.

MERIDEN. Miss Arline Denison, principal of the North Broad-street school, has decided to give up teaching for two years while she studies to fit herself for special work. Miss Denison has been a teacher in the Meriden schools for nine years. She came here from the Geneseo normal school, Geneseo, N. Y.

COLCHESTER. The schools in the Academy and Dublin buildings opened on September 3. The principal of the high school is Royal A. Moore of Cambridge, Mass., Harvard, '05. He is assisted by Miss Emily B. Etzensperger, Wellesley, '05, and Miss Grace L. Bartlett, Mt. Holyoke, '06. The grammar school will be in charge of Miss Eva Lind of South Manchester; the intermediate rooms will be taught by Miss Anna Goods of Guilford and Miss Marion B. Fowler of East Haddam, and the primary room by Miss Annie Smith, assisted by Miss Edith F. Bradey. In the Dublin school Miss Lillian McDermott and Miss Alice Sullivan have charge. Miss McDermott has taught in the Dublin school for nearly thirty years and is well liked by pupils and parents, as is also Miss Sullivan.

MIDDLE ATLANTIC STATES.

NEW YORK.

NEW YORK CITY. Instruction in vertical writing, which of late years has been in vogue in the Greater New York public schools, is to be superseded at the opening of the fall term by instruction in the free-arm system. Dr. W. H. Maxwell, city superintendent of schools, says that the freearm system is widely different from the old methods, and it has done away with copybooks for good. The pupil's entire arm is made to move, and no movement of the fingers is perceptible.

NEW PALTZ. Miss Luna Bigelow of Athol, Mass., has been appointed supervisor of eighth grade work and instructor in geography at the state normal school of New Paltz. She recently graduated from Columbia College and has previous to that been a successful teacher in Springfield, Mass.

CENTRAL STATES.

INDIANA.

State Editor, ROBERT J. ALEY, Bloomington.

Superintendent H. B. Wilson leaves Franklin to accept the head position at Decatur, Illinois. This is a splendid promotion that was richly deserved.

Principal S. W. Ward of North Manchester has accepted a position in the Kenosha, Wisconsin, high school at a big increase in salary. He is succeeded by Principal Bridges of Knightstown.

Superintendent Lotus D. Coffneau

leaves Connersville and becomes superintendent of the training department of the state normal school at Charleston, Illinois. He is a worthy successor to State Superintendent F. G. Blair.

Aaron Kline has left the superintendency at Arcadia to take charge of the department of science in the La Porte high school.

Earl Ramsey, for several years professor of science in the Fort Wayne high school, is the new principal at Bloomington.

J. G. Collicott, so widely and favorably known as the principal of the Evansville high school, has gone to a similar position at Tacoma, Wash.

Leonard Young, teacher of physics in the Evansville high school, has been promoted to the principalship. The promotion was richly deserved.

E. A. Turner, for several years principal of the high school, has been promoted to the superintendency at Connersville. No better man could have been found for the place.

J. H. Stanley leaves the principalship of the Union City high school and accepts a position at a greatly increased salary in the schools of Colorado Springs, Colorado.

C. E. White, for the past year a graduate student in mathematics at Indiana University, goes to Vanderbilt University as assistant professor of mathematics.

Edward Morgan, for several years teacher of mathematics in the Elwood high school, takes a mathematical position in the faculty of the state normal at Kirksville, Missouri. Mr. Morgan took his A. M. at Indiana this year.

ILLINOIS.

Illinois has 2,293 graded and 10,680 ungraded schools.

The state school report of fifty years ago names the following colleges then in existence, with dates of founding:—

Illinois College, Jacksonville... 1830
 McKendree College, Lebanon... 1834
 Shurtleff College, Upper Alton, 1835
 Knox College, Galesburg..... 1836
 Almira College, Greenville.... 1855
 Northwestern Female College,

Evanston 1855
 Monmouth College, Monmouth, 1856
 Lombard University, Galesburg, 1857
 Illinois Wesleyan University,

Bloomington 1857
 University of Chicago, Chicago,
 Southern Illinois Female College, Salem

The graded schools of Illinois had 2,451 men and 13,630 women teachers and the one-room schools 3,484 men and 8,563 women, a total of 28,128 at the last count.

Illinois College, Jacksonville, the oldest college in the state, was founded in 1830 by a band of seven from Yale College who brought with them \$10,000 to accomplish the purpose. Rev. Edward Beecher, elder brother of Henry Ward Beecher, was the first president and remained with the college for fifteen years. The first class graduated in 1835, Richard Yates, Sr., being a member thereof. The campus of twenty acres has ten buildings. Its enrollment, as given for last year, was 301, an increase of ninety-five over the previ-

ous year. Charles H. Rammelkamp, a graduate of Cornell, is its president.

SCHOOL STATISTICS.

Distributed by trustees to districts	\$1,971,754.24
Paid for publishing treasurers' annual statement	5,503.00
Tuition paid by pupils,	145,168.71
Value of 16th section school lands	11,159,826.72
Value of other school land	1,445,051.84
Rents from school lands	582,858.73
Total value of school property	69,141,580.00

TEACHERS' WAGES.

The highest monthly wage any man in Illinois public schools gets is \$1,000 a month, to Chicago's superintendent. Will county comes next with \$333.33; Knox with \$277.77; LaSalle with \$270; McLean and Lake with \$250; Kane and Rock Island with \$240; Jersey with \$225; and Stephenson and Peoria with \$220.

The highest monthly wage to a woman teacher, \$500, goes to Chicago; McLean was next with \$166.66, Sangamon with \$160, Peoria with \$145, Will with \$144.44, and Whiteside with \$133.33.

The lowest monthly wage for men teachers was \$18 in Crawford county, and for women \$12.50 in Jefferson county.

The average for men was \$74.57, and for women \$57.54.

IOWA.

Many old veterans in the educational ranks of the state of Iowa were, for a time at least, placed upon the retired list last June. Among them are O. C. French, who has given twenty-two years of successful service as the superintendent of the Creston schools. He has been succeeded by Adam Pickett, who has been at the head of Mount Ayr schools for a period of seven years.

Superintendent O. E. Matwell, who has been at the head of the Hampton schools for a period of seven years, has retired to become the manager of a chain of elevators in Iowa and Minnesota. S. R. Fritz, for the past two years at Rockford, goes to Hampton, and F. J. Miller, of Springdale, comes to Rockford.

Charles E. Blodgett, for the past six years at Logan, becomes the successor of C. M. Cole at Atlantic, who retires after eight years' service and will go into the mercantile business.

After one year at Iowa City, Superintendent A. V. Storm resigned to join the faculty of the state college at Ames. H. E. Blackmar, who has been at Iowa Falls for four years, goes to Iowa City, and L. Hezzle Wood, who served Iowa Falls for several years as superintendent as Mr. Blackmar's predecessor, will again wield the rod at Iowa Falls.

Professor J. B. Young, after being connected with the Davenport schools for thirty-seven years as superintendent, is succeeded by F. L. Smart, who has been the principal of the high school for the past eight years. George R. Marshall, for the past six years high school principal

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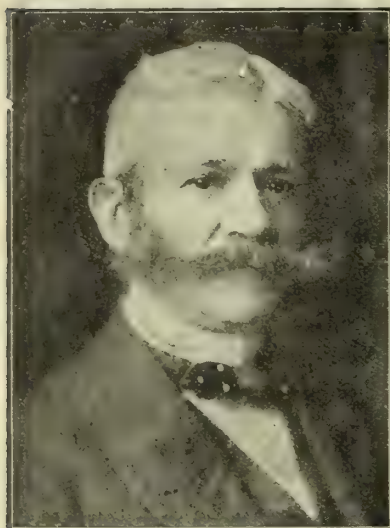
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at Sioux City, succeeds Superintendent Smart in the Davenport high school. Superintendent R. S. Whitley of Ida Grove becomes high school principal at Sioux City. J. C. Hagley succeeds to the Ida Grove vacancy.

Harry Eells, for the past three years at New Hartford, will be the principal at Schaller, Iowa, this year, having succeeded F. C. Ford. Charles Putnam of Cornell College goes to New Hartford.

C. S. Cobb, the past three years at Sidney, succeeds C. E. Blodgett at Logan. C. S. Smith of Toledo goes to Sidney. G. V. Gordon of Clinton, Iowa, will be principal at New Sharon. F. A. Nims of Exira goes to Nevada. J. C. Hagley succeeds R. S. Whitley at Ida Grove.

Rollo Newcomb of Latimer will succeed Earl Roadman, who has been at Whittemore for the past two years. Professor Roadman will enter the Methodist theological school at Chicago.

E. J. Fenling, for the past three years at Marathon, will be succeeded by Professor J. A. Woodruff, formerly of the faculty at Buena Vista College, Storm Lake, Iowa. Professor Fenling will succeed C. A. Whalen at Lawler.

Thomas J. Conley of the '07 class at the state normal goes to Dyersville as the successor of W. L. Evans, who has been principal for four years.

Charles Mantle of the senior class at the normal will be principal at George. Jesse Mantle of the '07 class at normal will be the successor of Principal L. H. Andrews at Quasqueton.

Cecil W. Bangs is principal elect at Springdale. Lew McDonald of Cedar Falls will be superintendent at Hopkinton. C. M. Parker of Iowa City will be superintendent at Oakland. Mrs. Alice Mendenhall-Hale, formerly a member of the state board of educational examiners, will be superintendent at South English. Walter Mitchell of the state university at Iowa City becomes the principal of the Iowa City high schools.

H. R. Rhodes, for the past two years a ward principal at Mason City, becomes the superintendent at Monroe.

SOUTHWESTERN STATES.

COLORADO.

DENVER. The school board has elected Charles E. Chadsey as superintendent of schools. For four years Mr. Chadsey has been assistant superintendent, under former Superintendents Van Sickle, Gove, and Greenlee.

College Notes.

Miss Gertrude Schopperle, B. A., Wellesley, 1902, and graduate student for the Ph. D. at Radcliffe during the past year, has been awarded the European fellowship of the Women's Educational Association, a fellowship bestowed annually upon a student who has begun a piece of original research work, which, in the judgment of experts in the particular field of that work, promises important results for scholarship. Miss Schopperle has also been awarded the Ottendorfer memorial fellowship in Germanic language and literature; she is permitted to hold this fellowship in connection with the fellowship of the Women's Education Association, previously awarded. Miss Schopperle will spend the next two years upon her monograph on the "Tristan Story," studying in Oxford, Paris, and Berlin.

President Edmund J. James of the University of Illinois, Champaign, announces the appointment of Professor E. R. Dewanup as professor of railroad administration and management at the University of Illinois. Professor Dewanup was born in England of American parentage, and got his education at the University of Manchester and at the Royal Technical College of Manchester. After graduation he spent some time studying operation, construction, and management of railroads in the United Kingdom, in France, and in Germany, and was for a time an officer on an English railway. He then spent a year in the United States, making a comparative study of the railroad systems of this country with those on the continent. Three years ago he was brought to this country permanently by President Harper of the University of Chicago to take charge of the railroad courses at that university.

A Teacher Honored.

Miss Lucina Hagman, one of the school teachers lately elected to the Parliament of Finland, has been made president of its committee on petitions, to which, among other matters, all petitions in regard to education are referred. A number of the nineteen women members are serving acceptably on different committees, but she is thus far the only one who has been chosen president. This makes her a member of the "Council of Presidents," consisting of the president of the chamber and its two vice-presidents, with the chairmen of all the standing committees.

THE WEEK IN REVIEW.

(Continued from page 269.)

that, up to the present time, the French have done nothing more than barely to hold their own at Casablanca. The Sultan's brother, who has been proclaimed Sultan in his place, is rallying the fanatical Moors of the south to his support in large numbers. Fez has been abandoned by Europeans and is cut off from communication with the outside world. The American missionaries stationed there refused to go, and their fate is in doubt. Even if the French, with the feeble aid of Spain, can guard the ports, that touches only the fringe of the trouble. There must be a punitive expedition strong enough to penetrate into the interior and overcome the wild tribesmen there before any lasting tranquillity can be secured.

AN ABLE LAWYER.

In Alabama they tell to this day a story to illustrate Senator Morgan's ability as an advocate.

A Negro of well-known thieving proclivities was on trial for stealing a mule. Morgan defended and cleared him. As lawyer and client were walking out of the court room Mr. Morgan said: "Rastus, did you steal the mule?"

"Well, Marse Morgan, it was jest like this: I really thought I did steal dat mule, but after what you said to the jury I was convince' I didn't."

Summer Work Exhibited.

What one hundred and twenty-five young women have accomplished this summer at the Boston Trade School for Girls could be seen almost at a glance recently at 674 Massachusetts avenue, where the work in dress-making, millinery, and design was on exhibition.

On the first floor an interesting assortment of articles had been arranged, consisting of finished dresses, underwear, aprons, and a number of pieces of headwear, all of them being highly typical of the development of the course of practical study from the very beginning when the incoming girl takes up the most rudimentary work. On upper floors there were numerous other articles of an inferior grade shown, and in another building, No. 678, which will soon be vacated for No. 676, next door, one could get a very good idea of the progress of the girls in design, for this line of work is taken up with a view to teaching the art in its application both to dressmaking and millinery. There also are other lines taught in the school, such as power machine work and straw braid stitching, the former being utilized for garments other than hand-made, and the latter being one of the elementary features of millinery, for the girl must first begin to weave her straw and build her frame before she takes up successive stages of hat-making.

Of the girls who have taken advantage of the summer course at this school most of them had continued from the winter and spring terms. About thirty are still in the public schools. This fall the classes will number 130, although applications have come from twenty more than that. The school is not restricted to residents of Boston, though of course most of them come from within the territory. One girl comes from Plymouth and another from Bedford.

Incident to the general work each girl is required to take one lesson a week in cooking and two lessons a week in design and color work, and this latter finds a most suitable application in the designing of costumes.

The very first work that a girl does on entering the school is plain sewing on children's garments and in this way she masters certain principles which are applicable to all her subsequent work. At the end of two months she is reasonably prepared to make her choice of calling. If dress-making is to be her line she continues with underwear and then advances to the beginning of actual dressmaking, finally taking up shirt waist suits and then fancy costumes. Most of the girls take up dressmaking as their ultimate calling because there is more of a demand for skilled girls.

The making of wire frames and covering them with straw, velvet, lace, felt, etc., constitutes the work of the girl who wishes to take up millinery. Until she becomes more skilled she is not permitted to trim hats. Some of the millinery exhibited yesterday was of woven paper, which is both durable and will not fade. The paper used for weaving is of German make and has been subjected to various tests to prove its adaptability to such uses. All of the

girls are required to become familiar with power machine work, and a knowledge of this branch is frequently most advantageous in procuring a position in one of the large shops.

For experts in straw hat making there always are positions waiting. It is piece work, and this past year this trade school has placed twelve girls in factories. While they average \$9 a week, one of them makes on an average \$18 a week. All of these girls attended the school less than one year.

Each day a certain number of girls prepare the noon luncheon, for which the pupils are charged ten cents a week. This gives them an opportunity of learning the elements of thrift and economy, as well as the relative values of simple food products. The girls work under the best conditions of light and air, and a rest room gives them a chance to take a few minutes off if they get over-tired or are taken ill. The work is under the constant supervision of Miss Edith M. Howes, the president, who is ably assisted by Miss Florence H. Marshall, the director, and both of these were present yesterday afternoon to explain the work and system of the school. Between the hours of three and four afternoon tea was served, and the cookies served were made by the girls themselves.

Wholly Beneficial Hawks.

Not long ago a writer was engaged in rehabilitating the reputation of the crows. Now the government biological survey is taking fresh steps for the relief of the hawks and owls, whose ill repute is largely unjustified. A dozen years ago the government published a study of the feeding habits of these two kinds of predatory birds, and now it republishes the study in revised and elaborated form, with urgent appeals to farmers and legislators to let the beneficial hawks and owls have a chance to rid the country of gophers, mice, grasshoppers, reptiles, and other pests.

The "hen hawk" comes in for special mention on account of his name. Extended observations of the contents of the stomachs of these misnamed birds show that they eat about ninety per cent. of injurious mammals and insects and only about one and one-half per cent. of poultry and game. And yet the hen hawk suffers death at the hands of the farmer solely because of his unlucky name.

An instance of the way in which the biological survey can make statistics entertaining appears in what it has to say of the Swainson hawk. The Swainson hawk lives mainly on grasshoppers and probably eats 100 of them every day. Now, at this rate a flock of 300 of these hawks would eat 1,800,000 grasshoppers in a month. At 154 grains each that many grasshoppers would weigh 3,968 pounds, or about two tons. The grasshopper when alive and flourishing eats his own weight in produce every day. Consequently a month's foraging by 300 hawks saves the farmers about two tons of produce a day, or about sixty tons a month.

It would seem from these figures that the farmers ought to erect a

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monument to the hawks, but instead of that they regard them as enemies and shoot them. The Swainson hawk, despite this noble work, only succeeds in getting listed in the class of the "mostly beneficial hawks." How much higher a place, then, should be given to the "wholly beneficial" varieties which include the rough-legged hawk, the squirrel hawk, and all four varieties of kites!

As between cats and birds of prey the case stands thus: "Only three or four birds of prey hunt birds when they can procure rodents for food, while the cat seldom touches mice if she can procure birds or young poultry."

It takes years and sometimes generations for an old tradition about good or evil to be altered, even in the face of positive facts that show it should be altered. The officials of the biological survey therefore make no mistake in renewing their efforts to spread the truth about the relation between birds of prey on the one side and crops and poultry on the other.—Chicago Record-Herald.

A MATTER FOR WONDER.

"To-morrow," announced five-year-old Sidney proudly to his kindergarten teacher, "is my birthday."

"Why," returned she, "it is mine, too."

The boy's face clouded with perplexity, and, after a brief silence, he exclaimed: "How did you get so much bigger'n me?"—Lippincott's.

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Old Gent—"And 'ow old is yer grandfather?"

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"I'm not in politics for my health."—Cleveland Leader.

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THE MAGAZINES.

—Lippincott's Magazine contents for September, 1907: "A Chain of Evidence," a complete novelette, Carolyn Wells, author of "A Satire Anthology," and contributor to most of the leading magazines; "Queen Dolly," a paper, La Salle Corbell Pickett; "The Long Courting of Henry Kumerant," a story, Miss Singmaster; "De Moon Pilot," a poem, Wilhelmina Franklin Pruitt; "The Reporter Who Made a Story,"

a story, Captain Lloyd Buchanan; "You," a story, Prince Vladimir Vaniatsky; "The Passing," a story, Jane Belfield; "A Prayer," a poem, Clarence Urmay; "Shelley," a paper, George L. Knapp; "An Old Man's Dream," a poem, Margaret Erskine; "The Girl from Tres Posos," a story, Elliott Flower; "The Sophisticated Mr. Lettredge," a story, May Harris; "The Triumph," a poem, Richard Kirk; Ways of the Hour, "Dementia Americana," by Robert Adger Bowen; "The Animal Story," by Edwin L. Sabin; "Pessimism in Modern Fiction," by Sarah D. Upham; "As to Child Labor Legislation," by George Allan England; Walnuts and Wine.

—The September number of the National will appeal to magazine readers at this time of the season. Among the special articles is one by Sidney J. Dillon on "The Des Moines Plan," dealing with the new method of city government in Iowa's capital, and "Levelling Our Population," by Carlyle Ellis. The departments, "Affairs at Washington" and "Happy Habit," abound with the class of material which so many readers of

the National particularly delight in. Edward Carleton Knight contributes an illustrated article on "Taft on a Vacation," showing how this wonderful gentleman works during the hours which most men would devote to recreation and enjoyment. Another handsome three-color cover design and four splendid frontispieces help to adorn and ornament this number of the National Magazine.

—The special features of the American Review of Reviews for September are an illustrated survey of the work of the late Augustus Saint Gaudens and an estimate of his influence on American sculpture, by Ernest Knauff; an account of the recent diamond discoveries in Arkansas; an up-to-date description of the trade situation in the West Indies; a timely review of the movement for prohibition in the South, with special reference to the new Georgia law; the story of the government's interesting experiments in horse-breeding at Fort Collins, Colo.; a presentation of reasons for the present high rates of interest, by George Iles; and "The Crusade Against Billboards," by Clinton Rogers Woodruff. The question, "How Long Will Our Coal Supply Last?" is discussed by John L. Cochrane, of the United States Geological Survey, and "Are Secret Societies a Danger to Our High Schools?" by Marion Melius. In the editorial department, "The Progress of the World," the recent slump in the stock market, the railroad fight in North Carolina and Alabama, the telegraph strike, the Haywood acquittal, and the Standard Oil fine are among the topics discussed. There are also paragraphs on our tariff relations with Germany and France and the usual comprehensive summary of current world events.

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A DIFFICULT ROLL-CALL.

The professor of English in one of our western colleges was noted for being very absent-minded. It was his custom to call the roll each morning before the lecture. One morning, after calling a name to which there was no response, he looked up and, peering over his spectacles, he asked sharply:—

"Who is the absent boy in the vacant chair I see before me?"—Lippincott's.

Late Arrival—"Who is that man over there, Mrs. Upmore, that everybody appears to be so eager to meet?"

Hostess—"Is it possible you don't know? That is Mr. Percollum, the man who wrote a short story for a magazine without putting an automobile in it."—Chicago Tribune.

BOSTON THEATRES.

KEITH'S.

It is a bill of star features that will afford amusement for lovers of vaudeville at Keith's the coming week. Master Gabriel is to appear in his famous role of "Buster," in a new version of "Auntie's Visit," the sketch that gave so much pleasure both to the children and to the grown folks last season. Gabriel has his original company still with him, including George Ali in his famous part of "Spike," the dog.

A big novelty feature will be Nel Wayburn's latest conception, "The Phantastic Phantoms," one of the cleverest productions in the way of original ideas in stage-craft that vaudeville has ever seen.

Paul Conchas, "The Military Hercules," is to remain for a second week, a fact that will surprise none who have seen his truly wonderful performance during the present week.

Belle Blanche, than whom there is no cleverer mimic and impersonator on the stage today, will return with some new imitations, notably one of Eva Tanguay. Avery and Har, the successors of Williams and Walker in vaudeville, have some fresh songs and dances. They are the best pair of colored entertainers of the day.

Linton and Lawrence, in a bright comediatta: Friend and Downing, two comedians who have made a great stir in New York recently; Ralph Smalley, the favorite Boston cellist; Mullen and Corelli, in a great acrobatic comedy turn; Belle Veola, comedienne and dancer; Kurtis and Busse, a taking trained dog act; Larose and Frederic, in athletic feats on the wire; the Two Kings, singers and dancers; and the kinetograph will complete the big bill.

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When I arrived in Terra Hout.
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Still others called about my vote
And welcomed me to Terra Hote.

And then I gave it up, you know,
And moved away to Kokomo.

—Washington Herald.

WAYSIDE DREAMS.

"I'd like ter have Rockefeller's money."

"Wot'd jer do?"

"Hand him a penny every day.
Dat is, pervided he could perduce an ekil amount."—Washington Herald.

Nodd—"The trouble with women is that they can't concentrate their minds on one thing."

Todd—"Can't they? You just look in some day on a woman's bridge whist club."—Life.

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A. E. WINSHIP, Editor.

WHAT A CITY OWES TO ITS BOYS.

BY GEORGE H. MARTIN, SECRETARY MASSACHUSETTS BOARD OF EDUCATION.

That great German statesman, Martin Luther, in an address to the councilmen of all the towns of Germany in 1524, used these words, which are as significant in Boston in the twentieth century as they were in Germany in the sixteenth:—

"A city's increase consists not alone in heaping up great treasures, in building solid walls, or in multiplying artillery; nay, where there is a great store of this and yet fools with it, it is all the worse and all the greater loss for the city. But this is the best and the richest increase, prosperity and strength of a city, that it shall contain a great number of polished, learned, intelligent, honorable, and well-bred citizens, who, when they have become all this, may then get wealth and put it to good use. Since, then, a city must have citizens . . . we are not to wait until they are grown up. We can neither hew them out of wood nor carve them out of stone. We must use the appointed means, and with cost and care rear up and mould our citizens."

It is customary in debating societies for the disputants to begin by defining the terms used in the question to be discussed. Were I to follow this practice, I should find it easy to define a city but impossible to define a boy. The word is undefinable, as the thing which it stands for is indescribable. You know him when you see him, and no words can add to your knowledge. And he refuses to be classified. In the morning he may seem to have all the marks of a civilized human being. Before noon he has shown unmistakable signs of being a brute or a savage, and at night so affectionate is he that his mother thinks that he is an angel. The long process of development by which the boy ultimately becomes useful includes on its physical side much that belongs to the lower animals. He is a whole menagerie. He runs like a hound, climbs like a monkey, digs like a woodchuck, dives like an otter, swims like a fish, fights like a bulldog, and in it all works like a beaver, and is as busy as a bee.

This varied, kaleidoscopic activity, these lightning changes, become a consistent and harmonious whole under a single fundamental law.

The boy finds himself under an irresistible impulse to measure himself against every external force, to test every limb, every organ, every function to its limit and to do this every day. Although he bears no banner to advertise his emotions, "Excelsior" is stamped on his every act. The warning cry of his anxious mother, "Try not the pass," is

always sounding in his ears; but he tries all the same, if not to-day, to-morrow.

By obeying this impulse he accomplishes two things. He gains in strength and agility, in power to handle himself—to direct his energy in the most effective way.

Besides this he comes gradually to learn his limitations—how far he can go in matching himself against the forces of nature, how much is worth while in his struggle for supremacy, what is the margin of safety in the risks he takes. All this is an essential element in successful manhood.

According to the Lamarckian theory the neck of the giraffe grew by a long continued effort to reach a receding food supply. So by doing stunts, by perpetual effort to break his own record, the body of the boy grows into the body of a man and becomes the efficient servant of his mind. And the mind itself grows in perception and judgment and generalization and inductive reasoning.

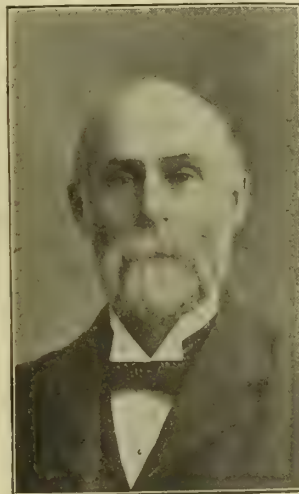
This fundamental law of boy life explains things which perplex many good people. It explains his general attitude toward the world, his contempt for the weak, his hero-worship, his early choice of a vocation—a pirate, a cow-boy, a policeman, a fireman, a locomotive engineer, a diver, a

balloon man; and latterly he sees in the occupation of a chauffeur a supreme opportunity to kill and be killed. The sea with its mysteries and its perils has always had an irresistible charm for boys.

It explains, too, his choice in reading. He wants to know about men who dare. When a small boy had asked his mother to read to him in the papers about the prize fights and had been refused, "Then read to me in the Bible about Sampson," was the reply.

In all this are we not hearing a faint echo from that far-off past where the ancestor of all boys that creature which we call "primitive man," was feeling his way into the mysteries of his new-found world, measuring himself against its inhospitable forces? Was it not by doing stunts that the primitive man saved the race and set it going on its forward and upward way? Has it not been the law of growth in the race as well as in the individual? Does it not underlie all myths and legends, all the giant lore of all the ages? Who were Hercules Thor and Sigurd, Lancelot and Roland but prototypes of all boys?

With this orderly, beneficent world process of development, a city interferes in the most ruthless way. All the natural impulses of the boys are



GEORGE H. MARTIN.

thwarted and most aggravatingly thwarted. There are trees, but he may not climb them; flowers and fruit, but he may not pick them; stones, but he may not throw them; waters, but he may not swim in them; hills, but he may not coast on them; animals, but he may not hunt them. His vagrant instincts must be restrained. He must not walk in beaten paths. He has lost his freedom. He is a caged animal.

All this is no fault of the city. The city cannot help it. Steadily as the town becomes a city, and as the city grows populous, the happy hunting grounds of the boys grow fewer and narrower. The woods, the fields, the gardens, the orchards, the houses with their enticing sheds and attics, disappear. Blocks and tenement houses cover and cumber the ground, and the boys are turned into the streets. This process is called "improving the property." We read in the paper that a piece of property has been sold to Mr. A. and that Mr. A. buys for improvement. I have recently watched this process in two pieces of property in a suburban city. On one street was a house sheltering a single family. About it were trees and shrubs, and back of it was a garden and an orchard. There was a barn and sheds—an ideal place to grow boys in. Two or three years ago this property was bought for improvement. The old house was torn down and on the land are now thirteen three-tenement houses, occupied by thirty-nine families. In these thirteen houses are about fifty children. They play in the streets. Another similar improvement has replaced two single houses by twenty tenements, containing many children. They play in a public square.

The Spartans exposed their children on Mt. Taygetus; we expose ours in the city streets.

Under such conditions inseparable from city life, one of two things happens. The boy gradually learns to submit to the superior forces about him, goes tamely in leading strings and becomes a good boy, a comfort to his mother and the pride of his school teachers. But he has lost something in fibre, he lacks initiative, has no go in him. He likes to wear clothes and talk with the girls. He is ignorant alike of his own powers and of his own limitations. He doesn't know what to do in emergencies. He wants to ride when he ought to get out and push, or he refuses to recognize the reigning authorities as legitimate, breaks through their restraints, eludes their vigilance, matches his own powers against the powers that be. Having little better bodily development than the others, he becomes precociously acute. His perceptions are keen but narrow, his judgement warped, and his reasoning is ready but fallacious.

These are extreme types, but every city has them both in numbers sufficient to make the problem of dealing with them a perplexing one. The majority of city boys will be found between these two extremes, having the characteristics of both in varying degrees.

Using the terms bad and good in a conventional way, besides the boys who are habitually bad or habitually good, are the boys who are intermittently bad and good, who try to conform to urban requirements and succeed fairly well, but whose

boy nature sometimes asserts itself and gets them into trouble.

Then there are just average boys who contrive to get a little fun out of life, even in the city, who never do any thing very bad, but whose bodies and minds never being subjected to any real tension are flabby. They lack grit. These are the boys who clog the grammar and the high schools in every city.

The tragedy in all this is reached when the city boy has lost his instinct for primitive sport, when his ear is deaf to the call of the wild. Workers among city boys have told us that this is the saddest thing they find—children who do not know how to play.

In view of what boys are, of nature's provision for their growth, of the necessary interference of city life with those provisions, the first obligation of a city to its boys appears to be to give them a chance to develop freely in accordance with the laws of nature without breaking the laws of man.

In other words, every city is bound to furnish suitable and ample means by which its boys may grow physically into men without becoming criminals or even juvenile delinquents. Most large cities are beginning to recognize dimly this obligation and are making feeble and half-hearted attempts to fulfill it. A few playgrounds have been opened, here and there, a free public gymnasium, a swimming tank or two, and some skating ponds.

This is all that the largest cities have undertaken and most cities have scarcely made a beginning.

To pay its debt to the boys in full, the city should furnish a sufficient number of playgrounds conveniently situated for the use of all the boys. These playgrounds should differ in size and in equipment from the small neighborhood lot for the young children, with sand-boxes and swings, to the large athletic fields, with space for gymnastic apparatus, for team games and for the usual competitive exercises. There should be skating ponds for the winter small and large, and swimming places for summer and winter. There should be a sufficient number of indoor gymnasiums amply equipped for the use of all the boys.

A considerable part of the wild land set apart for public reservations might be used for temporary camps, where some experience in wood-craft might be gained. There is land enough in a state of nature within easy reach of every city in New England to furnish to large numbers of boys opportunity to play Indian to good advantage. There is a field here for splendid team work by groups or clubs of boys who might learn all the lessons of civil society by practice.

To plan for such work as this, to determine the number and location and proper equipment of grounds and buildings, to organize the whole work and then to direct and control it, would mean a new department of municipal administration, co-ordinate with the department of education. Its chief would be a superintendent of physical training or a master of games and sports. His chief function would be to furnish opportunity. His interference should be only in the interest of safety and equal rights.

The city interferes with the intellectual develop-

ment of a boy as disastrously as with his physical development.

The most effective agency in the intellectual development of a boy is not the study of books. It is experience in some form of productive industry. It is making something or doing something that has value in itself, when it is done. Not only does he acquire skill of hand, but what is of much more importance, he gets an idea of the elements involved in all productive processes, namely material labor, and time; he gets some basis for estimating values in terms of cost; and he acquires that quality which is the mark of the master-workman—power to see the end from the beginning, and to trace the line which connects the two. Feeble at first, but gaining strength as his work broadens, he acquires a comprehensive grasp that marks the thinker.

If this experience is gained as a partner in the industry, to his other acquisitions are added a social element, a sense of comradeship in effort and of obligation to his comrades to do his part. Loyalty to the organization grows out of such effort.

The man who goes back to the old farm and says as he looks about: "Father and I cleared that woodlot. That's the wall we laid; how well it has stood! We made that old harrow and that ox-sled, and we built that old hen-house," got out of that experience tired but deft hands, a brain to plan, and a will to execute, and a sense of partnership in a piece of useful work.

It is easy to see that these are valuable contributions to that training for citizenship which this meeting is talking about.

This was the sort of training which all boys got in a greater or less degree in those days which we picturesquely describe as the "Age of Homespun." It was the sort of training which boys got in the mediaeval guilds, and goes far to account for the fact that those guilds were able to gain control of civic affairs and to dictate terms to kings, while in the public buildings which they erected they left monuments to their own learning and skill in craftsmanship.

To this natural and healthy process of intellectual leading up to social development the modern city opposes an impassable barrier. For such experience and such partnership as I have described the industrial organization must be simple. The family, the farm, the shop, furnished ideal conditions.

In a modern city the industrial organizations are too vast and too complex. There is no place for boys except on the fringes. And if a boy gets a foothold, he is exceptional if he sees enough of a process to develop any sense of mechanical perspective, any constructive imagination, or any sense of partnership and of loyalty.

Again, this is no fault of the city. It is an unavoidable result of modern social conditions. But the city is derelict if it fails to do what it can to make up to the boys for what they have been deprived of.

A city owes to its boys a chance for intellectual and social development through productive manual industry. This is the most difficult problem confronting the cities to-day, and the cities of the world are coming to recognize its seriousness. Were we starting anew it would be easier to include

such work in our scheme of education. All existing school traditions and school machinery are impediments.

The idea is deep rooted that education consists of academic culture, that schools exist to promote this culture, and that the more elegant the school-house is and the more artistic and beautiful it is made, the finer and the more impressive the culture which it represents and promotes. Marble and stucco, books, pictures, statuary, and decorative plants are provided to cultivate and minister to the aesthetic sense of the children. The sense they do not cultivate is a sense of the dignity of manual industry. A marble palace is a poor substitute for a shop or a piece of land. It may have its place in education, but its place is a subordinate and not an exclusive one.

What, then, does a city owe to its boys? First land for cultivation, where they may learn by experience some of the initial processes of that industry that underlies all other industries—the production of food; second, workshops where they may learn by experience those mechanical processes that underlie all constructive industry, real workshops, where a boy with a work apron and soiled hands would not feel out of place.

While, as I have said before, some cities have made a feeble beginning in providing opportunities for boys to play and to grow thereby, nowhere hereabouts have even beginnings been made at providing opportunities for the boys to work with their hands and to grow thereby. The so-called manual training is not the sort of work I am talking about. That is too scholastic and unnatural.

If the city owes these debts to the boys because it has deprived them of those natural opportunities which it is their right to possess and enjoy, it cannot begin too soon to pay them. It will cost money to pay them. It usually does cost to pay debts, and it is easier for the time to repudiate them. But these debts to nature are never outlawed and sooner or later must be paid with interest, and the interest accumulates rapidly.

The standing excuse for delay is that the city cannot afford it because it is already spending so much on schools. I have recently done some figuring to see how much the cities are spending on schools compared with expenditures for other municipal purposes, to see if the children are getting more than their share.

I have the story of one Massachusetts city. In fifty years its population has increased 390 per cent. Its property valuation has increased 565 per cent. Its total municipal expenditure has increased 2,577 per cent. Its expenditure for fire protection has increased 1,933 per cent; for streets, 2,531 per cent; for police protection, 11,023 per cent. and for schools 1,084 per cent.

I have the average increase of department expenditures in the six largest cities outside of Boston. They are as follows:—

Average increase in population,	429 per cent.
Average increase in expenditures for	
fire protection,	1,711 per cent.

THE PICTURE.

[Used through courtesy of The School Arts Book.]

"There's a pool in the ancient forest,"
The painter-poet said,
"That is violet-blue and emerald
From the face of the sky o'erhead."

So, far in the ancient forest,
To the heart of the wood went I,
But found no pool of emerald,
No violet-blue for sky.

"There's a pool in the ancient forest,"
Said the painter-poet still,
"That is violet-blue and emerald,
Near the breast of a rose-green hill."

And the heart of the ancient forest
The painter-poet drew,
And painted a pool of emerald
That thrilled me through and through.

Then back to the ancient forest
I went with a strange, wild thrill,
And I found the pool of emerald,
Near the breast of the rose-green hill.
—Frederick O. Sylvester.

PRESENT EDUCATIONAL CONDITIONS.

BY MRS. ELLA FLAGG YOUNG,
Chicago Normal School.

[In her notable report at the Los Angeles meeting of the N. E. A. on "Two Years of Educational Progress."]

Only a few years ago the thing that seemed to impress us most about our schools, colleges, and universities was their wonderful growth in size. The problem of the relation of the institution to the individual may not have been unrecognized, but there was little or no stress laid upon it. To-day it is this to which everybody is keenly alive: the right of the individual to demand that the process of his education shall minister to his fullest development.

The lines along which this problem has been directly attacked by the colleges are, roughly speaking, two. In the reports issued since 1905 from the older colleges, the experiments centre about the relation of student and faculty adviser; those from the co-educational institutions of the Mississippi Valley and the West add to this the development of the functions of men and women deans, it being a clearly-defined idea in this section that the deans shall hold a close personal relation to the student, although the intellectual element is not necessarily included in that relation. The term and the office of student adviser have been in a certain sense long established in Eastern colleges. At Harvard and elsewhere members of the faculty have been regularly appointed to exercise personal supervision and influence over the students in regard to their social and moral needs. The special interest attaching to the question at present is the shift in the viewpoint from which this relation is regarded. The change is best illustrated by the Princeton experiment, known there as the preceptorial system, in which emphasis is thrown upon the fact that while we send our young people to college that they may acquire a larger view of life, our more immediate intention is that they shall acquire scholarship which shall be an organic part of

that life. In the words of President Wilson, the object is to get the college instruction into the lives of the undergraduates. In each department of study each undergraduate who chooses the department is assigned to a preceptor, to whom he reports and with whom he confers upon all his readings in his courses. To inaugurate this system Princeton added over fifty to its instructional corps. The results of the first year's test have been summed up as follows: It has produced more and better work; it has systematized and vitalized study; it has begun to make reading men; and it has brought teachers and pupils into intimate relations of mutual interest and confidence.

In the autumn of 1905 the University of Chicago inaugurated a plan which, devised early, has been held in abeyance since the founding of the new university. Princeton's plan involves a program which is fundamentally educational; Chicago attempted a larger reach, which should include the student's social life as well. The educational element of such a system is, however, expensive, and Chicago, through lack of the necessary funds, "broke down"—in the words of one of the faculty—in putting into effect this side of the experiment. The fact invites the remark that the lack of appreciation in America of the need of a greater outlay of money in advancing the intellectual and spiritual side of education is the cause of the uneasiness extending over the country concerning the results of our educational system. In connection with normal colleges, high schools, and elementary schools, both the town and the neighborhood can see much more readily the necessity for a fine school building than for a fine school. The school building should be planned along artistic and sanitary lines, but the ornate should have no place in it; the school should be planned along lines that will deepen and enrich the powers of the children and students, but crowded classes and overworked teachers should not be found in it. It is not alone in Princeton and the great universities that money must be expended freely in order that students shall receive that individual help and guidance which they need in pursuing their studies. Money is quite as essential in the lower schools, in which, by a strange twist in the conception of educational life, the ideal seems to be the evolution of means by which the young can be trained in the largest possible masses. Popular education, like university education, is expensive. If we are to have either or both, let us insist upon an education that educates.

In connection with the problem of expense, the attention is perforce directed to the subject of the recent enormous gifts of money to the cause of education. Though probably not so intended, these gifts are performing the part of a mental ferment, out of which one truth, at least, emerges; namely, that these gifts, particularly with such conditions as that leaving the direction of the expenditure almost wholly to the giver, are a menace, because the giving seems much like a controlling of public opinion through bribery of judgment and, ultimately, through education.

THE YOUNG TEACHER'S PROBLEMS.—(III.)

BY M. E. SCHALLENBERGER, PH. D.,
San Jose, California.

EDUCATION THAT WAS NOT PRACTICAL.

This so-called practical knowledge is not education for life. It may put money into a man's coffers, opera and railroad tickets into his pockets, food into his stomach; but it cannot put understanding into his mind, appreciation into his soul, or happiness into his life. It gives him a cold, bony skeleton, ugly and forbidding, for his life philosophy, and develops abnormally the unesthetical, vulgar, brutal side of human nature. Every subject taught in school should be taught with this distinctly definite aim, namely, to best fit the individual for life in the world of nature, physical and human.

In the days of our grandfathers, perhaps the insistence upon the three "r's" as all-sufficient was warranted but that life is ancient history now; our grandfathers are nearly all beneath the sod. The home of that time was a very different home from ours of to-day. There the child was taught (as the family gathered about the big open fireplace during the long winter evenings) much of the beautiful literature of the Bible, and in many of the more cultured homes, the best to be obtained in other books of poetry and prose. There the little girl learned to sew and to do cross-stitch, and, where there was any talent at all manifested in the parent, to draw, and to paint, and to play upon some musical instrument. In sacred music the hymns, in popular music the old ballads and folk songs were learned and sung in family chorus. In the daytime out of doors the boys learned from their fathers to till the ground, to plant seeds, to care for and train domestic animals, and along with the strict utilitarianism of it all went the ethical training, the perhaps unconscious interest in growing plants, in the haunts of wild animals, both birds and beasts, and the love, so strong in childhood, born of care of animal pets. Then there was the making of things, the fashioning and mending of tools, the putting together of rude log houses of various sorts, the felling of trees, the shearing of sheep, the building of bridges and of stone and log fences, the chopping of wood, the drawing of syrup and the boiling of maple sugar,—the thousand and one things that had to be done in and about the home before the days of the differentiation of labor and the monopolization of special industries by the labor unions.

And the girls were taught by their mothers to cook, to polish the pewter and silver, to make their simple gowns, to patch quilts, to embroider, to spin flax, to card wool, to knit stockings. And through it all, subtly woven in, went an ethical and artistic training of no mean grade.

But to-day the home gives no such training. Our boys and girls are born into quite a different social environment, and we agreed, you know, that educating for life means the life of to-day. It is evident that education in the home has been cur-

tailed; if, then, our children are to be educated practically, if they are to be able to make the most of the natural and artificial opportunities offered them in this life, education in the school must be enlarged. What are the best materials? Reading? Yes, if along with the formal teaching of how to read goes that much more important training in what to read. Knowing how to read may or may not be useful. Comparatively few people to-day are called upon to read aloud (though it is an artistic and ethical training not to be neglected), but the cultivation of a taste in reading is as important a subject for consideration as any in the school curriculum. The study of literature, therefore, from the kindergarten to the high school, inclusive, ought properly to receive a big portion of the school hours, not so much, after all, for the acquirement of the facts actually learned in school, as for the purpose of creating a love for what is best and most worth knowing. This has sometimes seemed to me one of the most difficult aims to reach. A taste for any sort of reading, even when acquired by the child, is so apt to fly off at a tangent and run downward in its course. And then how hard one has to work sometimes to get up any enthusiasm at all, to get a voluntary interest, an interest first-hand in the material itself, not in the teacher's attitude toward it, nor in the credits to be won if the facts contained in a certain piece of literature are mastered. Suggestion has to be most delicate and subtle, and no end of patience is required often to get a child even started along the right path; though he may know very well how to read. This is how we regard it, yet the reading of poetry, of fiction, and sometimes even of biography, travel, and history is regarded by "the people" as unnecessary. We know, however, that the child who can content himself with a good bit of literature, let it be thrilling, if you like, such as Stevenson's "Treasure Island" or "The Tales of King Arthur's Court," instead of finding it essential to his happiness to go to the vaudeville show, is being practically educated.

Is dramatization as a means of teaching literature useful? Distinctly yes. Scenes from Shakespeare's plays, "Gareth and Lynette," "Hiawatha," "William Tell," "Sir Galahad," "Old Pipes and the Dryad," "Alice in Wonderland," Anderson's and Grimm's Fairy Tales, and hosts of other selections all lend themselves delightfully to dramatization. Dramatization gives vent to a certain desire for expression that can come in no other way, and it is only through and by means of expression that we act upon and are re-acted upon by environment. (Consider what a variety of modes of expression was offered to the children in the homes of our grandparents.)

Is manual training—hand training—of all kinds useful? Distinctly again, yes; but not for the reason usually advanced. We are not making carpenters, cooks, seamstresses, or printers. Manual

training is simply another means of expression. One's appreciation of form in the putting together of material is enormously strengthened by the very doing of it. It is the idea behind all that is wrought out through the hands that is valuable. The great mechanic is the architect, the great dress-maker is the modiste, the one who sees the proper relation between the human form and the materials for the gown, not the one who turns a seam most deftly or who hems a border most daintily. The modiste knows how to cut artistically. She knows how to put on the trimmings harmoniously. The boy who is taught to think out his own ideal structures rather than to pattern after a set copy, and the girl who cuts her patterns and plans her gowns to fit the special doll in case are better able to understand and appreciate all structures of a similar nature, and so to fit into and understand and appreciate the world in which they find themselves. A twelve-year-old boy who has never made anything in this way is not nearly so much impressed (should he some day be given opportunity to see it) with St. Peter's cathedral as if he had grappled with the problem of the expression of thought through materials. Just in proportion to the degree he has thought about and attempted this form of expression is he able to appreciate all thought of a similar nature.—Address.

HIGH SCHOOL NORMAL WORK.

BY DR. ANDREW S. DRAPER.

For a long time the state has maintained training classes for teachers in the high schools and academies. These classes are not intended to do the work of the normal schools. They are expected to provide limited instruction in pedagogical courses for beginners in such work who reside in their neighborhood. It often happens that students who begin in these classes acquire an interest in the subjects in which they have been drilled to an extent which leads them to go to the normal schools or to pedagogical courses in the colleges and universities. There are over 100 of these training classes in the better academies and high schools in various parts of the state. They are distributed under appointment by the commissioner of education, with some reference to the ability of the schools to care for them and to the convenience of intending students. The expense of these classes to the state is a little more than \$100,000 annually. The most fruitful, if not the most hopeful, source of good teachers for the district schools is found in the training classes. It is confidently believed that this agency for providing teachers for the rural schools will be ever increasing in its efficiency.

I like the teacher who shows me not merely where he stands, but how he got there, and who encourages and equips me to find my own path through the maze of books and the tangled thickets of human opinion.

—Henry van Dyke.

THE SONG IN MY HEART.

BY JAMES BALL NAYLOR, MALTA, OHIO.

I'm a troubadour twanging a lute
'Long the highways and byways of life;
I possess no mad thirst for the brute
Of the city—its traffic and strife.
I'm all unacquainted with wealth.
And the beauties and virtues of art;
But I'm blessed with the riches of health—
And the wealth of a song in my heart.

Though the blue sky above is my roof,
There's the brown earth beneath for my bed;
Though I'm hungry tonight—'tis but proof
That tomorrow I'll relish my bread.
I'm a vender of vagabond verse
Quite worthless—in whole or in part;
And with never a coin in my purse—
But the worth of a song in my heart.

My feet press the dew-sprinkled grass
Of the hedge-bordered byways at morn;
'Long the highroad at midday I pass—
Green-walled by the tasseling corn.
I'm a troubadour, careless and gay,
A mere stroller from mart unto mart;
And the toll that I promise to pay—
Is a bit of the song in my heart.

THE CITY PLAYGROUNDS.

[Omaha News.]

We are just waking up in the cities to the needs of public playgrounds for children.

What sort of citizens may we expect when children are brought up in the street? Will that sort of an education make the future man or woman strong in physique and in morals?

The city play centres, now being provided in several cities, especially solves the problem of what to do with children in vacation time. While in school the children are fairly well employed in the work and the play of the school. But when vacation comes many mothers who are burdened with household cares or who work for a livelihood can give little attention to their children. The children drift into the street and imbibe the atmosphere of the street.

The public playground, which has a tactful and sympathetic superintendent, offers the assurance to parents that proper conduct shall prevail on the grounds and that dangerous games shall be prohibited.

And the playground teaches children how to play.

Does that sound strange to you whose memory is of a happy childhood, and whose children have always known how to play?

If you will have closely observed some of the boys from eight to thirteen years of age in certain sections of your city, you will note that healthful play has had but little place in their lives. They lounge about and affect the manner of grown persons of their acquaintance. They are old before

their time—some of them are all too old in their knowledge of evil. They are abnormal. Their childhood has been twisted and warped. They have no disposition for innocent sport.

Nothing will do more to make men out of this sort of boys than to develop in them the natural love of healthy games.

And the same may be said of girls, who have less opportunity for vigorous and joyous exercise.

The city playground, it has been shown, takes these children, as well as those more fortunate, engages their eager attention, entertains them, and develops the natural desire for playfulness.

It is a cruel thing to rob a child of its childhood.

Those who live in the country, with its free, wide spaces and lack of vicious surroundings, can scarcely understand the city conditions under which many boys and girls grow up.

The public playground would justify itself alone upon the fact that it cuts out evil associations. But it does more than that. It changes harmful thoughts and habits into normal and healthful ones.

Philanthropists could do no better thing than to buy and endow the congested districts of the city playgrounds for the children. They are needed more than libraries.

MEDICAL INSPECTION.—(III.)

BY MASSACHUSETTS BOARD OF EDUCATION.

GENERAL SYMPTOMS.

Emaciation.—This is a manifestation of many chronic diseases, and may point especially to tuberculosis.

Pallor.—Pallor usually indicates anaemia. Pallor in young girls usually means chlorosis—a form of anaemia peculiar to girls at about the age of puberty. It is usually associated with shortness of breath; the general condition otherwise usually appears good. Pallor may also be a manifestation of disease of the kidneys; this is almost invariably the case if it is associated with puffiness of the face.

Puffiness of the Face.—This, especially if it is about the eyes, points to disease of the kidneys; it may, however, merely indicate nasal obstruction.

Shortness of Breath.—Shortness of breath usually indicates disease of the heart or lungs. If it is associated with blueness, the trouble is usually in the heart. If it is associated with cough, the trouble is more likely to be in the lungs.

Swellings in the Neck.—These may be due to mumps or enlargement of the glands. The swelling of mumps comes on acutely, and is located just behind, just in front and below the ear. Swollen glands are situated lower in the neck, or about the angle of the jaw. They may come on either acutely or slowly. If acutely, they mean some acute condition in the throat. If slowly, they are most often tubercular. They may also be the result of irritation of the scalp, or lice in the hair.

General Lassitude, and Other Evidences of Sickness.—These hardly need description, but may, of course, mean the presence or onset of any of the acute diseases.

Flushing of the Face.—This very often means fever, and on this account should be reported.

Eruptions of Any Sort.—All eruptions should be called to the attention of the physician. It is especially important to notice eruptions, because they may be the manifestations of some of the contagious diseases. The eruption of scarlet fever is of a bright scarlet color, and usually appears first on

the neck and chest, spreading thence to the face. There is often a pale ring about the mouth in scarlet fever, which is very characteristic. There is usually a sore throat in connection with the eruption. The eruption of measles is a rose or purplish red, and is in blotches about the size of a pea. It appears first on the face, and is usually associated with running of the nose and eyes. The eruption of chicken pox appears first as small red pimples, which quickly become small blisters.

A Cold in the Head, with Running Eyes.—This should be noticed, because it may indicate the onset of measles.

Irritating Discharge from the Nose.—A thin, watery, nasal discharge, which irritates the nostrils and the upper lip, should always be regarded with suspicion. It may mean nothing more than a cold in the head, but not infrequently indicates diphtheria.

Evidences of Sore Throat.—Evidences of sore throat, such as swelling of the neck and difficulty in swallowing, are of importance. They may mean nothing but tonsilitis, but are not infrequently manifestations of diphtheria or scarlet fever.

Coughs.—It is very important to notice whether children are coughing or not, and what is the character of the cough. In most cases, of course, the cough merely means a simple cold or slight bronchitis. A spasmodic cough, that is, a cough which occurs in paroxysms and is uncontrollable, very frequently indicates whooping-cough. A croupy cough, that is, a cough which is harsh and ringing, may indicate the disease diphtheria. A painful cough may indicate disease of the lungs, especially pleurisy or pneumonia. A long-continued cough may mean tuberculosis of the lungs.

Vomiting.—Vomiting usually, of course, merely means some digestive upset. It may, however, be the initial symptom of many of the acute diseases, and is therefore of considerable importance.

Frequent Requests to Go Out.—Teachers are too much inclined to think that frequent requests

to go out merely indicate restlessness or perversity. They often, however, indicate trouble of some sort, which may be in the bowels, kidneys, or bladder; therefore, they should always be reported to the physician.

The Teeth.—Unclean mouths promote the growth of disease germs, and cavities in the teeth are centres of infection. Pus from diseased teeth seriously interferes with digestion, and poisons the system. It causes a lowering of vitality, and renders mental effort difficult. Diseased teeth, temporary as well as permanent, are frequently the cause of abscesses, and should be carefully watched and treated.

Irregularities of the teeth, especially those which make it impossible to close the teeth properly, lead to faulty digestion, to mouth-breathing, and to other diseases and evils which an insufficient supply of oxygen produces.

The first permanent molars are perhaps the most important teeth in the mouth, and are the most frequently neglected, because they are so often mistaken for temporary teeth. (It should be remembered that there are twenty temporary teeth, ten in each jaw, and that the teeth that come at about the sixth year immediately behind each last temporary tooth—four in all—are the first permanent molars.)

The teacher should be on the lookout for pain or swelling in the face. When the child keeps the mouth constantly open, an examination of the teeth should be made. When symptoms of indigestion occur, or physical weakness or mental dullness are observed, the teeth should be inspected. It should be remembered that disease of the ears, disturbances of vision, and swelling of the glands of the neck may be caused by diseased teeth.

It should be known that decay of the teeth is caused primarily by the fermentation of starchy foods and sugars, and that the greatest factor in preventing dental caries is the removal of food particles by frequent brushing. Children should be prevented from eating crackers and candy between meals, and when possible the teeth should be cleaned after eating. Inspection of the teeth by a dentist should be made at least once in six months.

HOGGISH BUT TRUE.

The Ohio Educational Monthly points a good moral in a roundabout way:—

"The man upon the ladder saw a pig grunting about near the foot of the ladder and jumped to the conclusion that the pig was cogitating some mischief. Acting upon this conclusion, the man threw a brick at the pig, whereupon the pig bolted under the ladder, upset it, threw the man to the ground, and made off with all haste. The man picked himself up ruefully, looked after the fleeing pig, and exclaimed: 'I knew that brute was bent on mischief.' The moral of this story is that pigs and boys are not so much bent on mischief as some might think, but that they will try to escape a flying brick."

SUBTRACTION.

BY W. LAWRENCE MURPHY,
Master, Martin School, Boston.

It is at the present time quite generally believed by the best authorities on arithmetic that a great saving of time could be effected by the adoption of the "change" or complementary method of subtraction. By using this method the subject could be taught at the same time and by means of the same kind of presentation as addition.

The terms minuend, subtrahend, and remainder, as well as the numerous subtraction tables and combinations, are not necessary in teaching by this method, as the difference or complement is the result sought, and this idea is inherent in the simplest addition processes. As soon as the pupil learns $6'' + 3'' = 9''$ (six inches and three inches are nine inches),

$$7'' + 5'' = 12'', \\ 9'' + 5'' = 14'', \text{ etc.,}$$

he should also learn $6'' + ? = 9''$ (6 inches and how many inches make 9 inches?)

$$7'' + ? = 12'', \\ 9'' + ? = 14'', \text{ etc.}$$

The expression of the above in connection with the early work in addition should progress as follows:—

$$\begin{array}{r} 6 \quad 6 \quad 9 \quad 7'' \quad 7'' \quad 12'' \quad 9'' \quad 9' \quad 14'' \\ 3 \quad ? \quad 6 \quad 5'' \quad ?'' \quad 7'' \quad 5'' \quad ?'' \quad 9'' \\ \hline \end{array}$$

$$\begin{array}{r} 9 \quad 9 \quad ? \quad 12'' \quad 12'' \quad ? \quad 14'' \quad 14'' \quad ?'' \text{ etc.} \\ \hline \end{array}$$

This should be followed by numerous oral examples, with the expression shown in both ways, as follows:—

$$\begin{array}{r} 9 \quad 8 \quad 7 \quad 8 \quad 9 \quad 14 \quad 13 \quad 14 \quad 16 \quad 9 \quad 8 \quad 7 \quad 9 \quad 14 \\ ? \quad ? \quad ? \quad ? \quad ? \quad -9 \quad -8 \quad -8 \quad -9 \quad -5 \quad -5 \quad -6 \quad -7 \quad -5 \\ \hline 14 \quad 13 \quad 13 \quad 14 \quad 16 \end{array}$$

Then would follow larger minuends:—

$$\begin{array}{r} 26 \quad 25 \quad 27 \quad 28 \quad 29 \quad 26 \quad 26 \quad 33 \quad 35 \quad 37 \\ -4 \quad -4 \quad -4 \quad -4 \quad -6 \quad -7 \quad -8 \quad -8 \quad -9 \quad -9 \text{ etc.} \\ \hline \end{array}$$

and

$$\begin{array}{r} 62 \quad 52 \quad 73 \quad 75 \quad 87 \quad 93 \\ -8 \quad -7 \quad -6 \quad -7 \quad -8 \quad -9 \text{ etc.} \\ \hline \end{array}$$

The next step would be in connection with such examples as $42 - 24$ occurring in the third grade.

42 This is the first problem that involves any
24 difficulty for the beginner, a difficulty arising
— from the fact that subtrahend units are
18 greater than minuend units.

The pupil should be guided to say 4 units and 8 units are 12 units. Put down 8. Two tens and 1 ten are 3 tens and 1 ten are 4 tens. Put down 1, making the result 18. The teacher should see and understand that what is really done is as follows:—

Add 10 units to 2 units in minuend = 12 units.
4 and 8 are 12

Add 1 ten to 2 tens in subtrahend to offset the above addition, then:

3 and 1 are 4

52 After a little practice the digit names and the
—36 name of the number added (viz. "carried")
— may be omitted.

16 6 and 6 are 12 }
4 and 1 are 5 } 16

83 4 and 9 are 13 }
—24 3 and 5 are 8 } 59

?

This should be made very familiar by numerous

examples, such as:—

52	42	63	83	43	82	60	80	92	
—36	—27	—24	—56	—27	—35	—46	—39	—18	etc.
—	—	—	—	—	—	—	—	—	
?	?	?	?	?	?	?	?	?	

The next step will be comparatively easy:—

607	Operation:	
—213	3 and 4=7	} 394
—	1 and 9=10	
394	3 and 3=6	

Additional examples as follows:—

713	908	509	723	1252	1452
—495	—398	—223	—683	—647	—635
—	—	—	—	—	—
?	?	?	?	?	?
	1563	1183	1164	1074	
	—725	—828	—456	—558	
	—	—	—	—	
	?	?	?	?	

The pupil should be trained from the very beginning of his written work to check or prove his operation. It will be seen that in all the above examples he can readily check by adding the difference and the smaller number, which should give the larger.

Besides these abstract examples, a great many live problems dealing with real practical things should be given.

As the pupils (fourth grade) acquire a knowledge of decimals and United States money, many varied practical problems may be given involving the making of "change," such as:—

1. Buy a hat for 65c. Change from a \$1.00 bill?
2. Buy a dozen eggs for 27c. Change from $\frac{1}{2}$ a dollar?
3. Buy a cap for 60c., socks 25c., mittens 50c. Change from a \$2.00 bill?
4. Make change for \$1.00 when you owe 48c.; 55c.; 37c.; 68c.; 72c.; 85c.?
5. Make change for \$2.00, when you owe \$1.37; \$1.62; \$1.18; \$1.48; \$1.66?
6. Make change for \$5.00, when you owe \$1.48; \$2.75; \$3.10; \$4.46; \$4.72; etc.

\$3724.40	\$2658.27	2000	735.12
1457.37	982.75	1903.08	659.25
—	—	—	—
?	?	?	?

Much drill for accuracy and rapidity should be given. Pupils should be trained to subtract readily numbers placed horizontally, with the smaller above the larger, or otherwise disassociated.

- (a) Horizontal 262—87=?
 (b) Smaller above 63
 729

(c) Dis-associated.

Larger.	Diff.	Smaller.
262	?	87
349	?	146
126	?	78
575	?	318

The process of checking a horizontal subtraction and also in combining the processes of addition and subtraction are illustrated by the following examples:—

Larger.	Smaller.	Difference.
267—	183=	84
569—	342=	227
874—	530=	344
269—	127=	142
Sums	1979	1182
		797

Several numbers may be subtracted by one operation, thus:—

$$\begin{aligned} 1764 - (225 + 678 + 627) &= ? \\ 1276 - (167 + 380 + 575) &= ? \\ 1483 - (575 + 65 + 140) &= ? \\ 2127 - (1236 + 187 + 225) &= ? \end{aligned}$$

$$6650 - 2203 - 1310 - 1567 = 1570$$

or thus:—

34275
5264
2736
4371
1935
19969

It will be noticed in connection with the two preceding examples that, when there are several subtrahends, the sum of the subtrahend digits may be so large as to require the addition of 20, 30, 40, or more to the corresponding digit of the minuend. We must offset this by adding 2, 3, 4, etc., to the next higher column of the subtrahend. The last example above would be thus explained:—

16 and 9, 25	} 19969
2 and 19 and 6, 27	
2 and 21 and 9, 32	
3 and 12 and 9, 24	
2 and 1, 3	

The value of this method in making up monthly bank account statements is apparent in the following:—

Balance Jan. 1,	\$1650.40
Chk. Jan. 5,	175.30
" " 7,	40.75
" " 18,	173.40
" " 25,	127.50
Balance Feb. 1,	?

If the "making change" method of subtraction is thoroughly understood and facility in its use acquired, pupils can readily shorten the work in division by omitting partial products and recording remainders only, as in the following example:—

626.75 ÷ 27
23.21
27)626.75
86
57
35
27 contained in 62, 2 times
2 times 7, 14 and 8, 22
bring down 6; 86 ÷ 27, 3
3 times 7, 21 and 5, 26
bring down 7; 57 ÷ 27, 2
2 times 7, 14 and 3, 17
bring down 5; 35 ÷ 27, 1
Result 23.21

FARM ARITHMETIC AND FIELD INVESTIGATIONS.

(II.)

BY SUPERINTENDENT C. F. GARRETT,
 Sac City, Iowa.

SOME THINGS TO BE DONE THIS TERM.

1. If there are any loose boards on the fence around the school ground or on the steps or platform at the door, if the cover of the well needs fixing; in short if there is anything about the school premises that can be repaired by the use of hammer, nails, and saw, talk with the boys about it, get their ideas, and call for volunteers to bring the nails and necessary tools to school. Divide the honor of supplying these articles as far as possible among the boys and permit them to do the work. Do not tell them how to do it; do not dictate, but suggest, and then ask their opinion. They will be delighted with the responsibility.

The boy who fixes up things will not have a desire to destroy property afterward, nor will he per-

mit others to destroy it. You have taught the children a valuable lesson when you taught them in this way that public property belongs to them and that it is to their interest to take care of it. Attention to these external matters also commends the work of the teacher to the school officers and to the people of the community.

This is a good time for the boys to drive some stakes and make a guard around those poor, weak, little box elders and maple trees on the school ground. Have this matter attended to before the children begin to use the trees as "bases" in their games. There are few schools in which the pupils are so small that they will not be able to make a neat little set of shelves for the lunch pails. Boxes can be used to a good advantage for this, and the girls will be able to do the necessary sewing on the curtains.

Do not forget to have one or two "scrubbing bees" this fall, and let all the boys and girls over nine years of age stay after school and help. If you haven't tried it, you do not know how much fun it is.

2. The boys and girls who are going to have a corn plat next year ought to go into the field and select the seed before the middle of October. In selecting the corn, they should take the best ears from the best stalks and let the husk remain on the ear. If they want a large yield from the plat, it is best to pick and save the corn from stalks bearing two ears, if the ears are good. If one ear on the stalk is good and the other poor, they should take the good ear and discard the poor one.

It is very important to select seed from the best stalks as well as from the best ears. The size of the ear, its length and equal diameter throughout, the ear to be well filled at each end, its uniformity in habit of growth on the stalk, not too high or too low, are some of the qualities much to be desired in a variety.

After the seed corn is selected, the husks should be drawn back and tied together at the end. Then it should be hung outdoors five or six feet above the ground, in a place where the wind can strike it, and left there until it is thoroughly dry. After it is well dried, freezing will not injure it. When the seed corn is dry it should be hung in some dry, well-ventilated part of the barn, or in the house, and kept there until the testing time comes. Do not put it over a bin of wheat or oats. In the latter part of the winter this seed corn may be taken to school for the corn-judging contest and for testing.

Every farmer boy in the country ought to have an experiment plat next year. In some places this year the number of girls who were cultivating plats was greater than the number of boys engaged in the same work.

President Roosevelt has added 150,000,000 acres to the public forest domain. This places the nation under eternal obligation to him,

TALKS ON SCULPTURE.—(XX.)

BY LORADO TAFT.

Once upon a time there was a little boy named Luke who was determined to become a great artist. He had studied in school until he could read and write and do easy "sums," and then he was apprenticed to a goldsmith. While in this employ he learned to model and to draw, and this experience led him to choose sculpture as his profession. He was so ambitious and so in love with the art that he "did nothing but work with his chisel all day, and by night he practiced himself in drawing." Some boys like to draw, and some would rather be



CHILDREN PLAYING ON CYMBALS.

By Luca della Robbia.

whipped. Evidently he preferred the former, as the quaint old biographer continues: "This he did with so much zeal that when his feet were frozen with cold he kept them in a basket of shavings to warm them so that he might not be compelled to discontinue his drawings."

All of this was a long time ago—some 500 years, indeed, for Luca della Robbia was born in 1400—and I scarcely need add that his home was in that rare wonder-city of Florence. The boy who sat drawing, with his cold feet in a basket of shavings, was destined to do some beautiful work, which is known and prized everywhere to-day. He took the cheapest and humblest of all materials, ordinary clay, such as they find anywhere in digging wells or cellars, and converted it into exquisite sculpture—sweet-faced madonnas, darling babies, and splendid angels. These models he glazed and baked until they were as hard as crockery and as lasting as bronze. The galleries of Europe are full of treasured specimens of "Della Robbia ware," and one sees its blue and white in many of the churches of Italy. Its beauty and perfection make it as much sought after as marble sculpture. It seems an even more wonderful thing to take mere earth and convert it by the magic of genius into something so rare and valuable.

Luca worked, however, in other materials as well. He was an expert carver in marble, and made at least one pair of bronze doors. I spoke the other day of a second "singing gallery" which faced that one of Donatello in the grand old cathe-

dral of Florence. This was the work of Luca della Robbia, and plenty of time he put upon it; at least, it was begun in 1431 and not erected until 1440. It is the very earliest of his sculpture with which we are acquainted, and we can imagine how eagerly he toiled upon it and how impatiently he waited then for Donatello to get his gallery finished so that they might be seen together. No doubt each had his warm friends and each gallery its enthusiastic partisans, and discussion must have run high as to which was the finer work, but we need not choose between them. Both are very beautiful, and it is most interesting to see how differently two great masters treat the very same problem.

You will remember that Donatello covered his gallery front with a throng of merry dancing children. Della Robbia cut his space up into panels;

four in front, one at each end, and then another row of four more on the wall underneath, and these he filled also with children, exquisitely carved in marble. But he had the happy thought to make them illustrate the fine old Psalm about praising the Lord: "Praise Him on the psaltery and the harp," etc. So in each panel he showed a little group playing upon some special instrument. A few are dancing, and there are two or three groups which are singing—the most wonderful singers you can imagine—you can almost hear them. These little musicians are among the most popular things ever made by a sculptor. You will find casts of them in every civilized country in the world. Little enough did good Uncle Luca think of America when he was carving their pretty faces and graceful limbs!—Used by permission of Chicago Record-Herald.

MEMORIZING.

INFLUENCE.

One morn, from careless lips,
In thoughtless haste,
A harsh word fell.
By swift North wind 'twas quickly caught;
Scarce thinking of the harm he wrought,
Upon his blighting wing he bore
The thoughtless word from shore to shore;
Above the listening towers he flew,
Until, at night, the whole world knew
The sorry tale.

One morn, from smiling lips,
A glad song rang,
Of sweet good will.
The West wind heard the sweet refrain,
And quickly caught the lovely strain.
To suffering souls, by sorrow bowed,
Through lanes she flew, and the city's crowd,
With healing balm for error's wound,
Until at night, the whole world round
Could sing the song.

—Mrs. Belle Chase.

Let us take to our hearts a lesson—no lesson can braver be—
From the ways of the tapestry weavers on the other side of the sea.
Above their heads the pattern hangs, they study it with care;
The while their fingers deftly work, their eyes are fastened there.

They tell this curious thing, besides, of the patient, plodding weaver:
He works on the wrong side evermore, but works for the right side ever.
It is only when the weaving stops, and the web is loosed and turned,
That he sees his real handiwork—that his marvelous skill is learned.

—The Tapestry Weavers.

Govern the lips as they were palace doors, the king within,
Tranquil and fair and courteous be all words which from that presence win.

—Sir Edwin Arnold.

"Let us gather up the sunbeams,
Lying all along our path,
Let us keep the wheat and roses,
Casting out the thorns and chaff."

OUR THOUGHTLESS WRONGS.

Life's trials we could soften
If we'd only pause and think;
Tears would not flow so often
If we'd only pause and think.
Our skies would all be brighter,
Our burdens would be lighter,
Our deeds would all be whiter
If we'd only pause and think.

—Nixon Waterman.

—o—
"What shall I do lest life in silence pass?"

And if it do,
And never prompt the way of noisy brass.
What need'st thou rue?

Remember aye, the ocean deeps are mute,
The shallows roar.

Worth is the ocean—fame the fruit
Along the shore.

"What shall I do to gain eternal life?"

Discharge aright
The simplest duties with which each day is rife.
Yea, with thy might.

Ere perfect scheme of action thou devise
Will life be fled,
While he who ever acts as conscience cries
Shall live, though dead.

—Schiller.

—o—
I lift my heart up in the sun
To show thee all its song—
A morning nest of birds for thee
To whom the birds belong;
I lift it up; I bid it sing
Against the winds that throng.

—Josephine Preston Peabody.

—o—
If you think you've missed the mark,
Use a smile;
If your life seems in the dark,
Why, just smile;
Don't give up in any fight,
There's a coming day that's bright,
There's a dawn beyond the night,
If you smile.

—Selected.

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A. E. WINSHIP..... Editor

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WHAT THE SCHOOLS SIGNIFY.—(VII.)

FUNDAMENTAL PERIOD.—(III.)

Discipline is an important feature in this period. In the first two years of primary school, firmness and an even temper are the essential factors in a teacher. There are disagreeable conditions, but no serious problems in discipline. Before the fifth grade is passed the teacher who escapes such problems is most fortunate. Truancy, irritability, mischief, maliciousness, even "pure cussedness" may be present in the fifth or even in the fourth grade. No child is to be let out because of the difficulties he presents. He may be transferred, may be sent to a parental school or an industrial home, but he is not to be set adrift. The worse he is, the more he needs the help, the direction, the guidance of a better and stronger mind than his own. Impatience, irritability on the part of the teacher are ruled out. Her mission is to rescue, to save, to help.

When the boy has reached the limit of your endurance, and you would like to push him off into the great world-sea, remember that he is already drowning morally and dispositionally, that in his ugliness he is sinking, perhaps for the third and last time. Have you ever tried to save a drowning person? Have you succeeded? Have you failed? I have had both experiences, and I shall be haunted to the last by the face that went down for the third time.

A drowning person will take you down with him if he can. In his wild despair he cares not what becomes of the rest of the world. This is the real picture of that boy who has worn you out. If he

can cause you to lose your temper, to sink with him in the dispositional whirlpool, he will find satisfaction. But you must not do it. You are the life-saver.

I stood one evening on the parapet of the signal house of the famous live-saving station at Marquette, Mich., on whose beat are most of the wrecks on the Superior shore. The man on duty at that point was in a talkative mood. My companions plied him with questions. I learned more of the spirit and conditions of the service than ever before. Two facts that came out are especially applicable here. He had been reciting some of the terrible experiences of patrolling the wild coast in the fiercest weather, especially detailing the most terrific experience of that crew, when one of our party said:—

"Why, you take your life in your hand, don't you?"

"Always, we do that when we enter the service."

Somehow we felt that we were in the presence of one of the world's heroes, a man who had again and again braved every danger and discomfort for the life of an endangered sailor. The poetry was all gone when, a little later, he said, "I must wind the clock," and we saw him go inside the tower, take a key chained to a ring, and wind a clock so encased that he could not see the face, but it was set to the minute that it was wound. Then he told how, as one went out in the wildest night, climbing along the shore for four long hours, he had to make certain points where a key was encased and wind the clock that recorded the minute he was at that point. "These keys are changed frequently, sometimes four times in one week, so we can do no monkeying with our record," he said. Here are men who have sworn to take their lives in their hands, and have demonstrated again and again that they are ready to fulfil that oath to the last pulsation of their hearts, yet no end of schemes have been devised to make sure they will do their duty every half-hour of their midnight patrol.

"We all need it," he said. "We know as well as our chief that it is the only safe way."

Then I fell to meditating. Do we all need it? Is it possible that even a teacher whose life is consecrated to the saving of these boys, who has demonstrated her devotion again and again, does need prompting, lest in some unguarded moment she fail to report in patience, in good cheer, in wisdom, in discretion with the life-saving service for some refractory child?

Indiana has raised the standard for professional and permanent licenses, making the minimum marks eighty-five per cent. instead of seventy-five for a general average, and seventy-five per cent. instead of sixty for the lowest individual branch. Let the good work go on.

LONG LIVE LONG!

Nevertheless William J. Long is right, is all right. For years Luther Burbank was a nature fakir in the eyes of constituted authority on the science and art of horticulture. He said ridiculous things about plants, said he had seen and done things which no authority on horticulture had ever seen or done. He was a fakir, but he was all right just the same.

For years Jacob Riis was a reform fakir. He wasted his substance in the riotous use of postage in sending "How the Other Half Lives" to editors and publishers, who showed it to constituted authorities. College professors, preachers, aldermen, and policemen said they had never seen the horrors that he said he had seen, consequently he had not seen them, and was a fakir. Riis was right all the same.

Ben Lindsey was a legal fakir in the eyes of every lawyer—constituted authority—in Colorado. They had not observed the brutality of their own acts, but Lindsey was all right just the same.

Horace Mann was an educational fakir. Thirty-one of the thirty-two constituted authorities on education in Boston said they never had such ideas as he had, that his rhetoric was overdrawn, that he stretched the facts, and the majority of the preachers, lawyers, and doctors who were constituted authority said they had never taken his view of things, consequently he was a fakir. Horace Mann was right just the same.

Eighteen months ago, when William H. Langdon started in to investigate the graft and bribe giving and taking in San Francisco, a host of prominent men—the constituted authorities in San Francisco—published a manifesto saying that he was a fakir, and asking that his investigation be stopped. They had not seen the graft—said they had not—and therefore Langdon was a fakir, but Langdon was right just the same.

When Theodore Roosevelt set out to "bust the trust," the constituted authorities in oil, beef, iron, railroads, etc., captains of industry, pronounced him an industrial fakir. Grave and revered senators said he was a fakir in statesmanship, and pointed to his letters to Maria to show that his diplomatic style was not diplomatic. In that Roosevelt was all right just the same.

History repeats itself. William J. Long is just such a fakir as was Burbank, Riis, Lindsey, Mann, Langdon, Roosevelt, and every other man who has led a great movement for new ideas in plants and animals, boys and men.

You could have filled Everybody's to overflowing with eminent opinions against Burbank, Riis, Langdon, Lindsey, and Roosevelt, and they would have been worth every whit as much as the present "I never saw it," "I never thought it" of modern doubters.

Long is all right. Long live Long, who is doing more to preserve life in the wild than all the mu-

seum students and dooryard essayists who have ever lived.

Horace Mann said, when smarting under the sting of criticism, that he had lost much sleep and some reputation, but Horace Mann lives and will live as long as education needs reformers; so will William J. Long live while there are men who would rather see a wild animal writhe under a wound of rifle and javelin than to study the patience and affection in their domestic life. Long live Long!

SCHOOL GARDEN EXHIBITIONS.

One of the notable up-to-date features of the opening of the school year is the school garden exhibition. This does not of necessity represent gardens on the school grounds, as they may be, as in the case of Charles City, Ia., gardens in a nearby vacant space, or, as in multitudes of towns, individual work on home ground under the direction of the school.

In some cities each school is by itself in interest and exhibits as a school, as in East Saginaw, Mich. In some cases the city or town as a whole has an exhibit, the prizes being given both to schools and to individuals. In still others, as in many of the Central Western states, the county has an exhibition with prizes to townships, to schools, and to individual pupils, while in some, as in Massachusetts, there is a state exhibition. A brief account of this last is merely suggestive of the glory and delight of a state unit in school garden work. It must be remembered that this exhibition was held in Horticultural hall, Boston, an elegant building by itself, in which have been held as rare exhibitions of choice fruits and flowers as have been seen in America. In this hall, viewed by persons who are accustomed to the best, was the school garden exhibition of September, 1907.

There are many beautiful exhibitions in the Horticultural building in the course of the year, but none are more interesting than the one which represents the products of children's home and school gardens. At this annual display many boys and girls, all under sixteen years of age, were on hand bright and early to assist in arranging the things which their care had brought to their present stage of perfection. The flowers were lovely; so also were the eager faces of the little folks as they hurried here and there, filling vases, emptying baskets and hampers, or arranging crisp lettuce, tomatoes, squash, and cucumbers on platters. There were three particularly radiant children. They had a special reason for their smiles, and it was the remembrance of a delightful ride to the city in an automobile from Wellesley. They were thus favored by Mrs. R. G. Shaw, who maintains the South Natick gardens. The teacher was with the children, and they had more than fifty vases filled with pretty flowers. These were set off by quantities of white clematis, which grows in abundance about

the entrances to the garden, to the admiration of all passers-by. The social service department of the Ayer Woman's Club, the Reading Woman's Club, the Watertown Woman's Club, and the Melrose Woman's Club have all supported gardens, and what the children have accomplished in them made a really fine showing. The Tracy school in Lynn, which won the first prize last year, sent 300 specimens of flowers. The Cobbet school of Lynn filled three long tables with fine vegetables and flowers, including splendid specimens of cannas and rose mallow. The South End Industrial school, the Wellesley home gardens, and the Rogers school garden of Fairhaven were in competition.

A DANGEROUS PROFESSION.

Of all sad things thus far recorded, the worst is the following:—

"Gotebo, Okla.,—Because he attempted to whip a boy pupil, Perry Evans, teacher of a country school north of here, was assaulted here to-day by a number of male students and injured so that he died a few hours later. The young men, who admitted the assault, are under arrest. The act aroused intense indignation in the neighborhood."

There is no denying the fact that the atmosphere is so charged with resentment to physical punishment that a teacher never knows what may happen when he undertakes it.

I was visiting a school recently when a man teacher told a seventh grade boy to do something which the boy resented, and the lad swore at the teacher, who ordered him from the room, and when the boy refused to go, the man undertook to put him out and a tragedy was barely averted.

It is not a question of the right or wrong of corporal punishment, but of the possible consequences. Of course the court will sustain the teacher, but it is of no avail to Perry Evans, buried, what the court does to the pupils who killed him. These are serious times in which we live.

A MEMORABLE SENTIMENT.

In 1875 President U. S. Grant said: "The state or nation or both combined should furnish to every child growing up in the land the means of acquiring a good common school education." When the state cannot, does not, will not do it, the national government should.

"Need not retain incompetents in school," is the ruling of Judge Anderson of Washington, D. C., which will have far reaching consequences. It has been assumed that in case of tenure a superintendent must file and prove charges. "Incompetency" is a charge in which the school officials will largely be held competent to judge.

The loss of male teachers in the ranks is greater this year, absolutely and relatively, than ever before. Fortunately the weak ones have been eliminated. More of them appear to have had certificates by pull, and the new order of things hits them hard.

It is roughly estimated that 400 teachers from the Iowa common school system will this fall start their work in various towns of Washington, California, Montana, Idaho, Minnesota, Wyoming and other western states, while many others will find work in southern and eastern states.

Iowa meets with a distinct loss in the retirement this year of two of her most valuable public school men, J. B. Young, superintendent of Davenport, who has been connected with the schools for thirty-nine years, and O. C. French, superintendent of Easton for the past twenty-two years.

Cincinnati is not only to have one of the best high school buildings in the country, but it is to have one of the best locations adjoining the university campus. There are other up-to-date schoolhouses being erected.

There are nearly 3,000 college graduates from the United States in and about the Philippines who would not have gone there had we not come into possession of that part of the world.

Northwestern claims to be the sixth university in the United States. The order is this: Harvard, Chicago, Michigan, Illinois, and Minnesota.

The cause of education is dependent upon the university summer school for the toning up of the standards of those now in the service.

The South is making wise use of the Carnegie Foundation. It means more to the progressive institutions there than elsewhere.

It is almost ten years since the United States came into possession of the Philippines. How time does fly!

In no city in the country have the salaries of teachers kept pace with the other city departments in the last forty years.

The salary schedule in any city is from seventy to seventy-four per cent. of the entire school money.

Cincinnati has free text-books this year, as do all the schools of the county, for the first time.

The army and navy of the United States cost about \$180,000,000 a year. A terrible waste.

The Chicago schools cost \$11,500,000 for the year ending June 30, 1907.

Earning a salary is more important than getting it.

All in all the educational world is in a peaceful state.

Child labor often wrecks a girl's nervous system.

There are 460,269 teachers in the public schools.

Justice is heaven high above charity.

Fate is a fatal philosophy.

THE WEEK IN REVIEW.

AND NOW THE HINDU.

The latest object of race antipathy in connection with cheap labor is the British Hindu, or the Indian "coolie," as he is more familiarly known. In Jamaica he underbids even the low-priced and lazy negroes, and earns general dislike by his willingness to work for twenty-five cents a day. In the Transvaal he is ruthlessly discriminated against both by local custom and local legislation, in spite of the general policy of the imperial government. In San Francisco recently he pressed his claims to be admitted to American citizenship, but Attorney-General Bonaparte ruled that he was not eligible. At Bellingham, Wash., a mob of white men has driven the Hindus from the mills where they were employed, beaten and ill-used some of them, and forced them northward over the British Columbian line. All of which presents an awkward situation, for the Hindus are British subjects entitled to protection as such.

A RACE RIOT AT VANCOUVER.

At Vancouver the antipathy to cheap Japanese labor and to the increasing Japanese immigration, to which reference has already been made in this column, found violent expression on the night of September 7 in a fierce riot, during which Chinatown was raided, Japanese shops broken up and looted, and a number of Japanese thrown into the river. The rioting was renewed later, and the Chinese and Japanese were huddled into the Oriental quarter, which they had fortified as best they could against attack, and prepared to defend with hastily-purchased guns and ammunition. The local police were either unable to quell the disturbance or were indifferent, and the accounts of what took place read very much like accounts of a Jewish massacre at Odessa or Kieff, except that there was not loss of life, but there was the same indiscriminating ferocity.

A CONVENIENT PARALLEL.

This Vancouver riot was "a regrettable incident," and wholly deplorable from every humane point of view; but it furnished a convenient and instructive parallel to the anti-Japanese demonstrations at San Francisco. It will serve to calm those English critics who have been lecturing the United States for its treatment of the Japanese, for nothing has taken place in California at all comparable for violence with this affair at Vancouver. What is more important, it will serve to calm the Japanese at home and to make the Tokio government more moderate in its attitude regarding the anti-Japanese sentiment in California. England is Japan's ally, and the alliance is highly prized by the Japanese; but the Japanese government cannot consistently put on belligerent airs regarding the California demonstrations while it minimizes the far more serious outbreak at Vancouver,

DEAR COAL.

The price of coal always rises as autumn opens, but this year it is rising earlier and more rapidly than usual; and there are reports from Pittsburg sources which should be well informed that coal this winter will be dearer than ever before,—excepting, of course, during the great strike. At the same time, it appears from the figures compiled by the chief of the bureau of anthracite statistics of the United States that this year's production of anthracite coal will be the largest ever recorded. Why should there be such a combination of conditions as an exceptionally heavy output and exceptionally high prices? The answer is the familiar one,—a shortage of cars. It is hard for the average man to understand why the great railway managers of the country, knowing well in advance the conditions which are certain to exist each fall, do not make adequate provision for them.

WAGES AND FOOD.

Apropos of the prevailing high prices for food, the Bureau of Labor of the Federal Department of Commerce and Labor has just published some statistics which convey some slight comfort. The bureau makes a comparison of average food prices and average wages in 1906 with those of the decade from 1890 to 1899. From this it appears that the retail price of the principal articles of food, weighted according to family consumption of the various articles, was fifteen per cent. higher in 1906 than the average price for the decade mentioned. But, compared with the average for the same ten-year period, the purchasing power of an hour's wages in 1906, as measured by food, was 7.3 per cent. greater, and that of a full week's wages 2.4 per cent. greater,—the increase in the purchasing power of the week's wages being less than that of the hour's wages because of the reduction in the hours of labor. This shows pretty well for the wage-earner, but it does not relieve the situation for people with fixed incomes.

THE NEWFOUNDLAND AGREEMENT.

The publication of the new *modus vivendi* regarding the Newfoundland fisheries has stirred Premier Bond to new and heated objections to what he describes as "a disgrace to British diplomacy and a shameful sacrifice of the interests of the people of this colony." It is not quite clear why he should be so indignant, for in two points out of three the United States has made concessions from the conditions contained in the last *modus vivendi*. On behalf of American fishermen, the United States gives up the privilege of purse seine fishing and that of fishing on Sunday. But, in return, Great Britain concedes the right of American fishing vessels to hire Newfoundland fishermen, provided that it is done outside of the three-mile limit,

WHAT A CITY OWES TO ITS BOYS.

(Continued from page 285.)

Average increase in expenditures for streets,	2,317 per cent,
Average increase in expenditures for police protection,	3,656 per cent.
Average increase in expenditures for schools	1,535 per cent.

This increase in expenditures for police does not include the great expense of the courts and of the penal and reformatory institutions.

In the city first in the list for police expenditures increasing 11,000 per cent. in fifty years, forty years ago the city marshal in his annual report called attention to the increasing number of vagrants and truant boys and of juvenile criminals. Had that city then begun to safeguard the interests of the boys so that as their freedom was gradually restricted by necessary city ordinances public provision was made to supply opportunities for national and rational sports and occupations, there is no doubt whatever that the saving in police expenditures would have met all the cost of the preventive measures, while the saving of boys would have added untold values to the economic resources of the city.

If the financial burden upon Massachusetts cities is a heavy one, it is not because the expenditures for schools have been extravagant. The school committees have not kept pace with the other departments of the municipal government.

I have dwelt at length upon the city's debt to the boys on the physical and intellectual sides because the evidences of obligation there seem less clear; but city life interferes with the development of a healthy moral nature. On the moral side the city owes to its boys protection, restraint, and example—protection from enticements and suggestions to vice and crime; protection from open saloons, from gambling dens, from lurid bill-boards flaming with criminal and libidinous suggestions, and from low amusement resorts.

The boys are entitled to be taught by the firm hand of the courts a healthy respect for law, a regard for the rights of persons and property, the distinction between mine and thine. Much of the administration of justice has been feeble and vacillating, so that boys have mistaken leniency for encouragement. They have a right to be restrained for their own salvation. And they have a right in preparation for active citizenship to the example of a city administration that is clean, honest, business-like, public-spirited, broad-minded, progressive.

The National Bureau of Commerce and Labor has recently published a bulletin of state and municipal indebtedness. It shows how the debts of the cities of the country have increased at a constantly accelerating rate. It did not include their heaviest obligation—what they owed to their own boys. Had they paid this debt earlier, they might have owed less to other people.

There is an ancient story—classical scholars know it well—of a Theban boy who was cast out by his parents and left to die in the wilderness. Preserved by fate, he came back in after years, unknown and unknown, to become the slaver of his

own father, the incestuous husband of his own mother, and to bring down the wrath of the gods upon his native city.

Who shall write the new Aedipus, the tragedy of the modern city boy, for the Fates still live and remain inexorable?—The Social Education Quarterly.

LUNATIC'S WILL.

[By a man who was not wholly mad.]

That there are other riches beside mere gold and silver and worldly goods—riches that are the heritage of all—is brought out in the following striking will made by a lunatic. This remarkable document, drawn up in proper legal form by a man who died in the Cook county insane asylum at Dunning, Ill., recently came into the possession of Justice Walter Lloyd Smith of Elmira.

The will reads:—

I, Charles Lounsbury, being of sound mind and disposing memory, do hereby make and publish this, my last will and testament, in order as justly as may be to distribute my interest in the world among succeeding men.

I give to good fathers and mothers, in trust for their children, all good little words of praise and encouragement, and all quaint pet names and endearments, and I charge said parents to use them justly and generously, as the needs of their children may require.

I leave to children inclusively, but only for the term of their childhood, all and every, the flowers of the fields, and the blossoms of the woods, with the right to play among them freely according to the customs of children, warning them at the same time against thistles and thorns. And I devise to children the banks of the brooks, and the golden sands beneath the waters thereof, and the odors of the willows that dip therein and the white clouds that float high over the giant trees. And I leave the children the long, long days to be merry in, in a thousand ways, and the night and the moon and the train of the milky way to wonder at, but subject nevertheless to the rights hereinafter given to lovers.

I devise to boys jointly all the useful idle fields and commons where ball may be played; all pleasant waters where one may swim; all snow-clad hills where one may coast; and all streams and ponds where one may fish, or where, when grim winter comes, one may skate; to have and to hold the same for the period of boyhood. And all meadows with the clover blossoms and butterflies thereof, the woods and their appurtenances, the squirrels and birds, and echoes and strange noises, and all distant places which may be visited, together with the adventures there found. And I give to said boys each his own place at the fireside at night, with all pictures that may be seen in the burning wood, to enjoy without let or hindrance and without any incumbrance of care.

To lovers, I devise their imaginary world with whatever they may need—as the stars of the sky, the red roses by the wall, the bloom of the hawthorn, the sweet strains of music, and aught else they may desire to figure to each other the lastingness and beauty of their love.

To young men jointly, I devise and bequeath all boisterous, inspiring sports of rivalry, and I give to them the disdain of weakness and undaunted confidence in their own strength, though they are rude. I give to them the power to make lasting friendships, and of possessing companions, and to them exclusively I give all merry songs and brave choruses, to sing with lusty voices.

And to those who are no longer children or youths or lovers, I leave memory, and I bequeath to them the volumes of the poems of Burns and Shakespeare and of other poets, if there be others, to the end that they may live over the old days again, freely and fully, without tithes or diminution.

To our loved ones with snowy crowns I bequeath the happiness of old age, the love and gratitude of their children until they fall asleep.—New York Tribune.

OUR FIFTEEN LARGEST CITIES.

BY WALTER J. BALLARD.

According to Bulletin 71 of the Bureau of the Census our fifteen largest cities, from the standpoint of population, are:—

City.	Population.	Increase since 1900.
Greater New York	4,113,043	675,841
Chicago	2,049,185	350,610
Philadelphia	1,441,735	148,088
St. Louis	649,320	71,082
Boston	602,278	41,886
Baltimore	553,660	44,712
Cleveland	460,327	88,759
Buffalo	381,819	29,432
Pittsburg	375,082	53,466
Detroit	353,535	67,831
Cincinnati	345,230	19,328
Milwaukee	317,903	82,588
New Orleans	314,146	27,042
Washington	307,716	28,998
Newark	289,634	43,594
Totals	12,554,622	1,773,477

An increase in five years of nearly fifteen per cent.

SHOULD SCHOOL TEACHERS BE PENSIONED?

The Elkhart (Ind.) Review gives an account of the death and burial of one Sarah Elizabeth Johnson, aged eighty-two, who "died in poverty and obscurity." But one mourner followed her remains to the grave. Yet this woman was for thirty-five years a teacher in the public schools. No one could prevent her living to a great age and dying friendless, but is it fair that she should have "died in poverty"? What kind of a civilization is it that authorizes its government to pension even the "ninety-day man," but ignores thirty-five years of faithful public service rendered by a woman? Is the training of a gun, then, more important than the training of boys and girls? Surely the state does not really believe what its policy in this matter seems to indicate.

One Indiana newspaper adds insult to the injury done Miss Johnson by piously exclaiming, "But a life of sacrifice is not without its compensations even in this world, and in the world to come has its certain and adequate reward."—N. W. S. A., Warren, Ohio.

ELIHU BURRITT MEMORIAL.

The citizens of New Britain, Conn., are planning to erect a suitable memorial to their distinguished townsman, Elihu Burritt.

Fifty years before the first Hague conference was called, this Connecticut scholar was going up and down the world advocating a permanent international tribunal as the only adequate substitute for war. His plea for a "High Court of Nations" made at Brussels, at Paris, and at Frankfort, in 1848, 1849, and 1850, is familiar to many persons who are to-day promoting the Interparliamentary Union and other agencies for a better international understanding. It is this international character of Mr. Burritt's services which the people of New Britain seek to commemorate and toward which the many nationalities represented in the population of this city are contributing.

Mr. Burritt's services in behalf of better popular education, of the emancipation of the slaves, and of other domestic reforms were signal, but it was as a pioneer in the effort to bring the nations into closer relations by means of a cheaper ocean postage and the establishment of an international tribunal that his services were most distinguished. It is for this reason that the committee ventures to ask the co-operation of all persons interested in any or all of Mr. Burritt's varied activities.

It is natural that this memorial should be erected in his native town, though his work had far more than local or temporary significance and seems to demand, at this era of the world, wider recognition than it could receive from the people merely of his own town or state.

All contributions, however slight, will be gratefully appreciated as expressions of interest, and may be sent—in any form most convenient to the sender—to the treasurer, George S. Talcott, New Britain, Conn.

COME INTO THE OPEN.

In the old school there were two forms of punishments, flogging and what we small boys used to call "tongue-lashing," "scolding," or "preaching," according to the bitterness of the application.

The "flogging" we did not object to. It was usually deserved, and was not savage. There was no doubt as to whom it applied. The boy himself had a realizing sense of the personality of the guilty one. Neither did the school question the identity of the criminal. The teacher's meaning was marked and emphatic.

In the "tongue-lashing" it was not so. The teacher did not come out and fight "in the open." We thought he sneaked or skulked. He did not name the culprit, but scolded about the thing done or left undone. Some one had "cribbed"; somebody had written a note; some fellow had made undue noise; one had been profane; another had been impudent to his superiors, and so on through the countless faults to which schoolboys are prone. This general onslaught made us mad. We could not tell who was meant. "Did he mean me?" was the question in every mind. "I have done no wrong. Why should I be 'lashed'?" We said the teacher is cowardly. Let him tell who he means.

Now, I had something of the same feeling in reading Mr. Greenwood's article on "Hog Psychology." He scolds somebody's methods, or notions, or beliefs, or systems. We say as of old, "Come out into the open." Point out, not the man, but the method, the humbug, the fraud, that you are attacking. Let us know whether it is a windmill or a giant. Let us know what delusion you are tilting against. Then the advocate of the delusion will have a chance to fight back.

W. J. Corthell.

Calais, Me., September 10, 1907.

THE ACADEMY.

The high school is the glory of our country, there is no doubt or question about that, and it has its legitimate place. It fulfills the need of the large village and the cities, but what of our great rural localities? What of the boys in the city who are swallowed up in the sweep of our rapid life, lured away from the thoughts of an education by the desire to make money, but finding themselves at the age of nineteen or twenty or thereabouts, a number of years out of school, fully awakened intellectually, but yet it is out of the question for them to return to the village or city high school? What, too, of those parents, who, well-to-do, find serious objection to the city or the village high school and send their children away for this reason? What, too, of those parents who dare not put their boys into the full liberty that life in college now allows, and so wish for some intermediate trial of the youth, that they find in the academy or preparatory school?

Very faithfully,

Principal W. E. Sargent,
Hebron, Me.

BOOK TABLE.

LOOKING FOR TROUBLE, A SCHOOLMASTER'S STORY. By William McAndrew, principal Girls' Technical high school, New York city. Syracuse, N. Y.: C. W. Bardeen, publisher. Cloth. Price, 50 cents.

Every schoolmaster should read this story. It will not take more than an hour and it will put a lot of iron into your blood. It is a story out of Mr. McAndrew's own experience and observation. It is written because the author thinks that the reason there are not more men in the profession is because of the lack of attractiveness for men of spirit and pluck, that so many men think that they must dodge trouble if they are schoolmasters. He thinks that looking for trouble makes a man manly. Here are a few of his sentences: "When men revile you . . . rejoice and be exceeding glad. You are blessed. Congratulate yourself." "What is more deadly than the typical?" "So long as nobody criticises you that's a sign you are typical." "Nobody throws clubs at barren trees. It's only at those with good, juicy fruit on them. When someone begins to revile you, that's a sign you're bearing fruit." "Every time you butt your head against a stone wall it starts your brain a-working." "Never shun trouble. Look for it. Go out and hunt for it." "The typical man is too lazy, is too much of a coward to do it." "I never was in a canoe. I've always been looking back to where I came from—not ahead at all." The raps at McGill are great. They are severe, almost brutally severe, but they are needed. It would have been a much more satisfactory story if Ware had stayed in the schoolroom and fought for his manly independence as a teacher instead of going out into law. An incident in a woman teacher's life has always interested me. I'd like to weave it into a story. A superintendent said to his primary supervisor: "Have you heard that Miss Gay dances?" "Yes." "Will you speak to her about the advisability of her giving up dancing?" "Yes, if you will advise Miss Prudely to take lessons in dancing." And the superintendent laughingly said: "Well, it would do her good."

METHODS IN TEACHING, BEING THE STOCKTON METHODS IN ELEMENTARY SCHOOLS. By Rosa V. Winterburn. Including a chapter on Nature Study, by Edward Hughes. New York: The Macmillan Company. Cloth. 355 pp. Price, \$1.25, net.

I have often visited the Stockton schools and have seen there many of the best methods in my experience. There are a few cities from which I have learned more than from all others. There is good work in practically every city in the country, but much of it is by way of "perfecting amendments," as it were, taking schemes, methods, devices, that are quite general and applying them with attractive personality, while occasionally there is a combination of leadership, inspiration, and genius for detail on the part of superintendent or supervisor, principal and teacher, that sets an entirely new pace. James A. Barr, Rosa Winterburn, and some principals and many teachers from long association in a common work in Stockton supplied all needed conditions. Some years ago, at least eight, I began telling on the lecture platform and in the Journal of Education of some matchless methods and results in Stockton, notably in teaching English. The Stockton exhibit at the St. Louis Exposition received more attention, probably, than that of any other city. At least I heard more of it. Those who read the Journal of Education or have heard its editor "talk schools" know how fully he believes in "making the good contagious," as George Howland used to put it. He has studied schools and "methods of teaching" in more than one thousand cities and towns scattered through practically every state in the Union, in recent years, while to a lesser extent he has studied schools all over the country for more than a third of a century. He never steps inside a school room as a formality but with a purpose to learn something, hence it ought to signify something when he says that Stockton methods of teaching have been among the most appreciated, the most used by way of commendation, and the longest remembered. To him, therefore, this book probably means more than to any one else not identified with the city. It is in no sense a disappointment. True, many of these methods are not new now as they were when he first saw them, and the best features do not appear of as striking interest when mingled with so much matter as they did when they were worked out with the children them-

selves, but this is, entirely aside from these associations, as good a book of methods for application by any teacher as any book that has appeared, to put it mildly, and we commend it most heartily.

ROY AND RAY IN MEXICO. By Mary Wright Plummer of the Pratt Institute Library school, New York. New York: Henry Holt & Co. Cloth. Illustrated. 403 pp. Price, \$1.75, net.

A travel book on Mexico, specially designed for youthful readers, but not exclusively so. Yet it does not pretend to be anything like a guide-book of Mexico, or a history of that interesting land. It is rather the record of an actual journey by a couple of intelligent and wide-awake boys in the company of one who registered the things that specially interested them. It is a capital boys' book, into which they are likely to burrow hour after hour. The illustrations are also of the choicest as well as the descriptions. Certainly "Roy and Ray" will help many an untraveled lad to know something interesting about the country that edges upon our own, and yet is so very different from it in many ways.

MERIMEE'S CARMEN AND OTHER STORIES. Edited by Edward Manley of the Englewood High school, Chicago. Boston: Ginn & Co. Cloth. 251 pp. Price, 60 cents.

Merimee is acknowledged an eminent French author. He had the honor of an election to the French Academy. His story of "Carmen" is at once romantic, powerful, and pathetic. The gypsy girl's life is seen in a very different setting by reading the story from that which appears in the dramatic rendering. "Les Bohemiens" and other stories make up the text of the work. The editor gives a brief but valuable resume of the author and his tales, annotates the text skillfully, and adds an extended French-English vocabulary.

GUIDE TO ARITHMETIC. By R. G. Russell, B. S. Ironton, O.: Published by the Author. Cloth. Price, 65 cents.

This book is invaluable to any teacher who is lacking in the arithmetical intuition, in adequate preparation for the unexpected in problems, or is rusty in the difficulties of arithmetic. I do not know where else one can find as clear-cut explanations, as present help in time of trouble as in these pages. There is no needless material, no space filling, no padding. Mr. Russell knows precisely what causes trouble and removes the cause of trouble. Anybody can solve any kind of an arithmetical problem if he will carefully master, as he can readily do, these one hundred pages.

BALDWIN'S AMERICAN BOOK OF GOLDEN DEEDS. By James Baldwin, author of "Old Greek Stories," etc. With illustrations. New York, Cincinnati, and Chicago: American Book Company. Price, 50 cents.

This is a collection of stories of deeds of unselfish heroism and devotion performed by Americans on American soil. Many of the doers of these deeds are children, or men and women in the humbler walks of life; and while several of the stories will be recognized as old favorites rewritten, the most are comparatively new and unfamiliar to young readers. The acts of heroism are various in character, and of different degrees of merit, ranging from the unpremeditated saving of a railroad train to the great philanthropic movements which have blessed and benefited all mankind. Stories of doing and daring have always a fascination for young people, and when to these is added the idea of a noble underlying motive the lessons taught by them cannot fail to be in the highest degree beneficial. The book is attractively illustrated.

BOOKS RECEIVED.

"Practical Nursing." By A. C. Maxwell and Amy Elizabeth Pope. New York: G. P. Putnam's Sons.
 "Youth, Its Education, Regimen and Hygiene." By G. Stanley Hall. — "Evolution and Animal Life." By David Starr Jordan and V. I. Kellogg. Price, \$2.50. New York: D. Appleton & Co.
 "Memory Gems for School and Home." Arranged by W. H. Williams. Price, 50 cents. — "Day by Day in the Primary School." By Alice Bridgman. Price, \$1.25. New York: A. S. Barnes & Co.
 "The Story Reader for the Second Year" By J. A. Bowen. New York: Globe School Book Company.
 "Home Life in All Lands." By Charles Morris. Philadelphia: J. B. Lippincott Company.
 "The Little Water Folks." By Clarence Hawkes. Price, 75 cents.
 "Afield with the Seasons." By James Buckham. Price, \$1.25.
 "Dorothy's Rabbit Stories." By Mary E. Calhoun. Price, \$1.00.
 "Fables in Feathers." By S. Ten Eyck Bourke. Price, \$1.00.
 "The Pure Gold of Nineteenth Century Literature." By William Lyon Phelps. Price, 75 cents. New York: T. Y. Crowell & Co.

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No. 4

272 pages. 50 cents net

This book solves the difficult problem of how to deal with boys' changed and changing voices. The bass clef is introduced in a natural manner, with easy attractive melodies written in the bass. This book not only holds, but increases the interest in music, which so often lags in the closing years of the grammar school. There are 150 songs, 75 of which are arranged in three parts. The accompaniments to all songs are published in a separate book for piano.

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This book meets the need of a book for general assembly singing in the grammar grades. The selections are well chosen and the arrangements not too difficult for grammar school use.

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EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

- October 17-19: Vermont State Teachers' Association, Burlington, Vt.
 October 17-19: Northwestern Iowa Teachers' Association, Cedar Rapids, Iowa.
 October 17, 18, 19: Rhode Island Inst. of Instruction, Infantry Hall, Providence, R. I.
 October 18: Connecticut State Teachers' Association, Hartford and New Haven.
 October 18-19: New Hampshire State Teachers' Association, Concord.
 October 24-25-26: Maine State Teachers' Association, Bangor.
 November 8: New England Association of School Superintendents, in Latin School Hall, Warren avenue, Boston.
 December 26, 27, 28: Montana State Teachers' Association, Missoula.
 December 31-January 1, 2, 3, 1908: Colorado State Teachers' Association.

NEW ENGLAND STATES.

MAINE.

YARMOUTH. Herbert S. Hill of Westbrook, an alumnus of Bowdoin College, class of 1905, has been elected principal of the Yarmouth high school. He has been principal of the high school in Cornish since his graduation.

NEW HAMPSHIRE.

PLYMOUTH. Newton Dexter Clark, formerly of the Plymouth high school, has been selected to teach in the Boston Latin school the coming year. Mr. Clark is a native of Alstead, N. H., and is thirty-five years of age. He graduated from Dartmouth in the class of 1895, and has taught at Ludlow, Vt., Mendon, Mass., Peterboro, N. H., and for the last six years has been principal of the Plymouth high school.

The Plymouth high school opened September 3 for its twenty-fifth year with the following faculty: Charles L. Wallace, A. B., Bates College, principal; Mary L. Mudgett, Wellesley College, first assistant; Florence A. Kathan, A. B., Mount Holyoke College, Greek and Latin; Edith H. Barnes, modern languages; S. Thorndike Keniston, B. L., Smith College, English; Florence M. Andrews, Tufts College, commercial branches and mathematics.

ROCHESTER. Andrew Jackson of Littleton, Dartmouth, '03, was elected superintendent of schools at a salary of \$1,000, in place of William H. Slayton, resigned. For the past two years Mr. Jackson has been sub-master of the Rochester high school, and last June was elected sub-master of the Nashua high school.

LEBANON. William H. Slayton has been appointed superintendent of schools in the Franklin and Penacook districts, taking the position occupied by H. C. Sanborn, who goes to Massachusetts. Mr. Slay-

ton is a well-known teacher, a graduate of Lebanon high school, 1897, and of Dartmouth, '01, and has since taught here and in Rochester.

MASSACHUSETTS.

AMHERST. The state college will celebrate its twenty-fifth anniversary on October 25. It will be one of the most notable events in the educational experiences of the town. President Kenyon L. Butterfield is doing things all the time, and they are new things and good things.

BROOKLINE. The number of changes in teachers is unusually large, but Superintendent George I. Aldrich has taken occasion to raise the scholarship standard by selecting the new teachers from those of broad education as well as good experience.

ROCKLAND. Francis L. Smith, for the past four years principal of the Rockland high school, has resigned to accept a position in the Girls' English high school in Boston. Mr. Smith is a graduate of Colgate University.

DUDLEY. Nichols Academy opened September 10. Miss Marcia Smith and Miss Sarah Benson have been re-engaged for the coming year. The academy buildings, including the inn and library, are soon to be equipped with electric lights.

MIDDLE ATLANTIC STATES.

NEW JERSEY.

JERSEY CITY. Matrimony has been in an unusually active state this year and so late was the situation in developing that Superintendent Snyder was forced to fill many vacancies created in the last days of the vacation. The number was sixteen—sweet sixteen, let us hope.

NORTHWESTERN STATES.

MONTANA.

BOZEMAN. Professor Fred Smith Cooley of the Massachusetts Agricultural College has accepted an appointment as supervisor of farmers' institutes in Montana. The office is a newly-created one. The work has been done heretofore by the director of the Montana Experimental Station. It grew to such an extent, however, that the legislature at the last session created a special office and appropriated \$7,500 to carry on the work. Professor Cooley's duties will be to co-operate with farmers' clubs, agricultural associations, and horticultural societies throughout the state, and to prepare programs for their meetings, select speakers and arrange for farmers' meetings. During the fall he will be in the field serving as chairman of the institute meetings, and in the winter he will prepare a report of his work, presenting in popular form the transactions of the year.

WOULDN'T TELL.

"Can you keep a secret?"
 "I am as silent as a tomb."
 "I need to borrow some money."
 "Don't worry. It is as though I never heard it."—Silhouette.

The American Social Science Association.

The American Social Science Association held its meeting in Buffalo, New York, beginning Wednesday, September 11. The officers are: John Huston Finley, LL. D., New York city, president; Hon. Frank B. Sanborn, Concord, Mass., honorary president; Hon. Oscar S. Straus, LL. D., Washington, D. C., first vice-president; Isaac Franklin Russell, LL. D., 120 Broadway, New York city, general secretary; William C. Le Gendre, 59 Wall street, New York city, treasurer.

The opening session and all general meetings were held in the auditorium of the Buffalo Historical society in Delaware park.

Wednesday evening, at 8 o'clock, address of welcome, by Mayor Adam of Buffalo; introductory address, "The American Executive," by Dr. John Huston Finley, president of the association.

Thursday morning, department of social economy, John Graham Brooks, chairman; John Martin, secretary; general topic for discussion: "Is Socialism a Threatening Calamity?" "Labor Legislation, National and International," by Dr. A. F. Weber of the New York state department of labor, secretary of the American Association for Labor Legislation; "Industrial Democracy at Home and Abroad," by John Martin, secretary of the department of social economics; "International Socialism; Its Aims, Methods, and Progress," by W. J. Ghent, author of "Benevolent Feudalism," "Mass and Class," etc.

Thursday evening, department of jurisprudence, Hon. Charles Bulkley Hubbell, chairman; Isaac Franklin Russell, LL. D., secretary; introductory remarks by the chairman; address, by Hon. Charles B. Wheeler, justice of the New York supreme court; address, by Hon. Martin W. Littleton, New York city.

Friday morning, address, "Policies, Reaction, and the Constitution," by Frank Hendrick, author of "Railway Control by Commission," "The Power to Regulate Corporations and Commerce," etc.

Friday evening, department of education and art, Samuel T. Dutton, chairman; Paul Monroe, secretary. Hon. Henry P. Emerson, superintendent of public instruction, will preside. "The Relation of Public Education to the Peace Movement," by Henry P. Emerson; "The Relation of Teachers to the Cause of Peace," by Mrs. Fannie Fern Andrews, secretary of the Association of Collegiate Alumnae, Boston, Mass.; "The Relation of College Men and Women to the Peace Movement," by Rush Rhees, LL. D., president of Rochester University.

Saturday morning, Dr. John H. Finley, president of the association, presided. Introductory remarks, by Dr. Finley; "Education for Peace, in Its Ethical Relations," by Clarence F. Carroll, superintendent of schools of Rochester; "The Peace Teaching of History," by J. N. Learned, Orchard Park, N. Y.

All persons interested in the topics under discussion, whether members of the association or not, were cordially welcomed at the sessions of this body.

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Pilgrims and Puritans.

I must not close without a few words regarding the service which Holland has rendered to liberal religion in America. Of course much such service has been rendered through the writings of her scholars and thinkers; for perhaps nowhere have the books of such leaders in liberal thought and scholarship as Kuenen, Scholten, and Tiele met with a more appreciative reception or exerted greater influence than on this side of the Atlantic. But this is not all. Americans can never forget that the first settlers of New England, the Pilgrim Fathers who landed at Plymouth, were for twelve years given a home and kindly protection in Holland, after they had been driven by persecution from England, and before they set sail for the far-off new world. Nor can the Unitarians or any who love civil and religious liberty ever forget the legacy of liberty, breadth, and tolerance which they brought with them from Holland and conferred upon their descendants here. Nothing in American history is more noticeable than the contrast in spirit between these Pilgrims who came over in the Mayflower to Plymouth, after having been at school in the tolerant, liberty-loving Netherlands, and the Puritans, who came over later, directly from intolerant England, and settled farther north in the Massachusetts Bay colony. The spirit of intolerance sprung up early in New England and bore bitter fruit. Many who in their old home had been persecuted became in their new home themselves persecutors. But it was the Puritans who came direct from England who did the persecuting. The Pilgrims, who brought with them the influence of Holland, did not persecute,—neither did they nor their descendants.

Nor was this all. The liberal spirit which they had gained (John Robinson had in earlier life been a student in Leyden University) they carried into the very constitutions of their churches. They did not bind themselves together with creeds, but with covenants, and covenants so broad and liberal that they left the way open for new light and progress. Much of the later Unitarianism of New England traces itself back to the men who came from Holland, either in the first Mayflower company or during the next five years. The Plymouth church itself is now Unitarian, and has found no occasion to lay aside or change its old first covenant. How far the candle of soul-liberty, lighted in Holland, has shed its beams!—Rev. T. J. Sunderland, in *Christian Register*.

American Press Tribute to the Hague.

In a room hung with white-bordered American flags at the rooms of the association for International Conciliation in New York there was exhibited for the first time a volume of clippings from 4,800 American newspapers about the first National Arbitration and Peace Congress, held in New York, April 14, to 17, which is the largest volume of the kind ever made. The clippings which were collected to show the unanimity of national interest in the work of the association, would make a single column two and one-quarter miles long. The book will be shipped to Mr. Hayne Davis, secretary of the Association now at the Hague.

From 33,000 clippings gathered by Burrelle, who also prepared the book, 11,477 clippings were selected by the association for permanent preservation. Among these are to be found many articles published by the *Journal of Education* relating to Peace Congress. These were then pasted upon parchment bristol boards, which when bound made a book of 1460 pages weighing 350 pounds. The book is one foot thick, 22 inches high and when open extends five feet. The items were divided into sections according to states, in alphabetical order of cities. This is a greater scrap book than the famous Dewey Album now in the Smithsonian Institute.

Normal Methods in Music.

The American Institute of Normal Methods held its two summer sessions as usual at the New England Conservatory of Music in Boston and at the Northwestern University, Evanston, Ill. This is not only the oldest summer music school in continuous session for seventeen years but it has never varied from its custom of having one of its sessions in New England (Boston or Providence) and the other in or near Chicago. It has always been consistently a school by

specialists, for specialists, has always had the enthusiasm and glow of expert leadership. It was the privilege of the editor of the *Journal of Education* to be a speaker at each of the early sessions of the Institute, having the address at the closing exercises on several occasions so that he knows from experience of the order of those in attendance as well as of the devotion of the leaders. Mr. Edgar O. Silver has been the president of the Institute from the first and has given expert attention to the preparation of the programs and has almost invariably been in attendance. This year Mr. William M. Hatch has been manager of the Eastern school and Mr. Frank D. Farr of the Western.

MISUNDERSTOOD.

The American small boy's mamma sent him to kindergarten in the Canadian city where he was visiting. All the exercises delighted him, but closing-day sent him home in excitement. "They sang, mother, and played games, and then every one stood up and sang, 'For God's Sake, Save the King!'"—*Harper's Monthly Magazine*.

The recent plucky attempts to swim the Channel prove that there are still plenty of Heroes, but that Leanders are scarce.—*Punch*.

A Sweeping Victory for ISAAC PITMAN SHORTHAND

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At the great International contest for **SPEED and ACCURACY** in shorthand writing, held at Boston, March 30, 1907, under the auspices of the Eastern Commercial Teachers' Association, Miss Nellie M. Wood (Isaac Pitman writer) carried off the Egan International u. p. and Sidney H. Godfrey (Isaac Pitman writer) again won the Miner Gold Medal.

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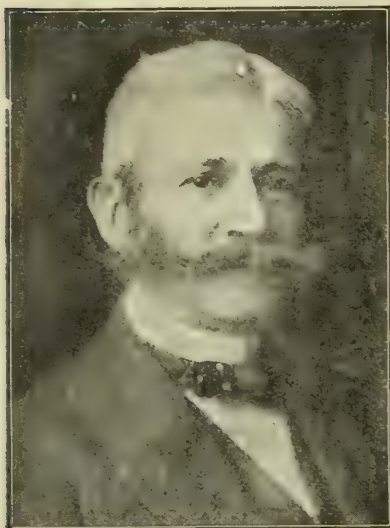
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THE WEEK IN REVIEW.

(Continued from page 297.)

and guarantees them exemption from interference for so doing. It is this which irks Premier Bond.

DUE NOTICE OF WAR.

The Peace Conference at The Hague, sitting in plenary session, has reached an agreement upon one important matter. This is the giving due notice of hostilities. The rules adopted provide that the contracting Powers agree that hostilities must not begin without previous unequivocal notice having been given, either in the form of a declaration of war, or of an ultimatum, with a conditional declaration of war. The rules provide also that a state of war must be notified without delay to neutral powers, the effect for the latter beginning after they receive notice. The general acceptance of these rules would prevent any such unceremonious beginning of war as that on the part of Japan, when the Japanese fleet swooped down upon the Russian ships in Korean ports and sunk them without warning.

RIGHTS AND DUTIES OF NEUTRALS.

The conference also adopted rules defining the rights and duties of neutrals in time of war. Neutral territory is declared inviolable. Neutral states may defend their neutrality by force, without their doing so constituting an act of war. Belligerents cannot establish wireless telegraph stations or other means of communication with belligerent forces on neutral territory. Volunteers cannot be enlisted or a body of combatants formed in neutral territory. The exportation of provisions from neutral states and the transport of provisions for belligerents are forbidden. Prisoners who escape to a neutral state, if recaptured by troops, must, after having asked refuge in a neutral state, be set free. These are wise and necessary provisions for restricting the area of war. There was a sharp difference of opinion between England and Germany at one point. Germany maintained that neutrals must take no part in war; England would allow the employment of neutrals in warfare when the laws of a belligerent state permit it. This matter was

recommitted for further consideration.

College Notes.

Examinations for admission to Wellesley College will be offered in September as heretofore. In general these examinations are open to those candidates only who propose to enter the current September. The examination dates will extend from Tuesday morning, September 27, and will cover the freshman admission subjects—Latin, Greek, French, German, algebra, plane geometry, English composition and literature, chemistry, physics, and history. Candidates for admission to the freshman class take examinations in such of these subjects as they have offered for admission. A large percentage of candidates, however, enter on certificate from preparatory schools, instead of by examination.

Every candidate for the B. A. degree must complete before graduation the equivalent of fifty-seven one-hour courses. Of these fifty-seven hours, a certain number is prescribed, the rest elective. Courses in the following-named subjects are required as specified: Mathematics, one full course; philosophy, one full course; physiology and hygiene, one one-hour course; Biblical history, the equivalent of four one-hour courses; English, the equivalent of four one-hour courses; language, one full course; natural science, two full courses.

Of the required subjects, mathematics must be taken in the freshman year, also physiology and hygiene; Biblical history two hours per week in the sophomore and junior years; English two hours per week in the freshman and the sophomore years. Of the natural sciences, one must be taken before the junior year, the other may be elected at any time during the course; language may be taken in any year, but either a language or a science must be taken in the freshman year. Philosophy—as the published recommendation suggests—should ordinarily be taken before the senior year. All of the fifty-seven hours not indicated in the above are elective, subject only to the restriction that the equivalent of

eighteen one-hour courses must be taken in distinct groups. Except by special permission, a student may not take fewer than ten nor more than fifteen hours per week in any one year.

According to the legislation whereby the academic year is arranged to begin on the fourteenth Tuesday after commencement, work at Wellesley for 1907-8 will open on Tue day, October 1.

An important announcement has just been made by the trustees of Coburn Classical Institute, Waterville, Me., which will be of especial interest and gratification to those who have observed with approval the development of the dormitory idea at that school. It will be remembered that, while for several years there has been a residence for the girls it has not been possible to provide one for the boys until the fall of 1905. At that time a house situated on College avenue was rented from the college. It has served most satisfactorily during the past two years as a residence and dining hall for the boys of the school.

It has been the desire of the friends of Coburn, however, that the school should eventually own a house suitably equipped and conveniently situated for the use of the boys. During the summer strong efforts have been made to bring this about, and now comes the announcement that these efforts have been successful. The school has purchased the property formerly occupied by Principal James H. Hanson. It includes a fine, commodious house, with a large lot of land adjoining, sufficient for a large lawn and several tennis courts. The house is now being remodeled to suit better the needs of the school. It will provide sleeping and study rooms, with kitchen and dining facilities, for fifteen boys. When the remodeling is complete and the furniture installed this building will constitute one of the best boys' dormitories in the state. It is especially appropriate that the school should own this property, which was once owned by Dr. Hanson and occupied by him at the time of his death. Although no name has been decided upon, it is probable that this dormitory will be known as Hanson Hall.

Teachers Support the Flag.

BY WALTER J. BALLARD.

Very few of us realize the extent and value of the work done by the United States in the educational line in Porto Rico, the Philippines, and Alaska.

The latest published report of the United States Commissioner of Education, Elmer Ellsworth Brown, outlines the work in Porto Rico clearly and fully from its inception in 1900 to 1905. Fragmentary statements issued in the past year show that the work has not fallen off in any way but is steadily advancing.

Under Spanish occupancy of the fertile island there was no real organization in its public schools, each teacher being the ruler of his own school. In its control of four centuries the Spanish government did not feel enough interest in the educational welfare of the people to build for them a single schoolhouse. Public schools they had, 500 of them, such as they were, but the attendance was only 22,000 out of a total population of 1,000,000. The discipline was very bad. Corporal punishment was plentiful. The noises in school were unbearable. Only the poorest children attended these schools, the others went to the church schools or private schools.

In Porto Rico, in Spanish days, the teacher and his family usually lived in the schoolhouse, and all the pupils, except the very poorest, had to pay him (not the school authorities) a monthly fee. The teacher could change the course of study at will.

Less than six per cent. of the school population attended school under the Spanish regime, but after one year of American occupation the school attendance was raised to just eight per cent. of the increased school population—25,798 out of 322,393.

FIGURES TELL STORY.

The following table from Commissioner Brown's report is interesting:

	Spanish rule (1898).	American rule.
Number of public schools	500	1,073
Total population of school age	300,000	393,786
Total school enrollment	22,000	61,168
Average daily attendance	Unknown	41,798
Number of teachers	525	1,204
Number of Am. teachers	None	139

After only five years of American educational rule, and those the most troublesome years, nearly three times the school enrollment of the last Spanish days was secured.

The United States in five years re-organized 500 schools and organized 573 new schools, including primary, town graded, normal, high, industrial, rural agricultural, and night schools, and is establishing the University of Porto Rico.

Quite a number of new school buildings have been erected during these few years of American occupation. Some of them are thoroughly equipped structures. The fine normal school is seven miles from San Juan and connected with that town by steam and electric railway. It is surrounded by 150 acres of land, and is now a part of the University of Porto Rico.

The four industrial schools are

teaching the youth of Porto Rico, and through them their elders, that life means work. The thirteen agricultural schools are doing the same thing. In nearly every town there is one night school and sometimes more. Most of the pupils are adults. At one of these schools, after only six hours' notice of opening, there were 172 applicants. In 1905 the eighteen night schools had 1,200 pupils.

CONDITIONS IN ALASKA.

During 1905 the United States bureau of education maintained in Alaska fifty-one public schools, with sixty-two teachers and an enrollment of 3,083 pupils. One hundred thousand dollars of license money was set apart by the secretary of the treasury for the erection of twenty-six much needed school buildings. The total bureau of education outlay in 1905 was \$141,549.

ABOUT THE PHILIPPINES.

When the American flag was raised in Manila in August, 1898, it brought to the islands not only the power to enforce law and order and to establish good government, but also, and best of all, the American school teacher.

The annual expenditure of the insular government for American education in the Philippines increases from \$223,111 in 1901, to \$1,244,093 in 1904, a nearly sixfold increase in only three years. From July, 1901, to 1904, a total of \$3,839,040 was spent in American education, two-thirds of which was for the salaries of American teachers and superintendents. In the same period the various municipalities expended \$508,151. The total number of children between six and fourteen years of age is reckoned at 1,200,000 and the intention is to give this number a primary course of education. Allowing three years as a sufficient period to give the bare essentials of such an education, the result can be accomplished by providing for 400,000 children at a time, and that is what the Philippine bureau of education is aiming at. The actual enrollment was 263,974. In July, 1904, and is well on to 400,000 now, it is believed.

SYSTEM EMPLOYED.

The commissioner says: "The country is organized into school districts, each in charge of an American supervisor. There are 700 American teachers and 3,195 Filipino teachers, for the 629 municipalities. The native teachers are paid by the municipalities. They have been industriously trained at first by the American teachers individually and afterward in normal institutes. Primary instruction is now conducted in English, and even the conversation in the classrooms is in English."

In the course of studies emphasis is laid upon "science studies" with a view to their practical use. The example of the Japanese is followed in this respect.

Secondary or provincial schools have been organized in thirty-five provinces. These correspond very nearly to the American high school, with English literature in place of the classics. Then there are the normal, nautical, and special schools of art and trades. In addition 100 Filipino students are being educated

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in the United States at the expense of the insular government.

Of the \$508,151 expended on schools by the municipalities, the city of Manila spent \$162,722, or thirty-two per cent. of the total; of this eighty-four per cent. was for salaries and fourteen per cent. for the rental of school buildings. Provincial boards in thirty-three provinces have made appropriations out of provincial funds for the establishment of the provincial high schools referred to.

Wherever possible, at least once a day all the Filipino teachers gather at the central schoolhouse for an hour of instruction under the American teacher.

Dr. Barrows, the general superintendent of instruction for the Philippines, says in his annual report: "The increase in public school attendance of the past twelve months is due very largely to the spontaneous growth of interest in public instruction among Filipinos of all classes. The American schools have passed the experimental stage. The American teachers have fully won their place in the confidence and affection of the native population. The period of war with its enmities, suspicions, and social disorganization is past, and the time is ripe for meeting without hindrance the ambitious desires of the entire Filipino race for American education."

BUILDING MANY SCHOOLS.

Under American education in the Philippines new schoolhouses are being built all the time. Here is the record in this report of municipal and barrio school buildings:—

Serviceable schoolhouses taken over	534
Built under American rule to December, 1903	369
Built in 1904 and contracted for,	600

Total 1,503
Increase, six American years.. 869
The normal school has an enrollment of 527 and an average daily attendance of 451.

The school of arts and trades only

(Continued on page 306.)

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Pure Gold of Nineteenth Century Literature	Buckham	"	1.25
Fables in Feathers	Phelps	"	1.75
The Burning Torch	Bourke	"	1.00
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BROTHER COOLEY'S SENTIMENTS.

Religion makes de man; but w'en man makes de religion—Lawd help de worl'!

Da's trouble 'nuff in dis worl' ter keep a man gwine so fas' de rheumatism don't stan' no show wid 'im.

Satan keeps busy six days in de week, en even w'en he go ter sleep in church, on a Sunday, he still got one eye open.

Many a man knows hissef; but de reason he don't profit by de knowledge is—he too wise ter give hissef away.

No man in de worl' would live in

de Sorrowful country ef he could have ten minutes' talk wid a citizen f'um Halleluliah Hill.

Some folks what all time hollerin' fer "de ol'-time religion" never had enough religion in de ol' time ter fan de feathers er an angel's wing.

Say what you will, yo' dollar is yo' bes' fr'en. Des let de dollar ring, en dar's sich a rush ter open de door, folks fall over one another.—Frank L. Stanton, in Uncle Remus's Magazine.

NOT HIS FAULT.

A first grade boy brought perfect spelling papers home for several weeks, and then suddenly began to miss five and six out of ten.

"How's this, son?" asked his father.

"Teacher's fault," replied the boy.

"How is it the teacher's fault?"

"She moved the little boy that sat next to me."—Lippincott's.

SOME HOPE FOR BABY.

"Have you named the baby yet?"
"Not yet. Uncle Theophilus has been plunging heavily in wheat, and we're waiting to see how he comes out."

Teachers Support the Flag.

(Continued from page 305.)

accommodates 150 students, but, by also having night classes, 270 are under instruction. Many applications have to be denied.

The benefit to the islands, when nearly 1,500,000 children shall have received three years of American education, is beyond calculation.

SUMMARY OF STATISTICS.

Primary schools	2,233
Night schools	460
Provincial schools	38
Intermediate schools	12
Technical schools	3
Total schools (1904)	4,201
Filipino teachers	3,195
American teachers	700

From the beginning of Spanish occupancy of the Philippines (over 400 years ago) to 1898-1900, the school-houses erected numbered only 837, while in the three American years, 1900-1903, 2,075 were erected. That fact alone is eloquent testimony to the value of American occupation of the islands.

THE MAGAZINES.

—The leading article in the Political Science Quarterly for September (Ginn & Co., Boston,) is "The Attitude of the State Towards Trade Unions and Trusts," by Henry R. Seager. Professor Seager advocates equal freedom of combination for capital and for labor, and equal restraint of trade unions and of trusts when they attempt to misuse their powers. Other leading articles are: "The Education of Voters," by George H. Haynes; "De Facto Office," by K. Richard Wallach; "The Workingmen's Party in New York, 1829-1831," "The Slave Labor Problem in the Charleston District," and "The Treatment of Burgoyne's Troops Under the Saratoga Convention." The number contains reviews of, or notes on, nearly one hundred American, English, German, French, and Italian publications.

—In Putnam's Monthly for September Joseph H. Choate, whose present prominence in the American eye is due to his activities at the Second Hague Conference, is the subject of a paper by William A. Purrington, in which he treats of Mr. Choate's activities as jurist, statesman, and orator. The paper is accompanied by a reproduction of an original portrait of Mr. Choate, drawn for Putnam's Monthly by W. D. Paddock.

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A PROFESSIONAL PROTEST.

"It is said that Shakespeare was a bad actor."

"Yes," answered Mr. Stormington Barnes, "and I regret to note that there is a sort of an affinity between Shakespeare and bad actors ever since."—Washington Star.

BOSTON THEATRES.

KEITH'S.

A feature much out of the ordinary will be among the leading attractions at Keith's next week—Burr McIntosh, the well-known actor, who has won fame in many parts, notably as "Taffy" in "Trilby," and who has become even better known as a photographer, is to deliver an illustrated lecture on "Secretary Taft's Visit to the Philippines." Mr. McIntosh was the official photographer on this notable trip, and the camera records he made are therefore authentic. The talk that he gives is fully as interesting as the pictures, and abounds in anecdotes relating to the many prominent people who were members of the party. Walter C. Kelly, "The Virginia Judge," who is giving this week one of the greatest successes made by a monologist in Boston, will be retained for a second week. Kelly is in a class by himself. A notable vaudeville debut will be that of Christine LaBarraque, a blind vocalist with a phenomenal voice. Miss LaBarraque has had a most extraordinary career, her life story reading almost like a romance. Her musical education was obtained abroad. The Darra Brothers, in a great trap-ze act, and Griff, a very clever clown juggler, are two Keith importations from Europe to make their Boston debuts. William A. Dillon, a brother of the widely-known Dillon Brothers, and himself famous as "The Man with 1,000 Songs," Almont and Dumont, in an instrumental act that ranks with the very best, the Reiff Brothers, in their notable dancing act Miles and Rickards, singers and dancers, Hill's educated animals, Conlin and Steele, in a bright sketch, Louis Guertin, a remarkable jumper, and the kinetograph will all be on the bill.

INDIRECTLY.

"Have you ever contributed any money toward the cause of higher education?"

"Indeed, yes. We use Standard Oil at our house."—Life.

WHAT IT SAYS.

If money talks.

As some folks tell.

To most of us

It says: "Farewell!"

—Lippincott's.

A PROPOSAL PENDING.

O mightier than the sword

Is this ordinary pen:

For if you write one word

I'm the happiest of men.

—Judy.

It's refreshing to see an occasional person take hold of work as if he thought that was what fate intended him for.—New York Herald.

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WHAT THEY SAY.

STATE SUPERINTENDENT PAYSON SMITH, *Maine*:
The "average" child is a child of the imagination.

SUPERINTENDENT J. A. WHITEFORD, *St. Joseph, Mo.*: There is more hope in good schools and in good teachers and in co-operation with right thinking parents than in courts and officers of the law.

PRESIDENT G. STANLEY HALL, *Clark University*: Our American Bureau of South American Republics tells us over and over again that we are losing all these markets because we do not know French and Spanish and fail to send there sagacious agents who do.

SUPERINTENDENT J. C. GRAY, *Chicopee, Mass.*: In the home we long for a library,—supplementary readers are the library of the grades, and a world of inspiration they have given. The "comforts of home" is a phrase that should find its analogy in the "comforts of school life."

PRESIDENT CHARLES W. ELIOT, *Harvard*: The teacher's efficiency depends on his vitality and enthusiasm, and he must be free from pecuniary cares by receiving a salary large enough to allow entire devotion to the work, and above all the teacher must be of altruistic and idealistic tendencies.

ELLA WHEELER WILCOX: There are two qualities in human nature that need to be cultivated, and then all the industrial and domestic conditions will right themselves. These qualities are unselfishness and self-control. This is an old, old statement. So is the dawn an old fact, yet every day must begin with it. Unselfishness would end all monopoly, self-control would enable every individual to direct his mental and physical energies toward the best uses of life for himself and humanity.

SUPERINTENDENT F. S. BRICK, *Uxbridge, Mass.*: The educational atmosphere has cleared wonderfully in the last ten years; subjects which used to be considered non-essential have become essential, fads have become full-grown realities, principles underlying each phase of the work have become defined, and the manners and methods of doing things in the educational field have become subordinate to the general laws and principles that govern them. Hence it is that the old idea that anyone can teach school has passed away.

FOR BAD BOYS.

BY ERASMUS WILSON.

"Were I as rich as some men are, do you know what I would do?" said a friend to a man.

"Well, I'll tell you," he went on to say, without giving time for any one to make a guess.

"I would buy a tract of land right in the very hot-bed of bad boys and girls, and build on it a great, big playhouse. That's what I would call it, because bad kids hate the very name of schoolhouse. Then I would invite all the urchins round about to come and play. But I would have them play decently and orderly.

"The first department would be a great, big swimming bath, through which every one wanting to play would have to pass. Any one not wanting to play might take a swim and go out again.

"In the next department I would have a gymnasium, a track for foot racing, and accommodations for various sorts of entertainment. But the only way to get into this boys' paradise would be through the bathhouse, thus insuring cleanliness. Boys clad in dirty clothes would have to stop in the wash rooms until their duds were washed and dried. Any one big enough to do so would be required to do his own washing.

"After these would come departments for teaching boys to read, write, and cipher; to work at such trades as they showed a fitness for, and to study such branches as would fit them for making a living. The only way into these departments would be through the bathhouse and gymnasium.

"Competent instructors would be provided for each department, whose chief duties would be to assist the boys in whatever they undertook, and to see that they did it well. There would be no set courses of instruction, but each one should be instructed according to his ability to receive, and with a view to fitting him for whatever calling he might fancy.

"You needn't laugh, for that is just what I would do, and I am sure my playhouse would turn out more practical scholars, more steady, honest, capable mechanics, and more sober, upright, manly young men than any of your fine city schools.

"Maybe you think tough kids couldn't be caught in such a trap. If you do, you think wrong. These boys have hearts in them, and some sense, too, and the most of them are looking for just such a snap. And it wouldn't be long until the seniors would be running the institution. That is, they would see to it that every one coming in should come the right way and behave properly.

"Behavior would be made the main test for advancement in the departments. No dirt and no profanity in the gymnasium. To these would be

added other requirements for admission to each of the other departments, so that the last would contain none but clean, honest, industrious, moral, well-behaved boys. And there would be lots of them, don't you forget, because the average boy would much rather grow into a clean, useful man than to become a coarse, tough citizen. Some would drop out on the way, of course, but the most of them would go as far as their talent would permit. And when a fellow has gone to the limit of his ability, there isn't any use wasting time and money on him. Better put it on the one who has the ability to go farther.

"The girls should have a like playhouse, in which they would be encouraged in all things calculated to render them intelligent, refined, and useful. Instead of being burdened with hard studies, they would put in much time learning to sew, cook, and keep house. Those showing special talent or fitness for any particular thing, such as dressmaking, millinery, teaching, or music, would be encouraged to follow their individual taste, and be helped to make themselves proficient.

"You may laugh all you are a mind to, but that is just the way I would spend a million or two if I had it. My wife thinks it would be better to invest in churches, but I don't, because you can do a great deal more for society by helping children to grow up properly than by trying to take the kinks out of them after they are full grown. Train a boy up in the way he should go, and he will not go far wrong after he becomes a man.

"My notion is that if something is not done to keep boys from going wrong, the whole country will go wrong some of these days. Even now it is pretty well filled up with sporting men, and men whose chief aim seems to be to beat their way through life. Every boy you set right means one more good citizen, one less to go wrong.

"I may be wrong about this, but I don't think I am. Do you?"

THIS IS ANOTHER DAY.

BY DON MARQUIS.

I am mine own priest, and I shrive myself
Of all my wasted yesterdays. Though sin
And sloth and foolishness, and all ill weeds
Of error, evil, and neglect grow rank
And ugly there, I dare forgive myself
That error, sin, and sloth and foolishness.
God knows that yesterday I played the fool;
God knows that yesterday I played the knave;
But shall I therefore cloud this new dawn o'er
With fog of futile sighs and vain regrets?

This is another day! And flushed Hope walks
Adown the sunward slopes with golden shoon.
This is another day; and its young strength
Is laid upon the quivering hills until
Like Egypt's Memnon, they grow quick with song.
This is another day, and the bold word
Leaps up and grasps its light, and laughs, as leapt
Prometheus up and wrenched the fire from Zeus.
This is another day—are its eyes blurred
With maudlin grief for any wasted past?
A thousand thousand failures shall not daunt!
Let dust clasp dust; death, death—I am alive!
And out of all the dust and death of mine
Old selves I dare to lift a singing heart
And living faith; my spirit dares drink deep
Of the red mirth mantling in the cup of morn.
--Scribner's Magazine.

EDUCATION IN SOUTH AMERICA.

BY REV. FRANCIS E. CLARK, DD., LL.D.

In a single article on so large a subject as education in South America, one cannot go into particulars and quote statistics concerning the comparative literacy of the many different republics, but merely try to give the general situation as a traveler learns it from governmental reports, conversations with educators, and visits to some important schools.

It must always be borne in mind that South America is by no means a unit in education, politics, or general advancement. Massachusetts differs radically from Arkansas in these matters, but not nearly so much as Venezuela differs from Argentina. In fact, Hayti and Connecticut are scarcely farther apart in matters of education than some of the northern states of South America are from their southern neighbors.

Speaking in a general way, the percentage of illiteracy is very high throughout South America, but the hopeful feature is that it is constantly growing smaller. In Brazil, for instance, a score of years ago, more than eighty per cent. of the people could neither read nor write, now the percentage is reduced to less than seventy, and constant improvement is recorded.

While in Colombia and Venezuela very little is done for education except by the Catholic priests and Protestant missionaries, in Argentina and Chile good government free schools are provided in most places, and the people of all classes are almost as keen for an education as in New York or Illinois. In Buenos Ayres, in Santiago, in Sao Paulo, you will find some of the finest school buildings in the world, while many of the back districts are as innocent of schoolhouses as the desert of Sahara.

On the whole, Argentina seems to have the best system of public schools, and one that is becoming the model of the other more progressive republics. Argentina in turn imported her school system from the United States, and in its earlier days brought many teachers from the states to introduce it. Where her own teachers were educated and her normal schools were established, the American teachers were sent home, but not before they had set their seal indelibly upon the schools of the second greatest republic of South America, and had influenced to a considerable degree the educational system of the whole continent.

In Brazil something of the same kind has been attempted, but not on so large a scale, and in Rio de Janeiro, though fine large public school buildings have been erected, it has been found difficult to obtain masters who could manage them, and many of the schools are still continued in small private homes, where a few children gather under a single teacher, while the great schoolhouse has sometimes been devoted to other government uses.

Skilled headmasters will doubtless be trained in good time, for in Sao Paulo the progressive capital of the most progressive state in Brazil, I found one of the finest normal schools I have ever visited, and there are others of equally high grade in other cities. The building in which the Sao Paulo school is housed is truly palatial, without

and within. It is very large, built around a beautiful court adorned with flowers, and contains not only many rooms for the training of teachers, but kindergarten rooms and model primary schools where the normal pupils may get practice as well as instruction.

There are far more women than men in training for the future teachers of Brazil, as is apt to be the case in our own normal schools, and the girls are bright, attractive, and apparently very much in earnest in their classes.

I was particularly interested in the kindergarten rooms of the normal school, in noticing the difference between young Latin America and young Anglo-Saxon America. The Brazilian infants were as self-possessed as the seniors and senioritas themselves. They not only went through their games and their calisthenics without any show of embarrassment at the strangers who were looking on, but gave their recitations and acted their little plays with all the assurance and sang froid of experienced orators and actors. No sheepish looks, no fingers stuck in little mouths, no stage fright or embarrassed forgetfulness, but each one not only "remembered her manners" but modulated her voice, smiled or frowned, and gesticulated in the appropriate places, as though she had been all her life before the footlights.

It is a racial characteristic,—this self-possession and lack of embarrassment. Indeed, among children as well as grown people, the Anglo-Saxon is the most bashful and self-conscious to be found in any part of the world.

In his religion, too, the Anglo-Saxon assumes indifference and refuses to pray or read his Bible when anyone is looking, while the Turk five times a day prostrates himself with his face toward Mecca, the Russian soldier prays before the whole regiment, and the Roman priest peruses his prayer book in every railway train.

The same self-possession and disregard of spectators is seen in all lines of public effort and is nowhere more noticeable than in the little men and women of the public schools that one sees in Latin America.

The founder of the great Sao Paulo normal school, Miss Brown, was an American, and her name is still in fragrant remembrance in the state and in educational circles throughout Brazil.

Other normal schools are being multiplied in different centres of Brazil, and will doubtless have a great effect in promoting the efficiency of the public schools of this great republic.

When crossing Lake Titicaca one dark and stormy night, bound from Peru to Bolivia, I was interested to see among my fellow passengers half a dozen Chileno girls who were going to Bolivia to teach in the public schools. At their head was an intelligent German lady, who told me that her charges, though not ideal teachers, were the best she could get, and far better than any who had yet been educated in Bolivia. She said they were particularly lacking in physical stamina, took little exercise, and were too much afraid of fresh air. This seems to be a characteristic of South American women generally. They have not yet escaped

the thralldom of indoor life which was their heritage from the old Spanish regime.

In fact, in the older days, women were little more than prisoners in the home, and the careful father and husband when he went to business would turn the key on them, we are told, that they might come to no harm and enter into no entangling alliances during his absence. Though women have now a large amount of freedom, the old ideas are rife that prevailed in North America half a century ago, that it is more ladylike to have a sallow complexion, flaccid muscles, and general languor and debility, than to run and row and play basketball and tennis. But doubtless with larger social freedom and a more liberal education will come more wholesome views of physical exercise and development.

Every South American country that I have visited has its university under the patronage of the state, but it does not often seem to play a large part in the life of the country, or to give its students a very profound education. The strong points of the university are the classics and literature, their weak points science and engineering and allied practical subjects. As a matter of fact, the thoroughly educated men in all branches of professional life expect to finish their education in Europe or the United States. This is a good thing in its way, as it induces travel, and brings far more educated South Americans in touch with foreign ideas than would otherwise imbibe them. I was not surprised that these universities were not more important factors in the national life, but rather that they existed at all in some countries. like Uruguay for instance, where revolution has succeeded revolution in such quick succession that one would suppose the people would have no time left from their strenuous politics to devote to science or belle lettres. Yet the most conspicuous building one sees on landing at Montevideo is the university near the shore.

Every large city, too, has its library, usually not very extensive as compared with the great modern libraries of North America and Europe, but containing very creditable collections of Spanish and foreign authors.

In Lima, the learned librarian, Dr. Richard Palma, showed me with evident delight a long row of five hundred sheepskin volumes he had just received from the Smithsonian Institute of Washington, which he said was the largest gift the library had ever received at one time.

The National Peruvian library contains fifty thousand volumes, and is rich in the record of early Spanish times. It suffered greatly in the late Peruvian-Chilean war, when it was sacked by the Chileans, and many of the most precious volumes were stolen, while others were torn up or thrown out of the windows by the vandals. This piece of wanton pillage and destruction still rankles most hotly in the veins of the patriotic Peruvians, who are waiting their chance for a bloody reprisal.

In Rio de Janeiro is a famous Portuguese library, one of the best in the world, beautiful in its exterior, over which carved statues of the greatest

Portuguese stand guard, while within, the works of all the important Portuguese authors fill the shelves. Brazil is indeed the home of the best Portuguese literature of the day, and the greatest poets who have written in that mellifluous language for a hundred years have been and are Brazilian citizens.

No account of the educated or educational life of Brazil, however brief, is complete without some notice of the distinctively American schools founded by American missionaries of the Presbyterian and Methodist boards. Their educational work has been as great as their evangelistic, and it has been pursued diligently from the beginning of the missions more than forty years ago.

Some of the schools, like the Methodist college of Lima, the Institute Ingles in Santiago, and the American college for girls in the same city, the Methodist schools in Concepcion, Chile, and in Buenos Ayres, and McKenzie College in Sao Paulo, have achieved more than a national reputation. They are patronized by students from the best families. Presidents, governors, senators, and men of large means send their children to them, for they are recognized in many cities as giving the best education that can be obtained.

The Institute Ingles in Santiago, under the able direction of Dr. Browning of the Presbyterian board of missions may be taken as a representative of one of these schools of higher grade. It takes boys practically through the sophomore year of our average North American college, and is always crowded with students, with a long waiting list that cannot be accommodated. I have never addressed a brighter or more attractive company of boys than I met at more than one chapel exercise in the Institute Ingles of Santiago. Here were not only young Chileans, but many Bolivians and some from Peru and Argentina, so that the school has an opportunity of doing an international work for South America scarcely less important than Robert College on the Bosphorus is doing for the Balkan states, or the Syrian college of Constantinople for the Levant.

When I went into the playground I found that the boys could play even harder than they could study, an excellent sign, I believe, of virility and national vigor. In fact I have never seen such untiring and enthusiastic devotion to football as I witnessed at Santiago.

The institute publishes an excellent school magazine, the Southern Cross, which in its makeup and literary excellence would do credit to any North American school of like grade.

It is distinctly understood by all patrons and parents that the school is a Protestant school, that

the Bible is to be read and studied, and that attendance at morning prayers is compulsory, though students can attend the church of their parents' preference. Yet, though of course the great majority of students are from Roman Catholic families, these requirements do not seem to diminish the popularity of the school.

McKenzie College of Sao Paulo, Brazil, was also founded by the Presbyterian board of missions, and is undoubtedly the school of the highest grade of its kind in South America. It has long been famous throughout Brazil. It is now under a separate board of trustees and no longer directly accountable to the Presbyterian board, and, in the opinion of most, has largely lost its evangelical character. It is, however, an intellectual centre of much power for all Brazil, occupies large and handsome buildings in a commanding situation near the heart of Sao Paulo, and has educated some of the most influential professional and business men in Brazil.

There are also a multitude of mission schools of primary or grammar grade in South America, which are doing a quiet but vastly important work, for many of them are found in communities where, were it not for them, children would receive no education at all. Often the missionary finds that the only practical way of obtaining entrance to the homes and hearts of the people is to establish a school.

In La Paz, for instance, the capital of Bolivia, the first thing done by the Methodist missionaries, Dr. and Mrs. Harrington, was to open a boarding school for boys, which was so immediately successful that the very first year boys had to be turned away for lack of room. Very soon the Bolivian government invited Dr. Harrington to take charge of public instruction in the Oruro district, one of the most important sections of Bolivia, and voted him a subvention of \$36,000 for his work. No stronger proof could be given of the estimate placed by a progressive South American republic on the educational value and capacity of an American missionary.

This brief outlook over the educational situation of South America is certainly a hopeful one. It shows the continent to be in this respect, as in so many others, the land of opportunity and progress. The school master is coming to his own in South America, as in the rest of the world. The people are eager for education and are willing to pay for it, and though these southern republics have hitherto lagged far behind their great sister of North America, most of them are now doing their best to make the gap ever narrower and narrower.

A HEAVEN ON EARTH.

I bid you to live in peace and patience without fear or hatred, and to succor the oppressed and love the lovely, and to be the friends of men, so that when ye are dead at last, men may say of you: They brought down Heaven to Earth for a little while. What say ye, children?

—William Morris.

RECOGNITION OF SCIENTIFIC STUDIES.

BY MRS. ELLA FLAGG YOUNG,
Chicago Normal School.

The establishment at Harvard and Yale of the degree of S. B. on even terms with that of A. B. illustrates both the difference in point of view that has obtained in the past between the East on the one hand, the Middle West and the West on the other, and the progress we are now making toward merging that difference in a single standpoint. For many years in the West the requirements of the S. B. and Ph.B. degrees have been on even terms with those of A. B., the newer section naturally responding more readily to the demands of a practical situation. Experience has convinced the Eastern colleges that there is a discipline to be obtained through the union of scientific and cultural studies which is equal in value to that which is obtained through the cultural studies only. On every hand we are reaping the fruits of the approach, from these two different points of view, to the requirements for the degree of S. B.

In all its departments science is differentiating the pure and the applied into simply the general principle and the application of that principle. Biology, for instance, no sooner gets at the question of life than it develops along the lines of sanitary science and public health. Commercial geography is one of the subjects especially influenced by this new point of view, though not in this country with such comprehensiveness as in Germany, where, as the report from the Bureau of Education prepared by Mr. Barrows shows, the German universities have been keeping practical ends before them more and more, and have even come to the aid of commerce by adding to the ancient regular courses leading to degrees, special courses in Oriental and modern languages, history, and economics, with a view to preparing special students for commercial careers in South America, China, Japan, and elsewhere in the East.

German science, too, is being invoked to help carry out Germany's commercial manoeuvres with the same patient, careful preparation of men trained to step into position in distant lands, with whose language, history, and commercial customs they have become familiar beforehand. This departure in higher education, taken in conjunction with the establishment of technical universities and higher commercial training, is the most significant feature of German education in recent years. It shows that the ablest educational guides have taken part in the enormous commercial and industrial development of the nineteenth century.

The method of instruction in all departments of America is coming to be affected by the larger and clearer vision which science has developed. One of the most hopeful changes in method that is found anywhere is embodied in the report of the Massachusetts Institute of Technology, where the work in mathematics has been entirely remodeled. In-

stead of taking up algebra, analytic geometry, differential calculus, integral calculus, differential equations, in successive courses, they now give one continuous course in general mathematics, extending over a period of two years, the various topics above mentioned being introduced and developed at whatever points are most natural and whenever a particular principle is needed for further progress. In this way time is saved, repetition of ideas avoided, and the student acquires a useful command of mathematics as a tool at an earlier period in his course. The principle involved in the case of mathematics is one applicable not to mathematics alone, but to all subjects.—Report at Los Angeles.

THE IDEAL TEACHER.

BY ROBERT C. METCALF,
Winchester, Mass.

"As is the teacher so is the school" is a truism often quoted and quite generally believed. Just where to find ideal teachers who will give us ideal schools, and be content to stay with us for a term of years, is a problem which confronts us at least ten times every year. The ideal teacher must be a lady born and bred. She must be a cultivated woman, and culture costs money. With teachers it usually means four years in a high school, and at least two years in a normal school, or four years in college.

This course of preparatory work ordinarily means a debt of at least \$500, often more. A debt, be it small or great, means that the teacher cannot content herself with a salary so small that she gets only a bare living, but must look elsewhere for a larger income, whether conditions, other than income, are more or less favorable or congenial. All this leads up to the fact that ideal teachers are hard to find, and hard to keep when found.

Assuming that we have our ideal teacher, she is a factor in our schools well worth our study. I have already said that she is a lady born and bred; also that she is a cultivated lady, and besides, her culture has cost a deal of time and money. But she is much else. She has great skill in the management of children. This means that she loves children, and loves them down deep in her heart. She wins them from the first. She understands them, and they look to her for guidance and sympathy, even as they look to their own mothers.

Parents seldom come to the ideal teacher to make complaints or offer suggestions. If they do come, it is because of some misunderstanding. The ideal teacher, who is always a lady, disarms opposition at once, explains what before was misunderstood, and sends her visitor home with a cordial invitation to come again and to come often. It is needless to say that the ideal teacher has common sense in abundance. It is the soil out of which all her other good qualities grow. It governs all her actions, it tempers all her words, and it gives us what we all want.—Report.

WHEN OPENING SCHOOL.

UPON ONE POINT, SILENCE IS GOLDEN.

In the refreshingly sweet-tempered, frank, and suggestive autobiography of Edward H. Magill, to which he gives the title, "Sixty-five Years in the Life of a Teacher: 1841-1906," mention is made now and again of educational principles of high import upon which Mr. Magill took his stand in independent pioneer fashion, on to which he held fast in the face of difficulty and at cost of suffering. He speaks of these matters so briefly, and so entirely without trumpeting his own boldness and success, that the reader—unless he be a teacher specially in sympathy with Mr. Magill's views—is liable to pass over them unaware of their peculiar significance. Perhaps Mr. Magill feels that most of them have little originality in these days compared with the days of forty years ago. But even now we need many a reminder and assurance which we may pleasantly glean from his pages.

For instance, concerning the opening of school, the first minutes, first words from principal or teacher to scholars. From pages telling of Mr. Magill's early days at the Boston Latin School, here are a few sentences: "I was to have charge of the second class, a class with but one year more before entering college. . . . I must teach these forty students, in two divisions, not one or two subjects only, but all the studies they pursued. . . . When the opening day of the school came, I left home . . . with an anxiety which no words are adequate to describe. . . . Dr. Gardner [headmaster] suggested that he would go into my class and make a few introductory remarks. . . . I thanked him, but said that I would not trouble him, but that, with his permission, I would introduce myself. I had learned before from the doctor that the class had given considerable trouble to previous teachers. . . . I felt that my own method was preferable for myself.

"On meeting the boys, I said a very few words, expressing my pleasure in meeting a class which had been for three years under the excellent training of the Latin School, and who were now within two years of entering Harvard. . . . I would do everything in my power [to help them to enter without conditions]. . . . I made no allusion, by word or act, to discipline, taking it for granted that good order and co-operation with me in my labors for their good were to be expected of all."

The class was possessed by "a spirit of activity and restlessness . . . evidently ready for an outbreak . . . and disposed to test the mettle of the new teacher . . . a very different class of boys from that which I had taught in the Providence High School for some years. . . . Hence, on this first night, when I returned home, I quite broke down, expressed bitter regret that I had made the change, and felt that a disgraceful failure was before me."

But at no time did he question the wisdom of not having talked about "discipline" that first day; not for an instant did he contemplate any change of policy in this matter of expecting good order and co-operation from students. And, "It was not long," he says, "before my earnest efforts were rewarded with all the success I could desire. When the students saw that force was to be met not by force but by gentleness and kind expostulation, they showed themselves as amenable to ordinary human sympathies as I could reasonably expect. . . . I was soon made proud of that first class of mine, for after a few attempts to give the new teacher trouble, they seemed to vie with each other to see who could behave the best."

S. P. Peckham.

There have been 12,000 Chicago girls taught to swim in the public pools this summer.

SCHOOLMASTER'S BY-PRODUCT.

[Editorial.]

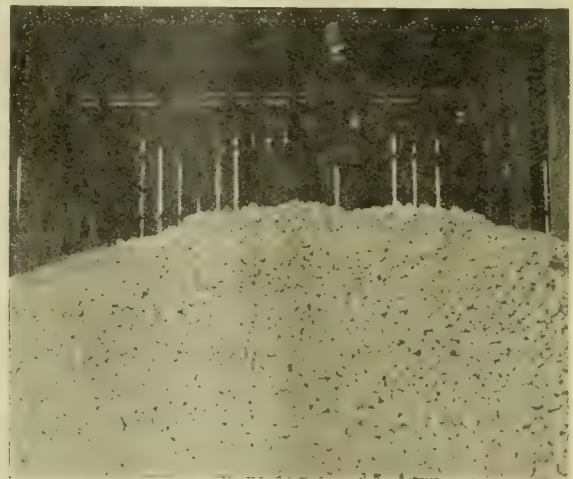
J. M. Schroepe is principal of a grammar school at Pottsville, Penn., and incidentally is the proprietor of the "white leghorn farm" a few miles out in the country. He is a good schoolmaster;



JOHN MITCHELL AMONG THE HENS.

he is also a successful poultry farmer. He is one of the few men who appreciate the possibilities in the poultry industry in America.

Mr. Schroepe took his father's run-out, run-down, ought-to-have-been-abandoned farm, and



JOHN MITCHELL ON 2,000 BUSHELS OF POTATOES.

raises the prize potatoes, in quality and quantity, in the state. The accompanying picture shows John Mitchell, the labor chieftain, who drove several miles just to see this farm, standing on a pile of potatoes, in which there were 2,000 bushels. This year he has twenty-five acres in potatoes. Mr. Schroepe also raised this year an average of eighty bushels of shelled corn to the acre, on sixteen acres, by the modern process of providing life or bacteria to the soil instead of fertilizers. But his great feat is the raising of eggs. This spring there were 1,000 hens laying at one time, and at

the first hatching the incubators sent forth a thousand live and healthy chickens.

The Bellevue-Stratford hotel of Philadelphia, one of the best hostelrys in the country, takes all of his eggs, giving him fifty per cent. more than the market price. The Waldorf-Astoria of New York city offers to take a thousand dozen a week by the year at the same price. When all goes well, a thousand hens can yield a net profit of \$3,600 a year. There should be one man to give all of his time to the care of the hens.

Mr. Schrope is locally famous as a schoolmaster, and nationally famous as a poulterer. He says that in the Eastern states the hen has great possibilities. She eats more kinds of feed, digests these more completely, and returns more profit to the owner and more fertility to the land than any other live stock. But Mr. Schrope insists that it is the man behind the hen that makes the profit. One man will lose as much as another makes just because he does not do the right thing at the right time in the right way.

THE YOUNG TEACHER'S PROBLEMS.—(IV.)

BY MARGARET E. SCHALLENBERGER, PH. D., SAN JOSE, CAL.

USEFULNESS OF ARITHMETIC.

The usefulness of a certain amount of arithmetic is unquestionable; but I have never found any use in my daily experience for partial payments or square root, or cube root, nor have I ever had occasion to solve problems in lumbering or plastering, except as (being a teacher) I have found it useful to know how to teach them, nor have I ever observed that book-keepers, even those who could add three columns at a time, were able to reason upon general topics with a greater degree of ability than others less number trained. It is useless, however, to dwell upon this at length, as all psychologists know there is no such thing as a general mental power; ability to reason, or imagine, or memorize in one field of interest does not necessarily imply ability to reason, or imagine, or memorize in another. We cannot train either the memory or the reason. A man who remembers easily dates in history may find great difficulty in remembering scientific facts, and a man trained to reason in number,—well, he is trained to reason in number, and so far as he may have occasion to use number, in just so far is his training useful and no farther.

UTILITY OF MUSIC.

Is training in music useful? Assuredly. Aside from the new world it opens up to the individual, it is practical from an ethical and social point of view. A man or woman trained in music is always a welcome companion. To be deprived of the enjoyment of sound, natural and artificial, is to live with a lost sense, as it were. The man born blind does not see black; he sees nothing. He himself is hardly able to appreciate what he loses, because the pleasures of sight have never been his; but we, who can see, know very well what he loses and most profoundly do we pity him. It is truly remarkable how obtuse, often, as to what they miss are those who know nothing of the world of sweet sound. I shall never forget an experience I once had in the psychological laboratory at college. The head of the school of psychology has a mind well trained in the various sense departments. Among other things he is a musician and a great lover and student of music. A new student—a great burly fellow, somewhat arrogant in manner and exceed-

ingly indifferent to all that did not personally interest him—when it came time for him to be initiated into the realm of sound so far as psychology is concerned begged to be excused, saying with a sort of pride: "It is utterly useless for me to study in that department, Professor, because, you see, I can't tell one tone from another. You can sing your do, re, mi's at me all day long and it will do no good, for they all sound alike. My teachers at school said I was a monotone whatever that may be." The professor stood silent a minute, then he said something like this: "Of course, that has nothing to do with the case. You will go into the study of sound just the same—but (and he looked sorrowfully at him) if what you say is really true, I pity you from the depths of my heart. Think what a confession of ignorance it is and always will be all your life. You are shut out from a world as beautiful in its own way as the Garden of Eden in its way. It is all too bad. It ought not to have been. When you were a boy, some kind teacher should have taken you in hand. Poor fellow! Poor fellow! And then socially what a limitation! You can never be interested in the great musicians, in the great operas, and the lives of these musicians are teeming with interest. All truly educated people know about them and about what they wrote and what their writing has meant to the world. It is a crying shame that any soul should have thus been left in darkness, and all for the lack of a little help at the proper time." And then he walked away leaving a surprised and much impressed little group of students. The quietest among them was the erstwhile boastful monotone. This incident made so deep an impression upon me that ever since I have preached the gospel of music. Even in the child life itself as carried on from day to day, irrespective of what its training will mean hereafter, it is distinctly worth while. The singing of lullabies to dolly and to the little baby brothers and sisters, the singing of the Christmas carols, of the national hymns, are all full of charm to the children. It is a mode of expression of feeling unique. Like the drama it has its own method of interpretation and no other can approach it: God pity the man unable to join with his fellows in the national hymn of his country. God pity the woman unable to sing a lullaby to the babe on her breast.—Address.

THE DENVER JUVENILE IMPROVEMENT ASSOCIATION.

BY HELEN GREY.

About three years ago a boy of nine years stood before the Denver Juvenile court, weeping. The child was ill grown, with thin little features and ragged, dirty clothes that advertised the lack of parental care. His air of assumed bravado gave place to hopeless despair as the case proceeded in court. The boy who sat in the prisoner's chair, his feet dangling above the floor, was accused by a small tradesman of breaking into his store and stealing a quantity of cakes and things to eat, and some cheap jewelry that lay as evidence on the lawyer's table.

Four men and three women took the stand and swore to the theft and to the boy's general bad character. Not one of them had a word of kindness for the cowering little figure. Even his parents were not present till sent for.

The boy had been an habitual truant from school and could not read. He did not know what an oath in court meant nor the meaning of many of the words used in the complaint read against him.

When the testimony was all in the child stood up before the court to receive sentence, sobbing hysterically.

"Come up here, son, so I can have a look at you," Judge Lindsey said, and he drew him close with a loving arm, while the boy sobbed so loudly that he could be heard outside of the big courtroom. The judge dismissed the case, saying he would take the case under advisement. The plaintiff and witnesses, looking for a long term of banishment for the boy in the reform school, exchanged glances of disapproval and protests against such "softness."

The policeman who had arrested the boy and who knew him at home, a big, kindly man, said: "Judge, it's the kindest thing you can do to send him to Golden, where he can get some schooling and learn a trade, for his home is 'bum.'"

"In God's name, must we make this child a criminal before we can teach him a trade and to become a decent citizen!" was the reply.

Leading the child, sobbing and clinging desperately to him, into his chambers, Judge Lindsey talked to him a long time. He had grown up where thieving was common and looked upon as a matter of course. The child's mother had died to be replaced by a stepmother who looked upon the boy as an undesirable member of her growing family.

He took the child home to dinner with him, on the way buying him shoes and a new suit of clothes and all the things necessary to a boy's wardrobe. In the evening he took the boy to the theatre and went home with him to his own home, for he knew he would not find the parents at home until it was very late. He had a long talk with them and left them with a new and undreamed-of view of the

child in their home. They were only guardians of the boy under the supervision of the state. They had been negligent of their guardianship and now the state was going to take a hand and see to it that they reformed.

The parents were put under suspended sentence for contributory participation in the boy's crime by neglecting him. They were in danger of both fine and imprisonment on failure to take care of the boy, give him proper food and clothing and see that he went to school regularly. The child was made a regular member of the Juvenile Court with a probation officer to look after him and his parents and report lapses.

No record of crime was written against him. Judge Lindsey holds that the minor is less responsible for his moral affairs than he is for his financial standing. He places him in the same relation to the law when he comes under it for moral reasons as he does when the child comes under the jurisdiction of the probate division of the law, as needing a guardian only.

This boy, like Marguerite of "Faust," was "only one."

Calling a meeting of the men who had stood by him, Judge Lindsey asked them to finance a boys' club that he planned to meet the needs of the boys whose homes were deficient, who needed instead of punishment for wrong, the things the little defendant needed so desperately, an example of the right. The result was the Denver Juvenile Improvement Association, incorporated, with pleasant club rooms, with music and games and books and papers; a class in printing, one in shoemaking; a brass band of thirty-five pieces with a competent teacher; an orchestra that is doing incredibly good work for the boys have talent; fine shower baths that give the children of poverty a chance to keep clean and learn what it means. They own a summer camp in Platte Canon, to which the children are taken for a two weeks' camping in squads of twenty, something after the manner of the Fresh Air Fund service of the East. The Association also has an employment bureau which finds work for any boy who may need it.

To this Association belong all children whose homes are deficient, as well as the news boys and a class of boys who are grouped under the head of "honorary delinquents." This last group is the greatest compliment to the work of Judge Lindsey and the surest record of his success in reaching the right spot in the heart of boys. They are boys who have come to him, voluntarily, telling him that they have been doing things they know from what their friends who have been in the court have told them, will surely bring them to arrest and trouble. The boys, knowing that he could send them to the Reform School (and every free boy has a horror of confinement), have confessed to thefts which the police had record of. In every case the judge has stood by the boy and often got him out of his

trouble, where it was feasible, sending the boy to confess and restore the stolen goods. As often he has gone himself, redeemed stolen goods that had been pawned, arresting the pawnbroker and punishing him instead of the boy whom he had helped to crime and from whose crime he had benefited.

The boys soon discovered that any boy who was a delinquent and "friend of Judge Lindsey" could get a good place to work because he had a good reputation that he was starting and that had held good in hundreds of other cases. Boys who wanted to go to work were continually coming to the judge asking how they, too, could belong to the Juvenile Court. All of these boys were needing the Juvenile Association which now meets their need without giving any stain of the law broken.

The Association is under the direction of Judge Lindsey who personally knows every boy and is on terms of friendship with him and usually with his parents as well. The probation officers are members and directors. The boys are taught high ideals and brought into association with the things that are good in life instead of the bad. This, Judge Lindsey says, is all that is needed to make children grow up clean and right.

The majority of boys who are brought before the Juvenile Court are the sons of widows. The mother is away from home at work trying to take the part of father as well as mother. The club gives her boy a place to be safe in, instead of alone at home in rooms probably without comfort, or on the street seeking any adventure that offers. The Association particularly heeds these children, giving sympathy and aid to the mothers and often financial help.

The aim of the Denver court is to do away with the reform school idea and to strengthen home ties. In all his work with four thousand odd boys, only about two hundred have been sent to Golden, the State Reformatory, and not one boy has been sent up as a punishment, they have been made to see that going to the school was their only chance of growing up decent. In almost every case the boy was sent up because his home life was too bad to be tolerated. The boy is returned to his home after his appearance in court. His parents, rich or poor, are made to understand they are responsible for

the young life, and home ties are made firmer in place of being broken by separation and the stain that comes to the family when the child is sent to a state institution.

Judge Lindsey hopes to see a national Association co-operating with the Denver Association, with a national organ published to amalgamate and report on the work all over the United States.

In the face of the fact that his court and the laws he has created have given a new method to the handling of children delinquents that has made him one of the most prominent of all the workers of our country, Judge Lindsey says of the Juvenile Improvement Association: "I believe the work of the Association is of supreme value. The court deals with results. The Association deals with causes."

TWENTY-FIVE WAYS OF SAYING THE SAME THING.

Perhaps there is no single line of poetry in the English language that will admit of the transposition of its wording without affecting the sense equally with the following well-known and beautiful picture line of Gray, taken from his "Elegy Written in a Country Churchyard." It shows twenty-five different readings, all nearly equally beautiful and each expressing the poet's original thought:—

The plowman homeward plods his weary way.
 The weary plowman plods his homeward way.
 The plowman, weary, plods his homeward way.
 His homeward way the weary plowman plods.
 His homeward way the plowman, weary, plods.
 The weary plowman homeward plods his way.
 The plowman, weary, homeward plods his way.
 His way the weary plowman homeward plods.
 His way the plowman, weary, homeward plods.
 His way the plowman homeward, weary, plods.
 His homeward weary way the plowman plods.
 Weary, the plowman homeward plods his way.
 Weary, the plowman plods his homeward way.
 Homeward, his way the weary plowman plods.
 Homeward, his way the plowman weary plods.
 Homeward, his weary way the plowman plods.
 The plowman, homeward, weary plods his way.
 His weary way, the plowman homeward plods.
 His weary way, the homeward plowman plods.
 Homeward, the plowman plods his weary way.
 Homeward, the weary plowman plods his way.
 The plowman, weary, his way homeward plods.
 The plowman plods his weary homeward way.
 Weary, the plowman his homeward way plods.
 Weary, his homeward way the plowman plods.

—September "Scrap Book."

COLLEGE.

To be at home in all lands and all ages; to count nature a familiar acquaintance and art an intimate friend; to gain a standard for the appreciation of other men's work and the criticism of one's own; to carry the key of the world's library in one's pocket, and feel its resources behind one in whatever task he undertakes; to make hosts of friends among the men of one's own age who are to be leaders in all walks of life; to lose one's self in generous enthusiasm and co-operate with others for common ends; to learn manners from students who are gentlemen and form character under professors who are Christians—these are the returns of a COLLEGE for the best four years of one's life.—With permission of President William DeWitt Hyde, LL. D., Bowdoin College,

FARM ARITHMETIC AND FIELD INVESTIGATIONS.

(III.)

BY SUPERINTENDENT C. F. GARRETT,
Sae City, Iowa.

SOME THINGS TO BE DONE THIS TERM.

3. A good collection of weed seed should be made by the boys and girls this fall. The varieties should be kept separate, put into small bottles, and labeled. You will want to germinate these seeds in water or cotton next spring so you can study the root or underground stem development. The method of exterminating any particular kind of weed must depend upon two things, the time of the formation of the seed and the character of the root, hence the necessity of knowing something about these two things.

Directions for the study of the roots will be given at the proper time. In the meantime, gather the seeds, and if you can find out the name of the weed from which you obtained them, label the bottle in which you put the seed. Make a drawing of the weed, write a full description of it in your notebook, and especially describe the seed pod and the arrangement of the seeds in it.

I know some boys and girls who think they have learned these things from their experiments with weed seeds.

The seeds which grew this year will not sprout this fall. The exception to this is the seed of wild mustard. Try it and see.

If you keep a cocklebur for two or three years it will grow just as well as it would the year after it was produced. There are two seeds in it, and one may grow this year and the other next year, or both may be made to grow in the same year. No matter which side of the bur may be up when you plant it, the lower seed, or the seed which receives the more constant supply of moisture, will always sprout first.

The seed of horseweed will sprout better when planted three inches deep than when planted one inch deep, but they will not sprout when buried five inches deep.

Weed seeds will not grow through more than three inches of soil. The stinkweed is probably the only weed whose seed is injured by remaining on the stalk through the winter. Weeds grow in their native locality, generally, and when they migrate they go east, west, or south. Their seed is therefore matured and dried on the stalk before there is any danger of freezing. The cultivated plants are carried by man out of their native place, and they sometimes require assistance in maturing their seed. For instance, corn is a native of Mexico. It was carried northward and eastward by the Indians, and in the course of time it changed its characteristics so as to adjust itself to the changed climatic conditions.

4. Have the pupils look for cocoons in the

orchard or on the box elder trees. They will probably find a leaf-case containing the pupa of the bagworm, too. Put up a few of the cocoons in the schoolroom and keep them until they open. From them you can learn the process of transformation, and it is typical of the metamorphosis of the codling moth, corn-root worm, and other pests which you will want to study.

The codling moth is the pest which destroys at least one-fourth of the apple crop each year. Just after the apple blossoms fall, this moth flies about the orchard and deposits from fifty to 300 eggs in as many young apples. The larvae or "worms" soon hatch, eat their way into the apples, cause them to ripen prematurely, and to drop as windfalls. You have seen these worms in the cores of early ripened apples. When the apple falls the worm comes out, makes his way to the nearest tree, climbs the trunk to the first ridge of bark or shelter he finds, and there spins the cocoon web and goes into the pupa stage. The moth soon emerges from the cocoon and begins business again on the apples.

Boys can trap these larvae in the spring by wrapping a band of cloth around the trunk of the tree three or four weeks after the blossoms fall. The band should be about three inches wide, and it should be drawn tight and pinned. The larvae will stop under this band to spin the cocoons. Remove the band at the end of each week, and burn the larvae and cocoons you have captured. You may sometimes collect as many as 100 larvae from a tree in a week.

The preventive measures usually employed by orchard growers is to spray the trees when the blossoms are falling with a solution of arsenate of lead, or with a solution of five pounds of copper sulphate, five pounds of lime, and eight ounces of paris green to 100 gallons of water.

 WHAT IT IS TO THINK.

BY HUXLEY.

Do you know what it is to think? It is to still the voices of revery and sentiment, and the inclinations of nature, and to listen to the language of reason; it is to analyze and discriminate; it is to ask the why and the wherefore of things, to estimate them at their real worth, and to give them their proper names; it is to distinguish between what is of opinion and what is of speculation—what of reason and inference, and what of fancy and imagination; it is to give the true and the false their respective values; it is to lay down a clearly-defined line between what is of true science and what is of surmise and conjecture; it is to know where one's knowledge ends and where one's ignorance begins; above all, it is to arrive at that condition of mind in which one can determine how and when to express what he knows, and in which one performs the more difficult task of abstaining from speaking about that of which he knows nothing.

HOMES.



A WIGWAM



A LOG CABIN

Conversation:—

Discuss the houses in the pictures on this page. Tell how many of them you have seen; when and where. If you live in one of them, tell which one. Which do you like best? Why?

Tell all you can about the people who live in the wigwam and the other houses.

Where would you go to find houses like these?

What scenery would you find about each house?

Where do the people cook, eat, and sleep?



A GERMAN CASTLE



AN ESKIMO'S HOME

Do you suppose that when people first had houses, they were all like our Indian wigwams or were they of different kinds? Why do you think so?

What parts of the house do you think are necessary?

What parts could we get along without?

Why do we have what we could get along without?

Written Exercise:—

Write together on the blackboard a composition in good paragraphs on "What Parts of a House Are Necessary?"

Each write paragraphs giving reasons why we have some things that we could do without.

Conversation:—

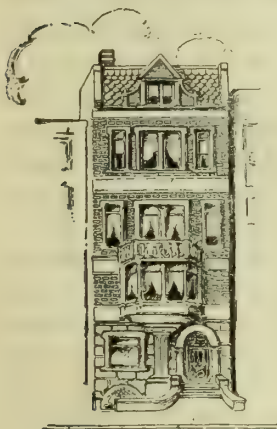
Can you tell from the pictures anything about the countries in which these houses are found and about the people who live in them?



A FARM HOUSE



A VILLAGE HOUSE



A CITY HOUSE



AN APARTMENT HOUSE

Bring to school all the pictures of homes that you can find.

Tell all you can about these homes.

Tell about the people who live in them.

Expressive Activities:—

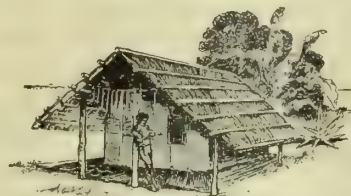
Make some or all of these houses of wood, cardboard, paper, or other material that you can get, and place them on the sand table.

Make and put around each house what should be there.

Written Exercise:—

Choose one of the houses for a subject, and write a paragraph together, telling what it is made of, where it stands, and its appearance.

Each one choose a house not already chosen and write a paragraph about it.



A SOUTH AFRICAN HUT



A SWISS MOUNTAIN HOME

Which would probably be found in hot countries and which in cold?

Written Exercise:—

Select one of the houses and write about it, telling several things that you think must be true about the people living in it.

Find out from books or magazines all you can about the people and house, and see how nearly right you were in your guesses.

Write two paragraphs, one telling about the guessing game, and the other telling how nearly right you were in your guessing.—From "Guide Book to English." Book I. Copyright by Silver, Burdett & Co., 1907, by permission.

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A. E. WINSHIP..... Editor

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WHAT THE SCHOOLS SIGNIFY.—(VIII.)

THE ELEMENTARY OR PIVOTAL PERIOD.

The pivotal period with a wayward boy, who is not studious, whose circumstances are such that he has no hope of going to college for the sport there is in it, is in the last three grades.

In the third, fourth, and fifth grades, one hundred and two boys to one hundred girls; in the sixth, seventh, and eighth grades, sixty-two boys to one hundred girls, a shrinkage of forty per cent. is the story in one city that is not exceptional. The forty per cent. of the boys who drop out before the pivotal period furnish most of the common criminals, common paupers, common degenerates.

To prevail upon wayward boys to stay by the school through this period is to do the boys and the country an unmeasured service. The fact that they are there is of itself a guarantee that things will be better than they would have been otherwise.

There is a woman principal in Burlington, Iowa, who has been several years at the head of two large grammar schools of radically different character, and in each school she has kept the same proportion of boys from the fifth to the eighth grade. Who can estimate the worth of that woman to the city, to the country, to the boys? But the being there is only one element of the virtue. This period is pivotal in the mental, social, moral life of a boy.

Character is established purpose, is rhythm in mental and emotional life, is the lining up of oneself in consistent activity, is developed personality.

Arrested development is characterless, purposeless, inconsistent activity,—chaos, in mental and emotional life. For a wayward boy to leave school at the end of the fifth grade is to deprive him of

the direction and guidance which tend to poise and purpose which make for character.

While there must be practice and development in all fundamentals, and their application, there needs to be great variety in subjects, and constant advance in power. Marking time is wholly out of place. Manual training, commercial arithmetic, commercial geography, civics, anything and everything that has a manly, business side to it is appreciated in these years. Boys do not want to be pushed, and will not be driven, but they do like the consciousness of new conquests, of new power.

THE TEACHERS HAVE MADE OHIO.

Ohio has been distinctly a state of rare manhood and womanhood. Her record in growing presidents is universally appreciated, but it is not as well understood that she has produced great jurists, physicians, financiers, corporationists, and reformers.

In this connection one fact is significant, namely, that most of her prominent men in all walks of life have been school teachers. The following statement is important in this connection. What is here shown to be true of one county is typical of the entire state, and it is more true of Ohio than of any other equal population in the world.

Lawrence county is on the Ohio river, with Ironton as the chief city, as the only considerable town. The figures are those given by J. O. Yates, an attorney for eighteen years in Ironton. The conditions are those of eighteen years ago, because he had occasion to look them up at that time, but the situation is not materially changed to-day, has not differed perceptibly in the eighteen years.

Mr. Yates says: "When I began the practice of law at Ironton, Lawrence county, O., I found the majority of the physicians of the city and county had been school teachers; twenty-two out of the twenty-five lawyers had been Lawrence county school teachers. I found the following positions filled with former Lawrence county school teachers: One member of the board of county commissioners; the auditor and his deputy; the probate judge; the county treasurer; his deputy; the sheriff; recorder; county clerk and prosecuting attorney; the superintendency of the county infirmary; the engrossing clerk of the Ohio legislature.

"Our city engineer, our representative in the Ohio legislature, our district congressman elected from this county had all been school teachers.

"Our United States deputy postmaster and two members of the board of United States pension examiners had been Lawrence county school teachers.

"The judge upon the common pleas bench was an old school teacher, and every one that has served upon the bench since I have been at the bar has been a school teacher, the present incumbent being a former Lawrence county school teacher. Judge Cherrington, of the circuit bench, elected from Lawrence county, who has held the position

ever since that court was organized, was a former school teacher of the county.

"The predecessor and successor of the auditor whom I found in office, together with their deputies, had all been school teachers of Lawrence county. The present incumbent has also been a Lawrence county school teacher. The sheriff's office was at the time and has ever since been almost solely controlled by former county teachers. The predecessor of the prosecuting attorney whom I found in office, and the two who succeeded him, had been Lawrence county school teachers.

"Hon. Ralph Leete, one of the lawyers practicing when I began, was at one time a member of the Ohio legislature, and was practically the author of the Ohio Municipal Code.

"Judge W. W. Johnson, a former judge of the Ohio supreme court, was a former teacher of Lawrence county, and was judge of our common pleas bench here before being elected to the supreme court."

THE NEW LIBRARIAN OF THE UNITED STATES BUREAU OF EDUCATION.

On the 9th day of January, 1907, Colonel Isaac Edwards Clarke, who, since 1871, had been connected with the Bureau of Education, and, since 1882, had held the title of collector and compiler of statistics, died at the age of seventy-six years. Colonel Clarke was widely known for his compilation of literature on instruction in art and manual training which appeared in four large volumes, 1885 to 1898, issued by the Bureau of Education, under the title "Art and Industry," and also for his monograph entitled, "Art and Industrial Education," contributed to the series prepared under the editorship of President Nicholas Murray Butler for the Paris Exposition.

W. Dawson Johnston of Rhode Island has been appointed collector and compiler of statistics to succeed Colonel Clarke, and is assigned to duty as librarian of the Bureau of Education, at a salary of \$2,400 per annum.

Mr. Johnston is a graduate of Brown University in the class of 1893. He was a graduate student in sociology in the University of Chicago, 1893-94, and in history in Harvard University, 1897-98. He received the degree of A. M. from Harvard University in 1898.

During the years 1894-97 he was instructor in history in the University of Michigan, and, subsequent to study at Harvard University, an instructor in history at Brown University. In the year 1900, he was appointed first assistant in the division of bibliography in the library of Congress. He remained an assistant in that library until his appointment to his present position. He is secretary of the Bibliographical Society, and editor of its Bulletin. He is also author of the History of the Library of Congress, and a contributor to library and other journals.

In his new position, Mr. Johnston will have charge, under the supervision of the Commissioner of Education, of the library of the Bureau

and of its reorganization with a view, first, to rendering it more useful in the preparation of the reports and other publications of the Bureau; secondly, to facilitating the investigation of educational problems by advanced students, teachers, educational administrators, public commissions, and legislative committees; thirdly, to doing what can be done from this centre in the way of promoting the efficiency of school libraries and co-operation between public schools and public libraries generally.

PENNSYLVANIA'S EDUCATIONAL COMMISSION.

The Legislature of Pennsylvania has appropriated five thousand dollars for an educational commission to codify the school laws of the state, and Governor Stuart has appointed seven men, each eminent in his department of education, upon that commission: State Superintendent Nathan C. Schaeffer, president of the commission; Dr. George M. Phillips of West Chester, representing the State Normal schools, secretary; Superintendent Martin G. Brumbaugh of Philadelphia, representing cities of the first class; Superintendent James M. Coughlin of Wilkesbarre, representing cities of the second class; David B. Oliver, president of the Allegheny Board of Education, representing school boards, and John S. Rilling, lawyer, of Erie, and William Lander, Riddlesburg.

This will be of great service to the state educationally, and, added to all that has been done for the promotion of education in the past few years, will place the Keystone state at the front.

MODERN STANDARDS.

An admirable sample of the twentieth century standards is that of the Massachusetts State Board of Health as to the conditions where cows are kept. The barn must be clean, well lighted and properly ventilated; the cows must have no less than 500 cubic feet of air space per capita; horses be not kept in the same part of the barn as cows, and pigs be not kept in or under the barn; the premises must be well drained; manure be not stored near the cows nor allowed to accumulate in the yard; hay be not kept over the cows nor in such a position as to impart dust to the air of the tie-up; the cows be clean; the water supply be of good character, and the milk be not handled or stored in or near the tie-up. Have school authorities as high standards for the sanitary conditions of rural school buildings?

THE PROPRIETOR RECEIVES THE KICKS.

In Dayton, there is one of the largest department stores of the country, outside a national metropolis, and the head of the firm receives all complaints, whether by letter or in person. If a customer expresses one word of dissatisfaction to a clerk, he is taken at once to the proprietor, who listens attentively to his story. If a complaint is made as to the quality of any article purchased, the reply is made by the chief man. It is needless to say that from the boys to the various department buyers, every one is alert to prevent any complaints. On the other hand the chronic

kicker is advised to trade elsewhere, as the chief is too busy to hear senseless complaints. The proprietor says that it is the only place in the establishment where no one can be hired to take the place of the proprietor.

THE BIG TWENTY.

The twenty American colleges that lead in the number of students enrolled are: Harvard, 5,343; Valparaiso, Indiana, 5,141; Chicago, 5,079; Michigan, 4,800; Columbia, 4,643; Illinois, 4,300; Minnesota, 4,025; College of the City of New York, 3,905; Northwestern, 3,863; Pennsylvania, 3,588; Pratt Institute, 3,489; Cornell, 3,399; Yale, 3,200; New York, 3,200; Wisconsin, 3,166; Rochester A. & M., 3,165; Temple College, Philadelphia, 3,107; California, 3,005; Syracuse, 3,004, and Nebraska, 2,914.

VERY FUNNY.

A Chicago daily says that a rifle range for every public school is as good as accomplished!! Here is the climax of the editorial in question: "To the public schools we look for the proper education of a tremendous majority of the children of this nation, ranging in extent of endeavor from probable policemen to possible presidents. Therefore should they be thoroughly equipped for life, whether destined to contend with burglars or with bears. In fact the establishment of rifle ranges at all public schools is as good as accomplished."

If you have seen anything funnier than that send it along.

Granville Stanley Hall, who in an address at Chautauqua, opposed the sending of missionaries to China, and uttered praises of Confucianism, has been president of Clark University, Worcester, Mass., since 1888. He has been professor of psychology in Antioch College and at Johns Hopkins University, and he was lecturer on psychology at Harvard and at Williams College. Dr. Hall was born at Ashfield, Mass., in 1846, and was graduated from Williams College in 1867. Subsequently he studied in Berlin, Bonn, Heidelberg, and Leipsic. Harvard, Johns Hopkins, and the University of Michigan have conferred degrees on him. He is the author of several books, and is the founder and editor of the *American Journal of Psychology*.

As an example of the London board of education's explicit provision for all duties of teachers and school keepers, the following is of interest: "A piano should not be placed near the fire or heating apparatus, nor in a position where it is likely to be damp. No article should be placed on the top of the instrument. Teachers should on no account allow pupils to assist in moving a piano. Every instrument should be kept locked when not in use and a cover placed over it at the end of the day."

"May-pole Possibilities," by Janette Carpenter Lincoln, is a great boon to playground teachers.

In view of the possibilities of the May pole it is simply wicked to put up a May-pole and leave it for children to use in the crude old way.

Sixty per cent. of Massachusetts teachers have graduated from a normal school or college, and many of the others have attended one or the other, and no one is now employed without at least a high school education.

All honor to the teachers of Warren, Pennsylvania, who are to send one of their number to Great Britain to study the schools at the expense of the whole corps.

Massachusetts State College at Amherst exceeds all records, having a genuine boom. President Butterfield is a-doing things. We told you so.

Immigration into Canada in the year 1898 was 31,900. During the fiscal year ending June 30, 1907, the number of immigrants was 252,038.

Johnson's "Education by Plays and Games" (Ginn & Co.) is one of the great contributions of the year to modern school efficiency.

Chicago University received in gifts in the last academic year \$5,926,989, or virtually six millions, the largest amount in any one year.

An adequate lakes-to-gulf canal could be completed for \$27,000,000, or for one-fourth the annual appropriation for our foolish navy.

In many cities the school enrollment for the first week was less than last year's first week. This will need explanation.

There are 16,500,000 in public schools of the United States and 1,350,000 in the private schools.

A university needs a summer school department as much as it needs a department of philosophy.

The University of Missouri opens with 2,011, an increase of 406 more than a year ago.

South Dakota Institutes had an attendance two and a half times as great as last year.

The population of the whole of the Dominion of Canada equals that of Illinois.

Sumter, S. C., comes near being the banner city of the state, educationally.

He who fights for his "rights" is sure not to care for the rights of others.

Tufts has a freshman class of 150, or twenty per cent. increase.

The South is having a glorious educational awakening.

New York city gained 21,902 pupils the last year.

Higher salaries mean higher standards.

637,387 pupils in Boston public schools.

THE WEEK IN REVIEW.

A TRAGEDY OF CARELESSNESS.

The head-on collision which occurred near Canaan, New Hampshire, on the Boston & Maine railroad early in the morning of September 15 was one of the most tragic incidents in the history of railroading in New England. An express train, running south at high speed, making up lost time, and a fast freight running north, came into collision on the single track, just around a curve, and the baggage car of the passenger train telescoped the coach behind, killing twenty-five of the passengers and injuring as many more. Both engineers thought that they had a clear track ahead, and both were justified in thinking so, for they were running under orders. But an error had been made in transmitting the orders: a cipher had been mistaken for a figure 4; and trains 30 and 34 had been thus confused. That was all: yet twenty-five human lives were the penalty for the error.

ENTER OKLAHOMA.

The voters of Oklahoma have accepted the voluminous and much-discussed constitution by a heavy majority, as was anticipated; and the Democrats, as was also anticipated, have carried the new state, electing their governor, most of the five congressmen, and a large majority in the Legislature, which will ensure them two United States senators. The constitution has yet to be approved by the President, but, peculiar as it is in some of its provisions, it is likely to be approved, if it is not found to be actually at variance with the Federal constitution. The state adjoins Kansas and Texas, but politically, it is clear that it is to be allied with the latter rather than the former. It comes into the Union with a larger population than any new state has had, at the date of its admission, the census recently taken showing that it might claim seven congressmen instead of five. Another interesting circumstance is that the new state has accepted state prohibition.

THE PENNSYLVANIA GRAFT.

It is encouraging to note that both criminal and civil proceedings have been begun against the chief persons implicated in the outrageous graft which attended the building of the Pennsylvania capitol at Harrisburg. The architect who collected nearly half a million dollars in commissions, the congressman-contractor who "soaked" the state to the extent of two million dollars for supplying it with steel filing-cases, the contractor for lighting fixtures and furniture who collected more than five million dollars for chandeliers by the pound, and for cubic feet of air-space under furniture, and eight or ten other contractors and state officials who perpetrated frauds or connived at them, are all on the list for prosecution. The state ought to get some of its money back, and there ought to be several cells newly occupied at the penitentiary.

THE CHICAGO CHARTER REJECTED.

All the time and labor which were expended in the framing of a new charter for Chicago prove to have been thrown away, for the charter was rejected by the voters at the special election held on September 17. Only about one-half of the registered vote was polled, and the majority against the charter was more than 62,000. These figures suggest both a large amount of indifference and a large amount of active hostility. The latter was chiefly among the saloon-keepers who feared that the new instrument would interfere with their Sunday trade, and among the tax-payers who dreaded higher taxation, under the provision of the new charter which allowed a tax as high as seven per cent of the valuation. The proposed charter was by no means a perfect instrument, for it was tinkered by the Legislature after it had been framed by the Charter Convention; but the existing charter, framed in 1872, is so crude and so antiquated that it is hard to see how the city can get along under it.

PEACE IN CENTRAL AMERICA.

The representatives of the five Central American republics, in conference at Washington, have signed a protocol accepting the invitation of the United States and Mexico to meet at that city early in November, to negotiate an agreement providing for permanent peace. This, of course, is not final; and even after the treaty of peace is framed, there can be no assurance that it will be kept. But the hot-headed statesmen of these republics are beginning to understand that they cannot go on indefinitely raising disturbance without subjecting themselves to discipline at the hands of their stronger and more orderly neighbors. There is good reason for believing that the new compact will mark the beginning of a new and less turbulent era in Latin America. If not, there will have to be intervention by the United States and Mexico.

THE RUSSIAN CHAOS.

Two bits of news are grouped by an accidental but significant coincidence in a despatch from St. Petersburg. One is the announcement that the Czar has given orders for the creation of a new regiment of specially chosen Life Guards, for the protection of his person, the men to be drawn from regiments throughout the entire Russian army, on the personal recommendation of their commanders, who are to be held personally accountable for their good behavior. The other is the summary of police statistics for the month of August. These show, on one side of the ledger, the carrying out of thirty-one sentences of death; and on the other side, the assassination of 309 persons, 107 of whom were government officials. For this month at least it would appear that the "Reds" were ahead in the score.

DAILY SELF-EXAMINATION.—(I.)

BY LIVINGSTON SELTZER,
Pottsville, Pa.

FOR THE TEACHER.

- Can you give yourself "100"?
Am I interested, alert, and enthusiastic?
Am I progressive, considerate, and sympathetic?
Do I come to school early every day?
Do I follow my program and course of study strictly?
Is my program well regulated and well balanced?
Do I make myself useful in the community outside of the schoolroom?
Is my schoolroom tastefully decorated?
Do I subscribe for school journals?
Am I prompt in paying for the subscriptions when they expire?
Do I ventilate the schoolroom by means of a thermometer?
Do I "pick" at pupils?
Do I speak too loud or too much?
Do I give unnecessary directions?
Do I give orders and immediately change them?
Do I use the voice when the eyes would be more effective?
Do I threaten or scold?
Am I noisy and demonstrative?
Am I gloomy, crusty, and cross?
Do I govern and teach with reference to the development of character, self-direction, and self-control on the part of my pupils?
Do I resort to corporal punishment?
Am I pleasant and cheerful in manner?
Am I prepared to present the lessons of the day in a clear, concise, and logical manner?
Do I insist upon absolute attention and do I gain this by proper means? Is it forced or is it spontaneous?
Do I discriminate between important and unimportant points?
Do I consider the ability of my pupils and assign lessons accordingly?—Circular to Teachers.

A DANGEROUS EXPERIMENT.

The Register and Leader of Des Moines tells a story which ought not to be true of a blue Presbyterian:—

"Flushed with success after cleaning up \$100,000 in Wall street, Professor E. T. Eaton, president of the Presbyterian College at Deer Lodge, Mont., came to Des Moines to-day and told his former college friends how it happened. Refused by Andrew Carnegie \$50,000 for his college, Professor Eaton went East and bearded the lion in its den. On the advice of friends on the 'street,' he was enabled to net a comfortable fortune out of the market without putting up a cent, the friends doing the speculating for him."

Give no heed to the "figures" about physical deterioration. There have been no adequate measurements of any kind in Europe or America as yet.

MEDICAL INSPECTION.—(IV.)

BY MASSACHUSETTS BOARD OF EDUCATION.
NERVOUS TROUBLES AND MENTAL DEFECTS.

Teachers and medical inspectors of the schools should investigate children who show certain physical and mental symptoms. Especially should they take notice of the presence of these symptoms in a child who did not formerly show them.

Restlessness and inability to stand or sit quietly, in a previously quiet child, especially if to this is added irritability of temper and loss of self-control, as shown by crying for trifles, or inability to keep the attention fixed.

There may also be present quick, twitching movements of the muscles of the trunk, face, and especially of the hands, fingers, arms, or legs. If severe, these may cause the child to drop things, render its work awkward, or interfere with buttoning the clothes, writing, or drawing. Such children are often scolded for being inattentive or careless.

These symptoms are the slighter ones of chorea (St. Vitus' dance). With these should not be confounded other forms of twitching of muscles, such as the blinking of the eyelids, the slower twisting movements of the face or shoulders, or other parts of the body, often called habit spasms, which may be due to defects of vision, adenoid growths, or other reflex causes. These latter cases do not usually need to be withdrawn from school work, though often requiring treatment; while the former class should be removed from school at once, both for the child's sake, and to prevent an epidemic of imitative movements, such as sometimes occurs.

Another class of symptoms requiring investigation are repeated faintings, especially if the child's lips become blue; attacks, often only momentary, in which the child stares fixedly and does not reply to question, or in which he suddenly stops speaking or whatever he is doing, and is unaware of what is going on about him. These lapses of consciousness may be accompanied also by rolling up of the eyes, drooling, or unusual movements of the lips, and often appear like a "choking" attack.

Sudden attacks of senseless movements of various sorts, such as twisting and pulling at the clothes or handkerchief, fumbling aimlessly at the desk, especially if there is no recollection afterwards of what was done, are often another expression of the same conditions.

Such attacks, particularly if repeated at varying intervals, even when not accompanied by complete loss of consciousness, are frequently as characteristic of epilepsy as the severe convulsions.

Epileptic convulsions usually involve the entire body in sharp jerking movements, with blueness of the face or lips, complete loss of consciousness, and are usually followed by a period of sleep or drowsiness, and are frequently accompanied by frothing at the mouth, biting of the tongue, and occasionally by wetting or soiling of the clothes.

Another class of convulsions is the hysterical,

which are often difficult to distinguish. The hysterical convulsion, however, differs from the epileptic in the following respects: The hysterical patient often shouts, cries, or raves, not only previous to, but frequently throughout the attack, and is often able to reply to questions during the convulsion. The epileptic gives a single cry, immediately followed by unconsciousness and the spasm. The movements in the hysterical convulsion are often accompanied by bowing of the body backward, and very frequently simulate intentional or voluntary movements, such as tearing the hair, pulling at the clothes, and such things; while the epileptic movements are characterized by their jerking or twitching character. The hysterical patient, also, in place of a convulsion, may strike an attitude, such as of fear or entreaty, often accompanied by raving or singing. This again may follow the convulsion, taking the place of, and strikingly contrasted with, the almost invariable sleep of the epileptic, which is almost never seen in hysteria. Hysterical patients if they fall seldom injure themselves by the fall, as epileptics frequently do. Biting the tongue almost invariably indicates an epileptic seizure, as does wetting or soiling the clothes when it occurs.

Cases of epilepsy, whether mild or severe, require treatment, and advice as to whether they should be removed from school. Many cases do not require to be withdrawn from school, and are benefited by its discipline.

THE LANGUAGE WE SPEAK.

BY EUGENE WOOD.

Woven goods wear out at last, but the words we speak have been made over and turned and dyed beyond the power of the most economical housewife to conceive. They have come down to us from blood-thirsty ancestors who flaked flint knives to cut one another's throats, and loved their children well enough to carve them dolls out of hard blocks of ivory, carrying a piece in their mouths for days and days so that the warmth and moisture would soften it enough to take the rude tool. They have those dolls now on shelves in dry and orderly museums, but the little girls that played "lady-come-to-see" with them have been dust and ashes thousands upon thousands of years ago. Yet the words the little girls spoke are as truly blood-kin to the words we speak to-day as the little girls themselves were our relations.

It is a pretty thought to consider how much the children of the world have had to do with smoothing down the roughness of our speech. Long, clumsy bunches of vocables, run all together in one, they shortened into case and tense inflections; and when the grammar became too complex it was ignored till our modern English is as near a grammarless language as it can well be. It is a bother to remember that "I" and "he" must be used when they are the subjects of verbs, and "me" and "him" when they are the objects; and some day, perhaps, college professors will say, as common people now do: "Him and me went fishing."

You think not? Why, "you" is in the objective

case by rights, and no longer ago than when our King James' Bible was made they said: "Woe unto you, ye lawyers!"—Munsey.

FIRST DAYS OF AUTUMN.

The first days of autumn surely vie with the rarest of June. The insertion of an extra month of this kind and the omission of August entirely might meet the desires of many people. But, after all, we must have some corn-growing weather; hence we cannot spare even the misery of dog days.

The blue of our autumn skies! Can Italy itself excel it? The writer is only a fireside traveler, so he cannot affirm from experience, but he holds very decided views, not wholly influenced by a partisan disposition of which he is too well aware. Again, can our sunsets be surpassed,—the green and gold ones of September? We must doubt it. The peculiar tint of green here referred to is seen at no other season.

The days are warm and sunny, and may even be hot, and mosquitoes still linger. When our people are able to successfully fight these miserable pests in Cuba, Panama, and the Philippines, and even speak hopefully of the coast of New Jersey, what excuse have we for sitting helpless against their attacks in Boston and Providence! The writer is told by the authorities in the latter city that the municipal supineness is due to lack of funds. This seems a shameful confession in so wealthy a city. But this article is not to be a preachment—but rather a service of praise.

At noonday the cicadas whir in the trees, and about the crimson thistle-tops yellow butterflies or red admirals flirt in the sunshine. Around them, too, the charming yellowbirds are busy picking out seeds. We keep some big sunflowers for their special entertainment, and great fun do they have over them. There is a haze in the morning hanging over streams and rivers and marking their course. The clouds are still fleecy, and the breezes tempered with the sweet breath of clethra and maiden's tresses.

It is really autumn. Fields of yellow goldenrod and umber ferns, bespangled with asters, leave no chance for mistake. If one were set down in a New England meadow at this time, blindfold, and then suddenly, uninformed of the season, had his bandages removed, he could not mistake the time. He might, to be sure, see butter-and-eggs, violets, and May-weed, but he would know by their companions that these were merely making their p. p. c. They are, as it were, leaving cards on old friends, and announcing a winter withdrawal from society.

Scarlet cardinals, who seem to have no everyday business suits, but are always in full canonicals, loiter by the brooksides. Their color, indeed, is more intense than ever. Wreaths of clematis, passing from flower to tufted, feathery fruit, hang invitingly from trees and shrubs, as if maiden nature wooed us to her heart. The sumacs, like the ban-

ners of garter knights in St. George's chapel, droop over the way. Some leaves are crimson, others yellow, and not a few still green. The tupelo is in its glossy glory, while red maples are in full tint, and the poison ivy assuming its tempting splendor. Avoid it and the poison oak or dogwood, if you prize comfort. There is no season so peaceful. It is suggestive of work well done, and of the rest which comes from it. Our love of it may be tinged with unspeakable sadness, but a sweet hope slants through the haze to whisper that the end is not yet. The fringed gentian is still to come, without which autumn cannot die. With this fair blossom in her hand, and with witch-hazel stars still breaking out in the copses, she looks trustingly to the unknown future.

William Whitman Bailey.

Brown University, September 14, 1907.

COLLEGES AS A PUBLIC INVESTMENT.

Never was there a period when America had such need of educated men. There are so many new theories flying through the air, economic theories, political theories, theories of jurisprudence, that we have to have men who know, or we may, with our popular suffrage, and our moral theories of courts, laws, trusts, unions, head the good ship for the rocks.

It is a very reassuring fact that our young men bound for business pursuits have first taken a college course. The number of those with college degrees is in much larger proportion to the population than it was a generation ago. In 1905, from 619 institutions of high grade were graduated 92,161 men and 34,243 women. Of these, for example, 170 of the 600 graduates of Harvard this year will go into business, and 71 of Princeton's 279. We presume the proportion will hold elsewhere. If this be true, the influence of the colleges, of an educated conscience, will pervade every nook and corner of the Republic and do untold good. Thus money invested in colleges never rendered so great a service to the motherland as now.—Advocate.

BETTER PAY FOR TEACHERS.

[The Cumberland Presbyterian.]

The Review of Reviews is of the opinion that school teachers should receive better pay, and it is right. Says this magazine: "Never have the schools of the country had so important a part to play in our civilization as at the present time, and nothing else is so important about the schools as the qualification and character of the teachers. Monthly or yearly rates of payment of teachers that seemed ample fifteen or twenty years ago are quite insufficient now. This is true with respect to the public schools, and it also applies to higher institutions, where the salaries of professors ought to be made sufficient to attract and hold a superior class of men." Our school teachers do a noble work, yet several improvements are needed. There are too few male teachers. There are too many persons teaching as a mere stepping stone to something else. There are too many well-equipped and successful teachers turning from that profession to other pursuits. The principal reason for all this is that teachers are paid so little that, as a rule, they cannot afford to make it a life business; and unless school teaching is made a life business it is sure to be of an inferior kind. Quoting again from the Review of Reviews: "If there is one reason stronger than another why the taxing power should lay a firmer hand upon the growing wealth of great corporations and upon the income of vast private fortunes, it is because

the state must adequately perform its responsible task of education. If there is to be compulsory attendance of schools, there must be schools worth the attending, and ample provision for all the children. If there is to be extension of child labor laws and better enforced exclusion of children from factories, mines, and various gainful employments, there must be developed such a system of education as to add immensely to the efficiency of the child when, at a later age, he joins the army of the breadwinners. Let us repeat, then, that the central fact in the school system is the teacher, and that we cannot expect to have the right sort of teachers in the long run without paying them enough to justify them in regarding their profession as a permanent calling rather than a temporary make-shift." Unquestionably, if we are wise people, we will pay our teachers better.

EDUCATION IN CHINA.

BY WALTER J. BALLARD

The Chinese college graduate of the future will be a very different person from the Chinese college graduate of the past, says the Anglo-Japanese Gazette, of London and Tokio. The Chinese imperial decree abolishing many of the useless courses on which for centuries higher education in China was based, will result in diffused knowledge and apprehension of western ideas. Already many modern schools are springing up in the Chinese provinces. The viceroy of Chi-li, the chief memorialist on behalf of educational reform, is establishing a very extensive normal school at Tientsin to prepare men according to modern methods. It will be modeled after the one at Nanking and its president will be a returned student from Japan. At Peking new buildings will be erected and the present Peking University will be superseded by a new imperial Chinese university. Dormitories for 20,000 students will be provided and 2,800 acres set apart for agricultural experiments. The site of the present school is to be utilized for the erection for the daughters of princes, nobles, and ministers of state. That is a very hopeful thing. Raising the educational status of women in China will result in raising their social status, even though it begins with the highest class of women. When educated, their minds will broaden. They will see a similar and more pressing need in the classes of women below them, and, at their instigation, a national movement for the education of all women in China will be begun. The good effect of such a movement on the future of China cannot be over-estimated. This scheme has the particular sanction of the Dowager Empress of China and the recommendation of the new minister of education, who was one of the five delegates sent to visit foreign universities.

All this is good news to the world, as a modern-educated China will be a new China and the opening of the entire Orient to education, commerce, and human development along all lines.

Is there any way to find out the value of the hen egg industry?—I. A.

Answer—It is not easy to get the figures for all of the states, but it can be done with a little patience. We have the Indiana figures at hand. Total product last year was \$15,371,917. This was \$7,696,617 for the hens and \$7,673,300 for the eggs. Think for a minute what could be done with an income of \$15,371,917 a year!

"I can" is a worker, he tills the broad fields,
And digs from the earth all the wealth that it yields.
The hum of his spindles begins with the light,—
And the fires of his forges are blazing all night.
—William Allen Butler.

BOOK TABLE.

NATURAL INTRODUCTORY GEOGRAPHY. By Jacques W. Redway and Russell Hinman. New York, (Chicago, and Cincinnati: American Book Company. Cloth (8½ x 10½). Profusely illustrated with abundant maps. Price, 60 cents.

This is an attractive and valuable introduction to a knowledge of geography, intended for the fourth and fifth, or fifth and sixth grades. About forty per cent. of the boys leave school by the end of the sixth grade, and in anticipation of this fact this book has an element of completeness that is highly important. It is adapted to both phases of work—introducing the child to the study of geography provided he remains in school, and an introduction to a life view of geography if he does not stay in school. This is a notable achievement. There is as much geographical knowledge as a man is likely to wish for if he has left school by the sixth grade, and it will awaken a vital interest provided he is to continue his studies. It is not a geographical reader, though it is really more interesting than some of those books designed for such reading. It is a book for study. The information is compact; the sentences are crisp; the maps, pictures, and charts, the topics, suggestions, and questions are as helpful to the student as the teacher.

GOOD STORIES FROM THE LADIES' HOME JOURNAL. Philadelphia: Henry Altemus Company. Illuminated boards, 50 cents; ooze calf, boxed, \$1.00.

One of the commonest experiences in the mental life of the average man is irritation at his inability to remember what so tremendously amused him yesterday. He knows it was funny. He even grins at the recollection of the grin that is gone. And yet he can't for the life of him recall the cause of it all. "Good Stories from the Ladies' Home Journal" is pretty sure to contain the anecdote that you have forgotten. One of the most popular departments which the Ladies' Home Journal has ever run was that devoted to the good stories, the bright jokes, and the sparkling anecdotes which its readers in every nook and cranny of the United States have heard and sent in to the editors. Thus the magazine has procured the cream of the living humor of the American people. By a special arrangement with the publishers, the present attractive little volume includes the very cream of that cream.

THE STORY READER FOR THE SECOND YEAR AT SCHOOL. By J. A. Bowen, assisted by many teachers of New York City. Boston and New York: Globe School Book Company. Cloth. Illustrated. 2/6 pp.

This book supplies practice reading to those who have begun to learn to read, but have not yet begun to read for reading's sake. It exemplifies no system or plan of teaching. By the use of it pupils learn to read by reading. Children will read a story for the pleasure of it, if the language in which it is presented is not full of technical difficulties. This book is made up entirely of stories,—fable, fairy and folk lore stories,—such as children have delighted in, in all times and in all countries, and the stories are held strictly to their plots, without embellishments, such as properly please older readers. The words used are nearly all monosyllables, mostly Anglo-Saxon. They are selected from the actual speaking vocabulary of children in the second year at school.

SHORTHAND. By Martin Hemmy. Kenosha, Wis.: The Kenosha Educ. Agency. Cloth. 123 pp. Price for introduction, \$1.

The author claims that the system of shorthand taught in this volume is really "a writing revolution." He has made what he believes is "a fundamental departure" from the older and generally accepted system. The "outlines are easier," the "legibility superior," and the "phrasing optional." It is a large claim, but the author believes he can substantiate it as well as file it. The volume will certainly be worthy of the inspection of those who seek proficiency in sign-writing, an accomplishment that is so essential to our modern life. Look it over: it may be the very thing you need.

BALZAC'S URSULE MIROUET. Edited by Frederic Hay Osgood of the Milton Academy, Milton, Mass. New York: Henry Holt & Co. Cloth. 232 pp. Price, 75 cents, net.

A French text of one of Balzac's most notable works. His influence on French literature has been deep and broad. To a certain degree he is a romanticist, while yet clinging to much that belongs to the earlier classical school. He is a good author for a student in French to read. And Mr. Osgood helps by his introduction and

notes to the understanding and appreciation of the text. For some reason best known to the editor a Franco-English vocabulary is omitted. It may be best to make this omission, but many commentators of foreign works—judging by their common practice—seem to think differently.

DAY BY DAY IN THE PRIMARY SCHOOL. By Alice Bridgman. Plans for the autumn months. New York: A. S. Barnes. Cloth (6x9½). Price, \$1.25.

This is an exceedingly practical and helpful book for teachers in the first grade in autumn time. The title expresses the plan and purpose of the book.

THE PURE GOLD OF NINETEENTH-CENTURY LITERATURE. By William Lyon Phelps, professor of English in Yale University. New York: Thomas Y. Crowell & Co. 40 pp. 12mo. Cloth, 75 cents, net; limp leather, \$1.50, net. Postage, 8 cents extra.

Professor Phelps of Yale University here presents a valuable little summary of the vital forces in nineteenth century literature—the authors who seem destined to live. He has confined his attention entirely to British production. There is only one period of English literature that can compare in creative activity with the nineteenth century, and that is the Elizabethan. Among those enumerated are Keats, Wordsworth, Browning, Byron, Shelley, and Tennyson. The important prose writers include Stevenson, Dickens, Thackeray, Austen, Eliot, and others.

CASTLE DEL MONTE. By Nathan Gallizier. Boston: L. C. Page & Co. Cloth. Illustrated by H. C. Edwards. 443 pp.

This romance of the fall of the Hohenstaufen dynasty in Italy is a fascinating historical novel with a spirited plot and a delightful literary style. Not often in these days do we have a European historical story of so much importance and interest to American readers. It is tragedy in romance or romance in tragedy. It is a story that reveals as history does not the spirit of those strange times in Italian history, but the literary favor lends a charm even to the darkest shadows.

A SCHOOL ALGEBRA COURSE. By F. Gorse M. A., of Bootle School, England. London: Cambridge University Press, and G. P. Putnam's Sons, New York. Cloth. 300 pp. Net price, 75 cents.

One of the newest and one of the choicest presentations of the subject of algebra that we have seen. It is graded quite differently from the general run of algebraic books, and the author believes that by his method of arrangement he answers satisfactorily many of the objections that have been raised concerning this study. We are confident our American mathematicians will wish to see this new British book.

MEMORY GEMS FOR SCHOOL AND HOME. Arranged by W. H. Williams. New York: A. S. Barnes & Co. Cloth. 150 pp.

This is a delightful collection of three hundred and eighteen gems from one hundred and eight American and foreign authors, past and present. The selections are not only entirely safe but genuinely interesting.

BOOKS RECEIVED.

"English Poems." Selected and edited by Walter C. Bronson. Price, \$1.50. Chicago: The University Press.

"Farewell Address of Washington" and "The Bunker Hill Orations of Daniel Webster." Price, 20 cents. — "Select Poems by Robert Browning and Elizabeth Barrett Browning; with notes by E. F. Lownd and M. C. Craig. Price, 20 cents. — "Selected Poems of John Milton." Edited by Clara H. Whitmore. Price, 20 cents. — "Burke's Speech on Conciliation with America." Edited by Edward E. Hale, Jr. Price, 20 cents. New York: University Publishing Company.

"Elements of Plane and Spherical Trigonometry." By James Howard Gore. New York: G. P. Putnam's Sons.

"Good Stories from the Ladies' Home Journal." Price, 50 cents. Philadelphia: Henry Altemus Company.

"Fortuna and El Placer De No Hacer Nada." With notes by Edward Gray. Price, 50 cents. Boston: Ginn & Co.

"Days Before History." By H. R. Hall. Price, 50 cents. — "The Idyls and the Ages." By John F. Genung. Price, 75 cents. New York: T. Y. Crowell & Co.

"Selections from Newman's Prose and Poetry." Edited by Maurice Francis Egan. Price, 40 cents. Boston: Houghton, Mifflin & Co.

"A Student's History of Philosophy." By Arthur Kenyon Rogers. Price, \$2.00. — "Introduction to the Study of Rhetoric." By Helen J. Robins and Agnes F. Perkins. Price, 90 cents. — "First Book in Latin." By A. J. Inglis and V. Prettyman. Price, 90 cents. — "Larger Types of American Geography." By Charles A. McMurry. Price, 75 cents. — "Shakespeare as a Dramatic Thinker." By Richard G. Moulton. Price, \$1.50. — "Life in the Homeric Age." By Thomas Day Seymour. Price, \$4.00. — "Theories of Style." By Lane Cooper, Ph. D. Price, \$1.10. New York: The Macmillan Company.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

October 16, 17: Council of School Superintendents of State of New York, Albany.

October 17, 18, 19: University Convocation of State of New York, Albany.

October 17-19: Vermont State Teachers' Association, Burlington, Vt.

October 17-19: Northwestern Iowa Teachers' Association, Cedar Rapids, Iowa.

October 17, 18, 19: Rhode Island Inst. of Instruction, Infantry Hall, Providence, R. I.

October 18: Connecticut State Teachers' Association, Hartford and New Haven.

October 18-19: New Hampshire State Teachers' Association, Concord.

October 24-25-26: Maine State Teachers' Association, Bangor.

November 7-9: Wisconsin State Teachers' Association, Milwaukee.

November 8: New England Association of School Superintendents, in Latin School Hall, Warren avenue, Boston.

December 26, 27, 28: Montana State Teachers' Association, Missoula.

December 31-January 1, 2, 3, 1908: Colorado State Teachers' Association.

NEW ENGLAND STATES.

MAINE.

GORHAM. The entering class at the normal school has reached seventy-two pupils and this makes the largest total enrollment for any fall term since the school was established. A new course in manual training is to be started as soon as the equipment arrives. This work is to be in charge of Herbert L. Berry of the Westbrook manual training school. During the summer vacation a new gymnasium has been completed in the recitation hall.

MASSACHUSETTS.

BRIDGEWATER. The state normal school at Bridgewater opened its new year on September 12 with one of the largest enrollments in the history of the school. There were 169 applications for admission to the new class, 145 of which were accepted, the largest number ever received into the school in one year. The accommodations in the school buildings and dormitories are taxed to their utmost. The new certificate method of admission similar to that used by the New England college entrance certificate board went into effect this year.

There are four changes in the faculty. Miss Caroline A. Hardwick, head of the department of vocal culture, has leave of absence and her place is supplied by Miss Anna W. Brown, a graduate of the Curry School of Expression, Boston, and a teacher of experience. Miss Grace C. Smith, supervisor of drawing in Barnstable, has been appointed assistant in the manual arts department, taking the place of Miss

Lillie E. Merritt. Miss Ruth W. Smith, of the Boston Normal School of Gymnastics, has been appointed assistant in the department of physical culture in place of Miss Margaret E. Fisher, who goes to the normal school at Oshkosh, Wisconsin. In the model school Miss Neva I. Lockwood has been appointed as critic teacher in grade II., to take the place of Miss Annie L. Sawyer. The new natural science garden of nearly two acres has been planned and work has begun upon its preparation.

MARLBORO. Members of the school committee, members of the Teachers' Association, and the superintendent of schools have organized an association to promote such branches of industrial work as they believe to be educative and valuable to the boys and girls in the public schools. The aims are to furnish the children something interesting, practical, profitable, and instructive to do during vacation; to bring them into touch with Nature and her laws in a sensible way; to develop the child's sense of ownership through natural avenues; to emphasize the dignity of labor; to develop the desire and ability to make the home more attractive, pleasant, and inspiring; and to bring the home and school into more co-operative relations that the child may be benefited by their combined efforts. Home gardening is employed in many cities to meet the above aims; but as some children are away a large part of the vacation, and others have no facilities for successful gardening, the work is to be extended to other industrial lines—cooking, sewing, and woodwork—that all may have an equal opportunity to participate, if they wish.

RHODE ISLAND.

PROVIDENCE. Salaries of the grade teachers in this city have been changed. Teachers receiving \$600 are raised to \$750; teachers receiving \$750, to \$900. This gives one class twenty-five per cent. increase and the other class twenty per cent. increase. Certain grades between these two received from sixteen and two-thirds to twenty per cent. increase.

CONNECTICUT.

NEW HAVEN. Archibald Henry Blount, lord of the manor of Orleton, Herefordshire, England, has left to Yale University a bequest of \$400,000. Nine years ago Mr. Blount began to make inquiry about the university by letter. So far as is known he had no relatives among the graduates of Yale; he had never been a student and possibly was not even a visitor at Yale. He received all the information possible. Catalogs were sent to him and he was made to feel that Yale welcomed his inquiry. Late in the year 1893 he wrote that he was considering making a bequest to Yale. He was thanked and was informed that his gift would be welcome. In about a year he again sent a communication that he had made a will mentioning Yale University as residuary legatee. He sent a copy of his will to show that this was so. About a year ago Mr. Blount wrote again that he had come to the conclusion that he would prefer to make Yale

a gift during his lifetime. The gift was not made, probably because Mr. Blount's death intervened before he could carry out his purpose. Mr. Blount was the eldest son of the late William Blount, who was at one time in the House of Commons. Archibald Henry Blount was a well-known member of the Junior, Athenaeum, and other clubs. It does not appear from the will of Mr. Blount that he had any connection with Yale University or any connection at all in the United States. The last important bequest in support of learning in America from an Englishman, so far as can now be recalled, was James Smithson's gift of \$515,000 for the foundation of the Smithsonian Institution in Washington. Mr. Smithson was the son of a well-known English duke and he had never seen America.

MIDDLE ATLANTIC STATES.

NEW YORK.

NEW YORK CITY. The special committee appointed to investigate the action of the public school teachers in going to Albany to lobby for the White bill, which was to increase their salaries, made its report at a meeting of the board of education recently. The report says that the number of days during which the teachers were at Albany, instead of at school, totalled 500. There were 300 supervisors, principals, and teachers engaged in the agitation. "Every part of the system was affected by this agitation," the report continued. In some cases five or six teachers went to Albany from a single school to work on the legislators. In many instances absence from duty was tantamount to neglect of duty. Teachers reported their intended absence to principals; principals reported their intended absence to assistants; assistants reported to a clerk, and so the schools were upset. The recommendations were that a by-law be immediately framed to cover the absence in future of teacher, principal, or superintendent; that hereafter absence without just cause be made ground for charges. In regard to the recent absentees the committee surmised that no action looking toward a penalty be taken. The report was approved.

The appointment of the committees of the board of superintendents for the current school year, or until further notice, has been made as follows: Committee on nomination, transfer, and assignment, George S. Davis (chairman), Clarence E. Meleney, Gustave Straubenmuller; committee on school management, Thomas S. O'Brien (chairman), John H. Walsh, Edward L. Stevens; committee on course of study, Andrew W. Edson (chairman), Gustave Straubenmuller, John H. Walsh; committee on text-books, libraries, and supplies, Clarence E. Meleney (chairman), Edward B. Shallow, George S. Davis; committee on high schools, Edward L. Stevens (chairman), Andrew W. Edson, Clarence E. Meleney; committee on training schools, Andrew W. Edson; committee on evening schools and vacation schools and playgrounds, Gustave Straubenmuller; committee on compulsory education, Edward B. Shal-

low; committee on records, forms, and reports, John H. Walsh.

ALBANY. The University Convocation will be on October 17, 18, 19, and promises more than ordinary interest and value. Following the plan of the last two years a number of sessions will be devoted to a single subject. Friday will be given up entirely to the discussion of "The Place of Art in Education." Distinguished speakers who have already accepted invitations to discuss various aspects of the general theme are: Sir Caspar Purdon Clark, director of the Metropolitan Museum of Art, New York; Henry T. Bailey, supervisor of drawing in Massachusetts, well known as a lecturer; Frank Damrosch, former director of music in the public schools of New York city. Saturday morning will be devoted to the presentation of a paper giving the substance of the report of the Massachusetts commission on industrial education by the chairman of that commission, Professor Paul H. Hahn of Harvard University and to a discussion of the same.

SOUTHWESTERN STATES.

CALIFORNIA.

SAN DIEGO. It is very possible that no city in this great state is spending more per capita for its schools than is San Diego. When Superintendent Duncan MacKinnon was elected to the city superintendency a little over a year ago, the board of education was in a serious dilemma about what to do to provide for the rapidly increasing school population; Superintendent MacKinnon came to their rescue and outlined a plan of erecting sixteen or twenty-room buildings instead of their present eight-room ones; several new sites were bought, and two of these splendid modern buildings are now in sight. The Sherman building has already been made a sixteen-room school by an addition built last summer. About \$300,000 is being or will soon be spent for grammar school improvements. The magnificent new \$200,000 high school is rapidly nearing completion, and when it is dedicated, San Diego will possess one of the finest and most up-to-date high schools in the United States.

Fifteen new teachers have entered the grammar schools this fall, and eight new instructors have gone into the high school. Superintendent MacKinnon is proud of the fact that he now has eight men in the high school faculty. Two years ago there were but three.

The total enrollment at the end of the first week of school was 3,977; it was distributed as follows: Kindergartens, 213; grammar schools, 3,262; high school, 502. This enrollment was an increase of 677 over last year. There were 135 in the freshman class at the high school, and fifty from other high schools, making a total of 185 new pupils in that school this term.

In two of the grammar schools—Sherman and B street—where the enrollment is large enough to warrant it, the departmental system has been introduced in the upper grammar grades. Superintendent MacKinnon hopes to be able to start it in all the schools next year. Owing to the immense expenditure for new buildings this year, the employment of special supervisors in drawing and

Schoolroom Floors Without Dust

Such a menace to the health of scholars is the dust which arises from schoolroom floors that the abatement of the dust evil in schoolrooms is just as essential as proper ventilation. The activity of scholars keeps the dust in constant motion. To overcome this contamination of the atmosphere the floor should be treated with

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music had to be postponed another year; however, in nearly all the grade buildings, teachers with particular ability or training along these lines are taking classes in other rooms, thus giving the benefit of their specialization. The same is being done in the nature study, and Superintendent MacKinnon is greatly pleased with the results.

An equal number of sets of the Gordon and the New Education readers have been introduced into the receiving grades, for the purpose of trying them out; if there be a decided preference for either at the end of the year, it will very likely be adopted as the system for the city next year. The Melodic Music Readers have also been put in the schools this year. Finally the Spencer's Sons Practical Writing has displaced the vertical system.

A new manual—the first issued for over ten long years—was also placed in the teachers' hands at the first general teachers' meeting. It is the combined result of the superintendent, principals, and all the teachers, for every one was a member of some committee last year when this new course of study was being evolved. It contains elaborate but detailed outlines in geography, history, and nature study, for every

grade. Superintendent MacKinnon speaks of it, however, as "provisional," for he intends that it shall be improved wherever that be possible this and every year.

Taken all in all San Diegans feel that they have just cause to glory in their public schools, in their unexcelled corps of teachers, and in their superintendent, to whom so much of the improvement is due.

Recent Adoptions.

Isaac Pitman's Shorthand and "Short Course" has been adopted by the following high schools: Paterson, N. J., Milwaukee, Wis., Meriden, Conn., Torrington, Conn., Grand Island, Neb., Lincoln, Neb., Charlton, Mass., Glastonbury, Conn.

Charles E. Smith's "Practical Course in Touch Typewriting" (Isaac Pitman & Sons, New York.) has been adopted by the following high schools: Paterson, N. J., Newark, N. J., Lincoln, Neb., East Providence, R. I., Plymouth, Mass., Simmons College, Boston, Mass.

A member of the Connecticut legislature achieved fame by gravely declaring in open session of the house that "eagles get their teeth into everything they can lay their hands on."



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The Public Schools of Tokio.

If the soul of a city is its schools then Tokio is a very soulful city, for it is indeed well supplied with schools. Not to speak of the imperial university and the imperial school of art, it has besides the municipal elementary schools, municipal kindergartens, municipal continuation schools, high schools, normal schools, apprentices' schools, a postal telegraph and telephone school, a weaving and dyeing school, a supplementary evening school for technical instruction attached to the apprentices' school, a nautical school, a school for the blind and dumb, a fishery school, a fine arts school, an academy of music, a foreign language school, an institution for the training of commercial teachers connected with the Tokio higher commercial school. The Tokio higher technological school, which I visited, has departments for dyeing and weaving, ceramics, applied chemistry, mechanical engineering, electrical engineering and electrical chemistry, industrial design, architecture, with, according to its last reports, 473 pupils, and far more applicants than it can accommodate, from which it aims to turn out foremen, superintendents, managers, and so forth. To it is attached an apprentices' school which is giving a strictly trade education to about 133 younger boys whose previous training has not been sufficient for entrance to the higher school. It also has a supplementary or evening school, with an attendance of about 270, all of whom work during the day, and also an institute for the training of industrial teachers. The number there, according to the last report, was 123. There is also a college of agriculture, with an institute for the training of agricultural teachers connected with it.

This question of teachers is perhaps the most serious one connected with the technological and commercial schools here, as these teachers are constantly tempted out into business, for, so rapid has been the development of Japan's commerce and industry that there is a great scarcity of men with technical and commercial knowledge. I found, for instance, the gas works, which I visited a few days ago, managed by a

professor. I was told that fifteen of the professors of the higher technological school had entered business during the last few months. The situation would be serious were it not that many of the professors cannot be tempted from the splendid work they are doing, and also by the fact that many of the professors have been abroad to study with government assistance, under a pledge to teach for a term at least one year longer than the time during which they have received such government assistance. This state of affairs will illustrate the tremendous difficulties the Japanese have had to overcome. They have not only had to do the work, but train the workers, not only to teach, but train the teachers.

The Imperial University of Tokio has more than 4,000 pupils, and the Tokio higher commercial school 400 pupils, Tokio nautical school 428 pupils, Tokio foreign language school 1,000 pupils, and the Peers' and Peeress's schools each more than 600. There are 110 elementary schools in Tokio.

Elementary school salaries are extraordinarily low according to American standards, averaging a little less than \$10 a month throughout the whole city for male and \$8.50 for female teachers in the ordinary schools; and in the higher schools from \$14 for male and a little less than \$10 for female teachers, and I find no record of any salary in these schools above \$30 a month. An increase of salaries has, however, just been ordered by the imperial government, which, beginning from April 1 of next year, will make the average salary of teachers in primary schools in large cities \$12 a month, and in towns \$10 a month, and in villages \$8 a month.

The number of children in the municipal schools is a little less than a growth of 23,000 since 1899, and they are graduating on an average of about 7,000 each year. The children pay from twenty to fifty cents a month, an average of about forty-three cents tuition fee in the higher schools, and from two and one-half to ten cents a month in the lower courses, and their health is guarded by eighty-eight physicians, who get on an average about \$25 a year for their services.

The total expenditures for all the

municipal schools is a little less than \$500,000. There is a compulsory education law and every child must go to school four years, but inasmuch as this schooling may be either in day or evening schools one finds great numbers of little children at work in all kinds of occupations.

Besides the public schools there is a large number of "private professional schools," and "private special schools," "private middle schools," "private higher schools" for females, "private continuation schools." The private elementary schools had an enrollment of 29,544 pupils in 1904 as against 40,199 in 1899.—Edward A. Filene, in the Boston Transcript.

IT MADE A DIFFERENCE.

Hall Caine visited one October the country home of a New York man. It was in New England, on a mountain side, and the splendid colors of the foliage—the scarlets and golds and innumerable flame-like tints—gave to the still forests an indescribable magnificence.

The leaves fell in a rain of color through the transparent air. In the garden, one afternoon, he heard a gardener say to his little son:—

"I wish you would rake up these dead leaves in a pile."

"Oh, I don't feel like it," whined the boy. "My back's sore, and I've got a cramp in my wrist, and there's growing pains in my legs."

"After you get 'em raked up," went on the gardener, calmly, "you can make a nice big bonfire out of them and jump over it."

The boy began to whoop and leap. "Hurrah!" he shouted. "Where's the rake?"—Rochester Herald.

Employer (to new office boy)—"Has the cashier told you what you are to do this afternoon?"

Office boy—"Yes, sir; I'm to wake him when I see you coming."—Selected.

Mother (to future son-in-law)—"I may tell you that, though my daughter is well educated, she cannot cook."

Future Son-in-law—"That doesn't matter much, so long as she doesn't try."—Fliegende Blätter.

College Notes.

William M. Clark, 1907, of Salisbury, Conn., has been appointed an instructor in chemistry in Williams College. He was president of the Young Men's Christian Association during his senior year and was a member of the Gargoyle Society and of the editorial board of the *Williams Literary Monthly*.

Announcement is made of the resignation of Roswell C. McCrea, Ph. D., who since 1903 has held the Daniel B. Fayerweather professorship of political economy and sociology in Bowdoin College. He will take charge of the work in social research in the New York School of Philanthropy, which is connected with Columbia University. Alba M. Edwards, Ph. D., of Yale University, has been appointed acting professor in political economy and sociology.

The recent session of the summer term of the University of Maine was the most prosperous of any that has yet been held. The total registration reached ninety-three, of whom sixteen had collegiate degrees, and quite a number came from out of the state. In addition to the members of the faculty who are regularly connected with the university, courses in botany were given by Dr. L. W. Riddle of Wellesley College, courses in history by Dr. F. F. Stephens of the University of Missouri, and courses in chemistry by L. L. Burgess, a graduate of Dalhousie College and Harvard University. The work in education especially commended itself to the teachers in attendance. Four courses were given by Dr. Davidson of the university, and State Superintendent Smith co-operated in the work. Next year it is planned to extend the time of the session and add a number of new courses.

The regular session of the University of Maine was opened September 19 with over two hundred new students, of whom 165 are regular freshmen.

Smith College opened September 19 with a total enrollment approximating 1,550. President Seeley announces that, on account of the high price of building material and the cost of labor, work would not begin, as was contemplated at commencement time, on the erection of a new assembly hall and library building, to cost \$250,000. A \$50,000 dormitory will be erected soon. The music hall and students' building have been improved to the extent of \$10,000.

Professor George P. Baker, professor of English at Harvard University, has been appointed lecturer at the University of Paris and other French universities for the year 1907-'08. This is the lectureship maintained by James Hazen Hyde and which for the three years it has been in force has been filled by Harvard professors; the first year by Professor Barrett Wendell of the English department, the second year by Professor George Santayana of the department of philosophy, and last year by Professor A. C. Coolidge of the department of history. Professor Baker will lecture the first semester at the University of Paris; the second semester at the provincial universities. The subject of his lectures is to be "The Development of English Tragedy and Comedy Between 1590 and 1800." Professor

Baker has devoted himself particularly to the study of the English drama of this period, and a large part of his lectures at Harvard have been on this subject.

Dr. P. J. Lennox, a distinguished scholar, and professor of modern literature in the Royal University of Ireland, has received the appointment of professor of English literature in the Catholic University at Washington. He will succeed in that capacity Dr. Maurice F. Egan, recently made American minister to Denmark.

Berlin University is the most numerous attended seat of learning in the world. It contains 7,774 matriculated and 1,330 non-matriculated students. All the cities of Germany and every country in Europe, from Norway to Sicily, from Ireland to Russia, are represented in its classrooms.

Professor William North Rice of the department of geology at Wesleyan University has been appointed acting president of the institution by the committee appointed at the last commencement to select someone for that office. Professor Rice was graduated at Wesleyan in 1865, studied two years in New Haven, and spent a year in Europe, returning in 1868 to take charge of the department of geology and biology at Wesleyan. Later these departments were separated and Professor Rice remained in charge of the biology department. Dr. E. P. Raymond, whose resignation as president of Wesleyan was accepted last June, at which time also he was given a year's leave of absence, will return toward the latter part of the college year about to open, and will temporarily resume the presidency.

Clark College and Clark University opened last week and few changes in the faculty of both institutions have taken place. N. A. Rosanoff has come to Clark from New York University as assistant in the department of chemistry, Dr. B. S. Merigold, assistant professor, continuing to take full charge of the work. Frank Blair Williams, from Union College, Schenectady, N. Y., is assistant professor of mathematics, replacing Assistant Professor Frederick H. Hodge. Joseph Ingalls Eldridge, who was a student at Harvard last year, has replaced Frederick W. Brown as instructor in modern languages. The college opened September 18 with a freshman class that numbered fifty or sixty students. Of the university faculty, Dr. Mowry Bell, Dr. Samuel P. Capen, and Librarian Louis N. Wilson have returned from abroad.

Quiet Thoughts.

Doubt is the beginning not the end, of wisdom.

Ignorance may find a truth on its doorstep that erudition vainly seeks in the stars.

The effort of a lean, little splrit after individuality is like a bubble trying not to be round.

Imagination is a window. If too wide, it means a weakened wall and light in hurtful excess.

Form may be of more account than substance. A lens of ice will focus a solar beam to a blaze.

Nothing cools so fast as undue en-

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MISCELLANEOUS

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thusiasm. Water that has boiled freezes sooner than any other.—Public School Journal.

What Red Coral Is.

The red coral that is used for necklaces is a horny axis which supports a number of soft-bodied, coral-like animals, or polyps, the entire structure bearing a strong resemblance to a small shrub. The fishermen, after they have brought this shrub-like colony to the surface, clean the soft animal matter away, preserving the red core, or axis, which is sold as jewelry. Although red coral contains some lime, it is largely composed of a substance akin to horn, and, like horn, it takes a fine polish. Horn, wool, and other animal substances of this nature almost invariably change their color when brought into intense heat.—From "Nature and Science," in St. Nicholas.

NO RHETORICAL BLEMISH.

"Mr. Gibbons," said the teacher of the class in rhetoric, "point out the absurdity in this figure of speech: 'At this time the Emperor Frederick hatched out a scheme,' etc."

"It seems to me all right," replied the young man after some reflection.

"It does? Explain, if you please, how he could have 'hatched out' a scheme."

"Well, he might have had his mind set on it."

After asking a great many questions of a lady, a barrister felt that some apology was necessary, so he remarked: "I really hope I don't annoy you with all these questions?"

"Not at all," answered the lady, quietly. "I'm used to it. I have a six-year-old son."—Philadelphia Inquirer.

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THE MAGAZINES.

—Everybody's for October has a striking cover in white and scarlet to advertise their leading article, "The Keystone Crime," by Owen Wister. There is the usual number of readable articles, notably "Celebrating a New Ireland," by Maude L. Radford, a suggestive account of the exhibition at Dublin, and "The Miracle-Workers," by Henry Smith Williams, giving some of the amazing recent achievements in industrial chemistry. Hartley Davis offers some interesting figures in "The Business

Side of Vaudeville," and Leroy Scott relates the dramatic experiences of a woman revolutionist in Russia. The seven stories in the October number are all of exceptional quality, and among the writers are Charles G. D. Roberts, Parker H. Fillmore, George Hibbard, Bert Leston Ta., Mary Stewart Cutting, and Bess. R. Hoover.

—The Woman's Home Companion for October is primarily a fashion number. Grace Margaret Gould, the fashion editor, contributes page after page of attractive and practical designs for fall and winter costumes. A novel and helpful page gives photographic illustrations of the newest silks, fabrics, and trimmings; another shows the new hats, going into detail as to shapes and colors. There are still others of waists and lingerie. Two of the many good articles deserve special mention—Jack London's "Riding the South Sea Surf," an animated description of that "Royal Sport for the Natural Kings of Earth," and Anna Steese Richardson's "The Influence of Women on Business." There are good stories by Anthony Hope, Zona Gale, Herbert D. Ward, Elliott Flower, and others. Dr. Edward Everett Hale contributes a delightful talk on "The Division of Time,"

and the editor has some pungent things to say about "Your Grocer." The cover of this issue is the third-prize winner in the recent prize cover contest, a charming painting by Hermann C. Wall.

—With the October number the new Putnam's Monthly will celebrate the first anniversary of its birth, and it has secured a remarkable list of contributors with which to start off the new year. Among the prominent writers appearing in the October table of contents are: Governor Hughes, Cardinal Gibbons, Booker T. Washington, Tommaso Salvini, Sir George Trevelyan, Maurice Hewlett, John Kendrick Bangs, Carolyn Wells, W. H. Mallock, Arthur C. Benson.

Progress in Arizona Schools in 1906-7.

BY WALTER J. BALLARD.

The 1906-7 report of R. L. Long, superintendent of public instruction for Arizona, just issued, is not a long document, but a most interesting and profitable one. It shows much progress in Arizona's schools in that school year over the prior school year, and very heavy gains since 1884.

Here are the comparative figures:—

	1906-7	1905-6
Children in territory under 21,	50,069	44,368
Enrolled in public schools	24,962	23,223
Enrolled in high schools	398	305
Percentage of school population enrolled	63	62
Female teachers	518	444
Monthly salary of same average	\$71.68	\$71.10
Male teachers	108	110
Monthly salary of same average	\$93.30	\$89.41
Net increase of teachers	82	—
Attendance at private schools, 1,302	1,499	—
Receipts for school purposes, \$697,762	\$579,385	—
Valuation of school property	\$1,158,335	\$1,041,888
Bonded school debt	570,787	490,937

In twenty-three years Arizona's school receipts have risen from \$186,666 a year to \$697,762, a gain of \$511,096.

In the value of school property the rise is from \$212,389 in 1884, to \$1,158,335, a gain of \$945,946.

In 1885 school year the expenditure for schools was \$138,164, against \$620,254 in 1906-7, an increase of \$482,090.

In 1885 the number of public schools was 137, now they number 596, a gain of 459, an average of twenty new schools each year for the twenty-three years.

Since 1885 the average daily attendance has increased from 3,226, or thirty-three per cent. of children of school age, to 15,352, or approximately fifty per cent.

We see in Arizona as we see in every other American possession, substantial progress in the provision and use of American educational facilities.

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BOSTON THEATRES.

KEITH'S.

The great shows of the past few weeks at Keith's will have a worthy successor in the program arranged for next week. Harry Bulger, the popular comedian, who made such a success in "Woodland," will head the list. He has a capital act made up largely of patter songs, of which he is by far the best singer on the American stage. Salerno, the wonderful European juggler, who is acknowledged to be the greatest manipulator of small objects in the world, will exhibit his marvelous skill. He has a number of new tricks. One of the hits of the season has been scored by Emmet DeVoy and company, in Mr. DeVoy's fantastic comedietta, "In Dreamland," which will be seen for the first time in Boston. Julius Tannen, than whom no monologist is more popular in Boston, will return with a batch of new stories and songs. The remarkable swimming exhibition of the Finneys will be one of the most interesting features of the show. Another sight act that is bound to please is Mlle. Marguerite with her beautiful trained horse and cue pony. The Swor brothers will give their amusing specialty, with its remarkably clever delineations of darky character. Gardner and Stoddard have a most entertaining mixture of good things, making a real vaudeville act of a kind seen all too seldom. "The Coal Strike" is the title of the funny farce to be played by Mr. and Mrs. Mark Murphy. Diamond and Smith, with songs illustrated by motion pictures; Toledo and Price, in a novel gymnastic act; Adeline Francis, a clever comedienne; McGrath and Paige, expert banjoists; Erle and Bartlett, in a droll sketch, and new pictures shown by the kinetograph will complete the show.

WOMAN'S WAY.

He—"But surely, Peggy—you don't—you can't mean to jilt me—to throw me over altogether?"
She—"Oh, no! I still prefer quarreling with you to quarreling with anybody else."—The Bystander.

AFFINITIES.

When Benjamin wed Annie, oh!
They both were kindly fated;
It Benie-fited him, you know,
While she was Annie-mated.
—Nixon Waterman.

"Did you have any trouble in making the people understand your French when you were in France?"
"None at all. They don't regard it as bad manners when you point at things over there."—Chicago Record-Herald.

Most of us attribute the success of others to luck.
Lots of sermons are not as broad as they are long.
Truth is mighty—sometimes it's mighty uncomfortable.

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N. J. to Ala. Rose T. Falconer, Netcong to Birmingham; to Fla. O. P. Fralick, Camden to St. Petersburg.

N. Y. to Conn. Mrs. F. W. Palmer, Syracuse to Westport; to Ill. and Della Jameson, Wellsville to Oak Park; to Ky. U. W. Ford, Hamilton, E. J. Beers, Geneva, to Lyndon; Margaret T. Lynch, White Plains, and Leora B. Nims, Dobbs Ferry, to Richmond Normal; to Me. Carleton Murdock, Hamilton to University of Maine; to Md. Lillian L. Thorpe, Auburn to Frostburg Normal; to Mich. Margaret I. Miller, Hornell to Ypsilanti Normal; to N. J. Edna A. Hartshorn, Hamilton to Keyport; Alice Cohoon, Franklin, and three others to Hasbrouck Heights; May H. Cohoon, Franklin to Weehawken Heights; to Pa. E. L. Taylor, Ithaca to Coatesville; Edith D. Chesebrough, Attica to Indiana Normal; Clara E. McFarlane, Niagara Falls to Shamokin; to Quebec, Maud M. Kelsey, Auburn, and Edith Moore, Johnson, to Grand Mere.

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INTER HIGH SCHOOL ATHLETICS.

BY ARNOLD WERNER-SPANHOOFD.

Whatever my opinion may be worth, I am quite sure of one thing: that no one can justly deny me the right to an honest opinion on this subject of athletics, for I have been engaged in active athletics all my life. I can swim and row, I can ride anything that can be ridden: Kentucky thoroughbred, broncho, wheel, or hobby. I also used to play ball, though I never played as if my life depended upon it; in fact, any kind of sport is welcome. I even enjoyed the athletic training of the German army, and did not run away from it, had my fling at fencing and duelling in German student life and spent many an afternoon and evening in the gymnasium teaching the boys of St. Paul's School, Concord, to perform stunts on the horizontal bar for their annual Easter exhibition. So you see, I could not possibly be prejudiced against athletics. I am too fond of them myself, and believe in them very strongly for girls as well as for boys.

But do not call me an athlete for that. I certainly am not one in the American sense of the word. Just imagine! I never broke a single record, and I would not go across the street to break one if I had the chance. I love athletics for their own sake, for their invigorating influence on mind and body, and am as callous as a lobster to the great honor involved in record-breaking, nor do I like to make an exhibition of myself and to offer an opportunity for Tom, Dick, and Harry to gamble on my stunts. Can I then aspire to the lofty title of an American athlete? I am afraid that with such heretical views on the subject I should have been debarred from every athletic sport in this country, for Americans, as a rule, do not care for active athletics, they only talk about them. This statement may surprise some of you, in view of the fact that American athletes carried off so many prizes at the great Olympian games. The assertion seems rather startling, but the fact remains, or did you suppose that it makes you and me better athletes because the American Jack Smith could throw the discus a few inches further than Tom Brown of England? This would certainly be a very comfortable way of becoming an athlete, it is almost as good as the famous Nuremberg funnel.

Now, I presume, our women too are the greatest athletes in the world. Well, why should it not affect them, the men certainly cannot claim all of the glory. But have you seen any change in them? Do they ever walk now when they have a chance to ride? Or do they take ten-mile tramps like the English women merely for the love of walking? I have not noticed it, have you? Our women take up athletics now and then, to be sure, but only spasmodically, as a fad, never for the love of the exercise. Where are the wheels that women used to ride a few years ago? You can buy them for one dollar apiece now, but nobody wants them even at this bargain-counter price. Roller skates

slumbered like seventeen-year locusts, now they are waking up again, and so it is with every other athletic sport. It is all a fad, nothing else. But for all that, the American woman is the finest woman in the world. She may lack muscle, but she makes up for it in good sense, and she shows it too. An American woman does not pretend to be athletic, and that is more than can be said of the American man.

Now let us take a look at our American men. I have seen a good bit of this world, but nowhere have I found less active athletics among men and more talking and bragging about athletics than in this country, nowhere in the world have I seen such careless and criminal neglect of one of the most important factors in the education of the young as here. It is astounding how little attention is paid in our schools to a sound and systematic physical training of the growing youth, and yet it is of no less importance than spelling and arithmetic. What does it matter whether our boys and girls misspell some outlandish words, if they be strong and healthy! A sound mind in a sound body, the *mens sana in corpore sano* of Juvenal is as true to-day as it was two thousand years ago. The mind will usually take care of itself if we supply the conditions upon which alone it can normally develop. This is too serious a question to be dealt with lightly. In Germany the entire physical development of the child is in the hands of experienced, competent teachers. Do not confuse these men with our so-called coaches, trainers, and crack baseball players, it would be doing them an injustice. These teachers are as proficient in their department as we are in ours, and they know many things of which our American athletes do not appear to have the faintest idea, for example,—that athletics are only a means to a higher end,—that they involve the harmonious development of all parts of the body alike, and that the development of one set of muscles at the expense of all the others is more injurious to health than no athletic exercise whatever.

What do we do? We either neglect this important branch of our education entirely or leave it to the judgment of our children, and stimulate their interest by prizes and false glory. If a boy jumps a little higher than his fellow student, we make him feel that he is a great hero who saves his country's reputation; we see to it that he gets his name and picture in the paper; no wonder the boy believes that he really did something wonderful. Then we encourage him to beat the best jumper in some rival school, and tell him that the honor and reputation of his school rests upon his shoulders. The boy will strain every nerve to beat his adversary, he will practice jumping from morning till night to succeed. Then later he will enter college athletics. Here again he will be urged onward; the reputation of his alma mater is at stake, he must win or die. Poor deluded fellow! But how in all the world could it ever occur to him that he is goaded on by an unscrupulous crowd of men who want to be amused and that he is only too often a victim to pecuniary speculation on the part of the college authorities? If he

is successful he may finally enter the race for the world's record. By the time he is in the prime of life, when the world might have derived some benefit from his existence, he will pay the penalty of broken health and not infrequently an untimely death. That is the kind of athlete we develop in this country, and we do it at the expense of a thousand boys and girls who are utterly neglected for the sake of this one record-breaker. Thus it is that the vast majority of our American children never experience the delights and benefits derived from real active athletics, they are either cowed by the fuss that is made over a record-breaker with whom they cannot compete, or they are literally kicked out of athletics, for the average American sport does not waste any time on ideals, he is in it for business. But boys are boys, and they would not be boys if they did not take an interest in the manly art of athletics, hence there is nothing left for them but to sit on the fence, or the grand-stand, and back their favorites. Our American men are not athletic either. They may talk about athletics until the cows come home, but unfortunately that does not produce muscle. If you wish to convince yourself of this fact, go to any of our athletic meetings and you will always find about a dozen men in the field furnishing amusement for ten thousand on the grand-stand. Why! I have attended one of the annual Turn-festivals at Frankfort in Germany where you could have seen 20,000 active athletes in the field, while the grand-stand was the most inconspicuous feature of the whole affair. These men were in it for the genuine love of it, not for show or business. Would that we could have a similar distribution of athletics in this country! But this will never come to pass, as long as we worship a fetish and distribute trophies in the shape of tin cans and other bric-a-brac instead of training all our young people alike to take real delight in healthy physical exercise. It is of no moment to me what the general rabble delights in, whether it be a slugging match or what not, let them have their pleasure, but our schools should not sanction or encourage such mistaken ideals.

Let me say here that it is not my purpose to cry out against the athletic games and a reasonable amount of competition. On the contrary, I champion them; but I certainly do not approve of their abuses, which have a most pernicious effect on general athletics. Games are only a sort of recreation in the regular course of gymnastics, they create an interest in and a taste for physical exercise, but they certainly should not supercede gymnastics, for gymnastics are no play. Let the boys have their games, let them play baseball, even football, as long as they play for the sake of playing, it will not hurt them. But I assure you the average American boy is not fit to play competitive football, he breaks down under it, physically and morally. I say morally, and I mean it. I have heard it said that football is distinctively a gentlemen's game, since only gentlemen can play it. I do not doubt the truth of this statement, but I regret that we cannot recognize the gentlemen until the game is over. I have seen a great many enter a game of football as gentlemen and they

were transformed into rowdies. Now, our boys certainly are not gentlemen, they are boys, very fine boys, too, but gentlemen? No indeed. Only the other day one of our boys tried to enter competitive athletics by telling a lie about his age. I might possibly excuse this in a boy, but not in a gentleman. Our Eastern high school boys behaved like schoolboys two years ago, not like gentlemen. They made a grievous mistake, to be sure, but was it greater than ours? Did we not, perhaps, expect too much of them? I thought it poor taste at the time that some of our teachers even sneered at those youngsters, imagining, I suppose, that such things could never have happened among the "gentlemen" of their school. But it did happen. You will remember that our Western high school "gentlemen" repeated the performance the very next year, and I should not be surprised if Central should have its turn next. Boys are boys in every school, and if you wish to be on the safe side with boys and do them the justice they deserve, you have to take them for what they really are—boys, not gentlemen. Such competitive athletic games, however, as are practiced in our schools are too strenuous for the average boy athlete. And the boy on the fence? Well, he fares even worse than the athlete, for unless a boy is a good athlete himself and can appreciate and enjoy the niceties of the game he is in danger of becoming a braggart or a gambler. We can pride ourselves on having produced both kinds. I can see only one remedy of the evil. Do away with the grand-stand and send all the boys into the field! This feat has been most successfully accomplished by one of our great boarding schools, St. Paul's School, Concord, N. H. This school never competes with other schools, but all boys play.

Of course, we cannot tell the boys to play games

if they do not care for it. We have to create a taste for athletic exercise first. Let me say here, and I say it with pleasure, that general athletics in our Washington schools are better than I have seen them elsewhere. Our cadets do admirable work, and the instruction in physical culture under the capable management of Miss Walton deserves high commendation. But this is not enough. We need a gymnasium with all the necessary apparatus, as running track, horizontal and parallel bars, trapeze, ladders, slanting poles, vaulting horses, rowing benches, etc., etc. We do not want a costly palace, but a useful working gymnasium, such as is owned by every school in Germany. Then we need good professional teachers of gymnastics who will give regular systematic instruction in free work as well as the proper use of this equipment to all boys and girls alike. Finally, last not least, let us never forget that the main purpose of gymnastics is "not to make gymnasts, prodigies of strength and agility, but simply to give power and suppleness to the muscles; to govern and facilitate the play of the bodily movements; to assure to laborers vigorous limbs, good corporal tools; to prepare for all men the elements of a robust health and a long life; and, finally, to develop the physical energies, just as study develops the moral energies."

If such a course be introduced into the regular curriculum of our high schools, it cannot fail to produce excellent results. Well organized athletics are most beneficial to everybody, it is the abuse of athletics that works the mischief. And we abuse athletics in this country, degrade them to the level of a prize-fight or faro game, mainly because the average American does not take active part in them, and knows too little about them.

AN ART ASSOCIATION FOR THE PEOPLE.

BY ELLA BOND JOHNSTON, RICHMOND, IND.

Wherever people are wanting more beauty in public life the story of the Art Association of Richmond, Indiana, ought to be interesting and helpful.

The association is ten years old. In its first organization this association brought together all the forces in the town that could be helpful in maintaining a public art movement. The association is now an incorporated body, and is acquiring by purchase and donation a permanent collection of works of art. It numbers on its board of directors T. A. Mott, superintendent of the public schools, the supervisor of drawing and two other public school teachers, two newspaper men, a lawyer, four local artists, a merchant, a college professor, the town's most distinguished citizen, and, of course, several enthusiastic club-women.

The leaders of this art association believe that beauty is an essential part of life, and that "art should not be for the few, any more than education or freedom is for the few." For ten years they have held annual art exhibits of a high order

of merit, with doors open free to all the people of the town.

The expenses are met, in part, by the fifty-cent annual dues of a large membership, and five-dollar subscriptions from interested citizens. For the past four years the common council deemed the art exhibit of sufficient civic importance to justify the appropriation from the treasury of one hundred dollars for the annual exhibition expense fund.

From all these sources we have been successful each year in obtaining a fund that has equaled the expense and sometimes exceeded it by a sum large enough to purchase a picture for the association.

The exhibitions are held in June. The school building is turned over to the Art Association on Saturday before the last week of school, and the private view for members is held on the following Tuesday evening. What happens in those few days is a fairy tale of the transformation of a schoolhouse into an art gallery, with its twelve rooms and two large corridors entirely filled with exhibits.

The desks are all removed from the rooms, false walls are put up, blackboards are covered with suitable background materials, draperies are hung, and in every way the building is made as attractive as possible.

Believing that a beautiful ideal suitably and adequately rendered is art, whether it be on canvas, in clay, metal, or whatsoever, and, fortunately, not being hampered by precedents or traditions, this association displays, along with paintings and sculpture, examples of handicraft in the various mediums and materials.

The catalog of the last annual exhibition shows a collection of one hundred and fifty paintings by well-known American artists; a group of fifteen pieces of sculpture; a notable exhibit of one hundred etchings; a room of sketches and original drawings for illustration by some of the foremost American illustrators; a rare display of artistic photography, showing work from forty photographers, including the well-known Photo-Secessionists; five hundred and fifty pieces of handicraft in pottery, metals, books, leather, and textiles; an exhibit of paintings and carbon photographs belonging to the public schools, and the work of the drawing and manual training departments.

As a special inducement in obtaining really good paintings, we have annually the Daniel G. Reid purchase fund of five hundred dollars, given us by a former Richmond man, to be used for the purchase of a painting exhibited in the annual exhibition. We have had the fund four years, and with it have purchased and added to our permanent collection the following paintings: "The Duet," Henry Mosler; "Late Afternoon, Litchfield Hills," Ben Foster; "Old Pastures," Leonard Ochtman; and "Hare and Hounds," H. M. Walcott. These names speak for themselves, and the fact that we own them speaks something at least of what we have learned to appreciate.

These four pictures, with nine others which we bought with the surplus expense fund, and one which was purchased for us by a woman's club, make up our collection of fourteen really good paintings.

The well-known "Hoosier group" of painters always exhibit with us, and for our own Richmond artists we make a special opportunity to display their work. To encourage these artists in our state, we have the Mary T. R. Foulke prize of fifty dollars to be awarded annually for the most meritorious painting by a resident Indiana artist.

The attendance on these exhibitions has equaled the astonishing number—astonishing for an art exhibit—of half the population. Forty neighboring towns sent visitors to the last exhibition. All the children of the public schools visit it with their teachers, as do also the pupils and teachers of three large parochial schools.

We sometimes call the art exhibit our most beautiful public charity. It is gratifying to find how many people want to help a cause that is for the benefit of every one in the community. Our florists send plants and cut flowers to beautify the building, a piano company of the town each year during the exhibition gives a complimentary

concert to the association, the city band and orchestra play without charge when invited to do so, and our daily papers always give us any amount of courteous and helpful publicity.

This interesting of the whole community makes the assertion really seem true that "this annual exhibition has become a democratic festival."

It is difficult to estimate the educational influence of these exhibitions. One noticeable result is the progress the Richmond painters have made in their work. It cannot be said that these artists are without honor in their own town. Their work always hangs in the exhibition, and the citizens take a genuine interest in it. This opportunity for exhibiting their own pictures and for studying the work of other artists has been the inspiration of their progress during the past ten years.

The close association of the public schools with the exhibition has been the opportunity for better school-room decoration. Three of the best landscapes in our last exhibition were bought by schools. Most of the school buildings have paintings secured at the exhibitions. Among these are a Forsyth, an Albright, a Walter Palmer, a Carlton Wiggins, etc.

Through the exhibitions our people have become acquainted with American painters and craftsmen. The standard of taste in Richmond has been elevated; at least we have been set thinking about things beautiful.

The display of handicrafts is changing our ideals of beauty in all those envioning things which we must see and use and think about in the daily life. Our citizens generally are more alive to the need of preserving the natural beauty of the town's situation, and adding to it parks and boulevards, and they are learning that beauty has not only a spiritual value, but also a value in dollars and cents.

We have discovered from studying landscape painting that, having eyes, we yet did not see the beauty of our own familiar landscape. We are learning to see.

Books have been written about how to look at pictures. We have had the rare opportunity of observing how the same people do look at pictures year after year—our neighbors, friends, and acquaintances. We know what they feel, think, and say.

Art holds out to well-ordered human beings legitimate and infinite sources of happiness. The works of art brought by the Art Association furnish to our people a high kind of pleasure which otherwise would be left out of their lives. It is something to have made that possible in one small city.—Used by Permission of the Outlook.

MISS SHEDLOCK IN ENGLAND.

Miss Marie L. Shedlock has been appointed by the London County Council to give four courses of lectures to school teachers on the art of story telling, and so great is the demand for her work all over England that she has been forced to postpone her return to the States until the early autumn of 1908.

THE YOUNG TEACHER'S PROBLEMS.—(V.)

BY DR. MARGARET E. SCHALLENBURGER,
San Jose Normal School.

UTILITY OF DRAWING.

Is the teacher of drawing and painting worth while? Yes, because here again we have another form of thought expression, a form we see in operation every day and everywhere. To the very young child in the kindergarten, or first primary grades, drawing is a sort of language. Not old enough to write out his thoughts, he expresses them in picture language, or he supplements his oral expression with picture story. The first drawing is largely symbolic. As such it is manifestly useful as forming a step in the development of written expression. Later when the child's taste in form and color is appealed to, just as in manual training, he comes to have an appreciation for the forms and colors about him. He tries to copy the perfect forms of nature, he tries to make his own decorative schemes fit in quietly, as do hers, with the plan of nature itself. In all conscience, we Americans need to cultivate something of the aesthetic in order to be able to offset the inartistic in our surroundings. It is my fate to drive each morning on my way to school through a Portuguese-Italian settlement of the lower classes. I am doomed to see houses whose walls are painted bright yellow, ornamented with red doors and green window-casings, while the garden fence adds the final touch of agony, its coloring being a sort of cross between magenta and rose-pink. The children who literally swarm out of these hideous houses are being educated in our common schools; if nothing is done there to overcome this love for what is as untrue in art as a downright lie in morals, the evolution toward correct ideals will be exceedingly slow. And our own Americans are none too careful about the setting of their houses and the adornment of the interiors. Ruthlessly are grand old trees with long years of natural growth, goodly in the sight of God and man, cut down or trimmed into hideous shapes. And even while reprints of much that is best in art are easily accessible, our walls are hung with cheap and gaudy chromos encircled by tawdry frames. If the schools do not through the child's own attempt to express what is beautiful, give him at least a dim ideal of loveliness, where are we to turn for help to correct a taste so depraved? Is the teaching of art useful? As long as gable ends are ornamented with dormer windows, as long as gothic structures point their spires heavenward along the woodless seashores, as long as wood and stone and brick and plaster go helter-skelter into the make-up of one small cottage, as long as houses requiring acres of forest are narrowly fitted into town lots, as long as women with beautiful, gloriously tinted red-gold Titian hair tie it with pink ribbons and decorate it with crimson roses, the teaching of art in the public schools is thoroughly practical. For we may turn away from a natural condition unpleasing, we may leave the treeless plains of the middle West for the California wood-

lands of the Santa Cruz mountains or the gracefully outlined soft gray seashore of San Diego, but who will deliver us even there from imitation bronze statues in the town park or the California poppy paintings on seashells?—Address.

OFFICIAL RECOGNITION OF McANDREW'S GIRLS.

McAndrew's girls, who go under the official name of the Washington Irving High school, New York, 2,100 of them, continue to brighten school life by their cheerful goings-on. They devote the first week of school, when the teachers are busy with registration, programs, and machinery, to looking out for the new students. Every older Washington Irving girl is pledged to play the hostess to the younger ones throughout registration week. A reception, entertainment, and party in honor of the new members comes on Friday afternoon as the windup of the first week. The New York Globe shows how the city officials are brought in to give importance to the function. It says:—

Acting Mayor McGowan of New York City, Comptroller Metz, and Park Commissioner Herman formally opened the school year Friday afternoon for 2,100 young women of the Washington Irving High school at the main building of the institution on East Twelfth street.

"I came here," said the comptroller, "because I happened to be telling the acting mayor that I had noticed how hearty and bright the peasant girls of France looked. McGowan flared up at once and said that any Washington Irving High school girl is better looking than two French girls. We made a bet, and Park Commissioner Herman, because he is a bachelor, asked to be the umpire. Here we are. But I give in. The umpire need not decide. I've lost.

"Everybody seems to have an affection for this school. The request for money to buy you a site went through the Board of Estimate unanimously. The plans for your new building are ready. I'm ready to order the houses on Irving Place torn down at once. As long as I have anything to say about it, my voice will be for schools in preference to any other public expenditure."

The girl chairman introduced the acting mayor as the patron St. Patrick McGowan of the Washington Irving High school.

"Mr. Metz," said he, "has admitted that none of the pretty girls to be seen abroad compares with such American beauties as are blossoming here in this room in such profusion. He wonders why the people are so fond of this school. I can tell him. It is because from its beginning the people who have had charge of it have had rare common sense to study the natural likes of girls and to minister to them. Instead of a huge machine with no sentiment, no sympathy, no humor, you have developed here a great family devoted to the service of each other, and to the service of the city. The school is a home in the best sense of the word. The teachers are like mothers, or I may say, like sisters to you.

"This fine new building that the comptroller referred to is to embody the home idea. Mr. C. B.

J. Snyder, the architect, was at the City Hall to-day showing me the plans. The first thing that greets your eye when you enter the building is not an office, not a stack of books, but a great hospitable hall with a cheerful hearth, the very symbol of domesticity and welcome. There are comfortable settles round it, where we hope to see you girls with your women's work in your laps, crocheting or sewing, or embroidering or knitting, and chatting and laughing away as God intended young women should.

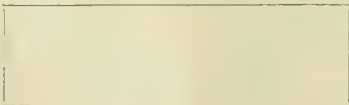
"In every way possible we all want the building to typify those home scenes which our great New Yorker, Washington Irving, described so charmingly. Every room should suggest some aspect of his genius. Mr. Snyder thought the dining room might be treated in Knickerbocker style, the old Dutch kitchen, with its fire-place, its shelves, its pictures. He proposed mural paintings of subjects from the stories of Irving. I think, too, we should have a fine life-size statue or painting of him, and all the prints and pictures we can collect, so that the building will be a Washington Irving memorial worthy of the name.

"In eighteen months it ought to be completed and you all inside of it. I cannot tell you what a happiness it would be to me to go there on the opening day and see you installed. From the day this school was opened here in my district, filled by my neighbors' children, it has seemed to me one of my pleasantest duties to do what little I can to serve it. I am not in the school board any longer, but my friends there are very good and keep treating me as though I were. In anything that concerns your school they all seem to agree that the down-town girls coming from humble homes and from the families of the men who work, and work hard, have been kept in these scattered old buildings too long, and that they must bestir themselves to get you housed in as good a building as any high school in New York. No day of my life will be happier than the one on which I meet you there."

Park Commissioner Moses Herman admitted that he is a bachelor, but said that if in his young days such girls as these had been taught all the arts of house-keeping, cooking, and home making that these girls study, no one could have been immune from matrimony.

The occasion of the visit of the city officials was the annual "welcome party," by which the older students of the Washington Irving High school make the 600 new girls feel at home. Every girl, teacher, and guest wore a ticket:—

"I speak to thee in Friendship's name."—Moore.



Wear this label
at
The welcome party of the
WASHINGTON IRVING
High School Association.

In the open space the wearer's name was printed in large letters legible at sight ten feet away.

Seven girls wearing large red hearts, each bearing a huge letter, altogether spelling "welcome," stood at the main entrance as reception committee. Instead of reading rules of the school to the new girls, the faculty entrusted the older students with explaining various requirements disguised under the less offensive name of "usages." Every member of the entertainment committee had a block of new recruits to entertain and to shoo out upon the gymnasium floor when the dancing began. The hilarity of the opening week was terminated only by the janitor turning out the lights.

ELIMINATE GROUCHINESS.

The board of education of an Indiana city has the courage of its conviction on grouchiness. Mr. —, a teacher in the school, has been refused reappointment because the president of the school board says he is afflicted with a "chronic grouch." According to the members of the school board they exercised patience with him in the hope that he would cultivate a smile and become more pleasant. "He always has a kick coming," says one member of the board.

A PSYCHOLOGIST OR WHATISIT.

[From the Brooklyn Eagle, July 5, 1907.]

The New York Times makes this astonishing statement: "Psychologists have no responsibility." It says that with reference to Hugo Munsterberg, who is called a professor of psychology in Harvard University. If any one could tell what a psychologist is or what psychology means, the Times' statement would be more luminous, less startling, and, perhaps, even intelligible.

Another paper which comes to this office calls Ambassador Bryce a psychologist. A more or less learned weekly which arrives here says that Mrs. Eddy is a psychologist. A religious magazine—that is, a magazine in which the papers are on religious subjects—declares that President Patton of Princeton Theological Seminary is a psychologist. A professor of vegetarianism has sent a card here on which he has written "psychologist" as his vocation or his avocation.

One will have to fall back on the old Scotch professor's definition of a metaphysician, a term which passed for psychologist when men whose distance from death is shorter than between them and their cradles were boys. "A metaphysician," said the professor, "is one who does not understand what he says, and who delivers it to people who do not understand what is said." Under these circumstances, the Eagle is entirely willing to concede that Professor Hugo Munsterberg is probably a psychologist. But one cannot avoid wishing the term had the clarifying simplicity of butcher, baker, or candlestick maker.

O. C. S., Missouri: I have read the Journal of Education since 1878. It grows in interest and worth.

ARITHMETIC BY-PRODUCTS.

BY WILLIAM T. MILLER,
Phillips School, Boston.

In the manufacture of many articles there is found an opportunity to use the scraps and waste for the making of different odds and ends which are commonly called "by-products." A common example is in the meat industry, where the steer is slaughtered primarily to give us beef; but a score of other everyday articles, ranging from bone hair-pins to cow-hide boots and from gelatine to "fertilizer," come from the same steer from which our steak is cut. It may seem a little far-fetched and undignified to apply so commercial and industrial a name to any educational result; but the term is so strongly expressive and the analogy is so clear that it seems appropriate to point out a few instances where arithmetic work can and should be made to yield certain results beyond its usual scope, certain useful and important "by-products."

Let us first make clear that the primary end of arithmetic work is assumed to be the development of the power to do arithmetic, i. e., the ability to compute, to cipher, and to solve problems by means of arithmetical principles. The aim is, in other words, a practical one.

This aim brings us at once to a "by-product." For no matter how practical the aim may be it is impossible to attain any proficiency in the "doing" of arithmetic, in the solution of problems, without a foundation and continued use of clear, accurate thinking. The power to observe, to correlate, to judge, to conclude, is not the prime intent of arithmetic; but it is very essential for success in arithmetic, and rightly directed practice in arithmetic work cannot fail to develop it. The disciplinary or mind-training side of all mathematical work is universally recognized; in arithmetic the mind of the child gets its first rigid discipline and logical training—all tending to develop a power we may call "ability to think." Such is our first great "by-product"; and it is one the importance of which far outweighs the mere computing side of the science, extending as it does throughout the whole life and affecting the whole efficiency of the individual.

In the same class of powers as that mentioned above, we must place accuracy of observation—acquired in the visualizing of problem conditions, and the habit of careful work—acquired in the constant correction and proving of written work.

This habit of care is one that cannot be overestimated, and it ought to be one of the school-room canons. Especially necessary is it in the solution of problems, where the little mistake of saying $2 + 3 = 6$ may result in a difference of thousands in the answer. It comes back of course to the question of accuracy; but there is developed in the effort to be accurate a habit of being careful. We may rightly call this habit, then, an arithmetic "by-product."

There are, besides, several other habits developed in the effort to be accurate; though they are all contained in the habit of carefulness they are often very important in their own place.

There is the habit of suspending judgment—"not jumping at conclusions," the habit of critical examination of all data, the habit of being sure you are right before you go ahead,—all very practical aids for success in any undertaking. And inasmuch as the good teacher of arithmetic will demand such accurate work that these habits must be formed, they are truly to be rated as desirable results of arithmetic work.

Another beneficial result of a broad course in arithmetic is one which we may call broadening the horizon. I refer here simply to the fact that in the solution of problems the close attention one must give to all the conditions involved makes the impression of those conditions very lasting. Consequently, if a problem involves any experience or physical fact that is new to the pupil, he can scarcely help making the new idea his own. In countless little details this feature of problem work makes itself evident. Often the simple touch of an epithet, the mention of a far-off land, or even a new "Christian name" may set the child thinking in an entirely new line—and the point is that all of these new thoughts and mental impulses, however slight, are broadening influences, enlarging the child's view of life and its manifold meanings. There is, of course, great variety in problems, but this human interest should be one of the characteristics of all untechnical problems given to children. Assuming that the problem has some point of interest in it, then we may truly say that a "by-product" of the work with the problem is a broadening of the child's ideas. Even if he does not learn any new fact first-hand from the problem, the pupil at least gets into a questioning frame of mind.

This desire to learn—the mental question-mark—is half the battle in the broadening of the mind. So we may look upon arithmetic in this way as a great stimulus to self-activity and a power for intellectual good.

Perhaps the greatest joy one can have in arithmetic is to solve a problem and then go back over it and prove the answer. The reason the proof gives us such pleasure is because we like to be self-reliant, and here is another "by-product" of arithmetic—self-reliance. If we prove our work we do not need to be told it is correct, for we rely implicitly on ourselves. After we do this many times and become used to solving one sort of example we reach that happy stage where we would attack any problem of that particular species with the utmost confidence—and all because we have become self-reliant. In the teaching of arithmetic self-reliance must be developed, otherwise there is no real power achieved. The teacher must decide just how much aid and correction is good for the pupil and beyond that the pupil must work out his own mathematical salvation. It is an individual problem for every individual teacher, but the fact remains that all good arithmetic teaching should develop self-reliance.

These are not at all the sum total of the results we ought to expect from a course of arithmetic; they are merely suggestions of some of the large effects which come from arithmetic work, mere outlines of the principal "by-products" that go hand-

in-hand with "the science of reckoning." Others suggest themselves at every turn; the point for the teacher to remember is that all knowledge is correlated and interdependent, and that time spent in the reaching of any of these "by-products" is not time wasted but is rather true economy and real educational wisdom.

OCTOBER JOTTINGS.

BY GEORGIA A. HODSKINS.

My ornaments are fruits; my garments leaves,
Woven of cloth-of-gold and crimson dyed;
I do not boast of harvestings of sheaves,
O'er orchards and o'er vineyards I preside.

—Longfellow.

Do you like the poet's description of October? Which month might boast of "harvestings of sheaves"?

This month winter fruits must be stored, or Jack Frost will spoil them for us.

The farmers are picking the apples now. See the barrels filled with the fine ripe fruit. Here are rosy-cheeked Baldwins and great streaked wine apples. Here is a load of long sheep-noses, and here are juicy brown russets. Which shall we use first? Which will be the best next spring? For what are greenings used? Here men are bringing loads of windfalls and poorer fruit to the cider-mills. How is vinegar made? What is the "mother" in the vinegar barrel?

Winter pears must be laid away in dark, dry places. Some are packed away in closets, and some in old chests of drawers in the storerooms. Next winter we will bring them out. How good they will taste! Perhaps we may have some for our Christmas dinner.

The last of the grapes must be picked now. Which are the latest varieties? Wild grapes make the best sauce. Why?

The sweet-voiced thrushes and the merry little sparrows will leave us this month. We shall not hear the call of the cat-bird again till next year.

Are you keeping watch for the bird visitors? We shall have some noted ones this month. The pretty little Peabody birds will stop on their way through, and the dainty fox sparrows, the most beautiful of their family, will not omit to give us a call.

You may catch a glimpse of some of the dainty little warblers still, if you are sharp-eyed. They are tiny little birds. You will see them flitting about among the trees, never still for a moment.

In sheltered nooks you may find, now and then, a pale blue violet. If you have bright eyes, you may find the underground flowers of the same plant.

The witch-hazel is in full blossom, and beside the little yellow flowers you may see the seeds from the flowers of last year. Look out! If you try to pick them, you may be hit by this mischievous plant. Do you know how fond of shooting it is?

The fields from which the rowen has been gathered look bare and brown.

Farmers are getting ready to sow winter grain.

For what is rye straw used? How is the rye separated from the straw?

The chrysanthemum exhibitions will come the last of this month. How different these great glowing flowers from the ones your grandmothers used to call artemisias! In what country has a great deal of attention been given to the cultivation of this flower?

Nothing is more strongly connected in my mind with the autumn than the smell of the bonfires.

The boys have been making jack-o'-lanterns.

Stores of winter vegetables must be got into the cellars now.

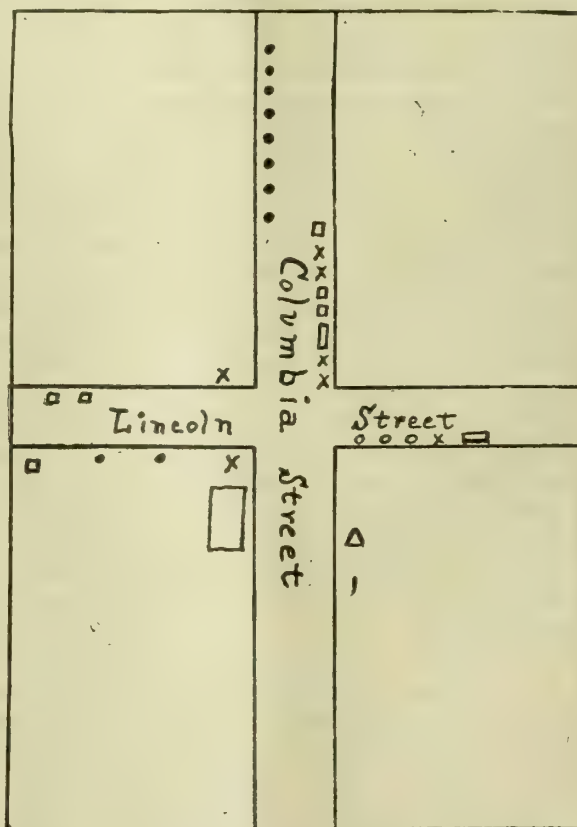
If you have been in the woods this fall, you may have heard the piping of the little red salamander. It sounds a little like the peeping of the hylodes. You will have to be very sharp if you find the little fellow and surprise him in his song, for he is very shy.

OCTOBER NATURE.

BY MARGARET KIDD,

Supervisor Training School for Teachers, Cambridge, Mass.

No one will doubt me when I say that the proper place to study nature is out-of-doors, although I am very well aware it is not always practical or convenient.



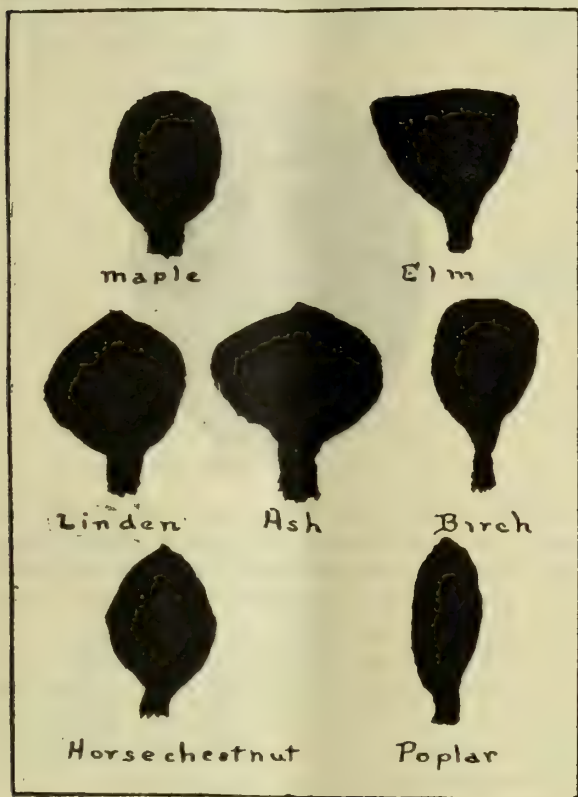
• Birch Δ Poplar ○ Linden □ Ash
x Maple □ Horsechestnut ● Elm

The following lessons were planned and carried out in a fourth grade and were not only satisfactory, but a delight to teacher as well as pupils.

The plan is arranged for nine lessons.

1. Map of district.
2. Position of trees marked on the map.
3. Copy made.
4. Sketches of general shapes of trees.
5. Copy made.

6. Special study of one tree.
7. Written description of tree studied.
8. Corrected story rewritten and picture mounted.
9. Cover made and papers fastened together for a booklet.
1. The map of the district should be drawn from the teacher's dictation.
2. Having decided upon a key the children and teacher go out of doors with their maps. As each tree is reached in the walk, the children put the



sign in the right position on their maps. This lesson should be given before the leaves are off the trees.

4. With maps in hand another walk is taken after the leaves have fallen. As they approach a tree, the children consult their maps and keys to find out the kind of tree. The general outline is then drawn.

6. The following points may be used in studying about the tree:—

General shape

Trunk

- length (long or short)
- size (large or small)

Bark

- color
- kind

Branches

- manner of branching
- angle of branching
- color

Buds

- color
- size
- shape
- position

Leaves

- kind (simple or compound)
- shape
- color
- surface
- venation
- arrangement on the branch
- time of appearing

Flowers

- color
- size
- shape
- time of appearing

Fruit

- kind
- shape

As the leaves, flowers, and fruit have previously been studied, these points may be taken as a review lesson and added to the story. Pressed specimens will be helpful.

8. In these days of the omnipresent camera, it will not be difficult to obtain negatives of the trees. Blue print pictures may be made very easily and if the teacher wishes she may prepare her own paper.

The following receipt may be used: Sixty grains of iron and ammonia and forty grains of red prussiate of potash should each be dissolved in a half ounce of water. Mix the two solutions and apply with a small brush to a plain white paper. This should be done in a dark room and left there to dry.

SHAKESPEAREAN STUDIES.

BY MARY E. FERRIS-GETTEMY,

Galesburg, Ill.

"MACBETH."—(I.)

This drama was probably written about 1606. It breathes the atmosphere of Scotland; the crowns of England and Scotland had recently been united in James I; possibly the spirit of the times might have suggested to Shakespeare the writing of this, his only Scottish play. The mutilated condition of the text as it appeared first in the folio of 1623 doubtless accounts for some apparent faults in the artistic work of this drama.

The dramatic action is so rapid, that although it contains so much, it is one of the shortest of Shakespeare's plays; it has only 2,109 lines, while "Hamlet" contains 3,930. The interest so centres in Macbeth and Lady Macbeth that it almost seems a play of but two characters; and yet in the first or vital Act, Macbeth speaks only twenty-six times, and in all but 878 words; Lady Macbeth speaks only fourteen times, 864 words in all; in the entire play she speaks less than sixty times and Macbeth less than 150; many of these speeches are very short, some times only a word. We marvel at the ability which develops two of the most wonderful characters in all literature in so short a space.

This drama has such a strong historical background, that at first one is almost inclined to classify it as historical, but the treatment is purely that of ideal tragedy, which takes it out of the realm of history.

For his historical material, as in his English plays, Shakespeare draws upon Holinshed. His handling of his material is a constant source of wonderment and admiration. What action he puts into every dry bone; what dramatic life into every character, until the effect of the whole seems nothing short of electrical!

"Hamlet" and "Macbeth" are Shakespeare's only ideal tragedies; that is, the only tragedies in which the supernatural enters as an element by which "to express and develop the motives of the tragic individual." It is only in these dramas that the supernatural assumes a form visible to those for whom it has no especial message.

The drama of "Macbeth" is dominated by the supernatural from the beginning until near the end, when Macbeth parts from the weird sisters with a curse; in fact, the conflict seems to be between the supernatural and the natural worlds; so much so, that these elements may be considered the two threads of the play.

We can get but little idea of the true significance of this play without making an especial study of this supernatural element. We must bear in mind that when this drama was written, the English as well as the Scottish people still believed in all sorts of supernatural manifestations. They believed that evil spirits caused storms at sea and convulsions of nature on land; that they took possession of human beings and caused them to commit crimes and destroy the peace of families; if Queen Elizabeth's stomach did not behave well and kept her awake at night, it was because she had fallen under the spell of witchcraft. King James was so firm a believer in this form of superstition that he wrote a textbook of witchcraft and its developments, and before he came to the throne of England he had caused no less than 600 old women to be burned as witches. The real witches were often supposed to guide the affairs of men; they were often pictured as inhuman hags, brewing all sorts of hideous mixtures in hellish cauldrons, and so when Shakespeare introduces this element in his play, he is only making it effective by the use of the common superstitions of the times.

Every great deed brings with it a great responsibility and a great temptation, which the doer of the deed must meet. If the man is greater than his deed, he comes out a hero; if the deed is too great for the man, he yields to the temptation, his course is downward, and unless arrested, Nemesis follows him until his end is that of a tragic individual. Macbeth's deed is greater than the man, and he cannot withstand the temptation. Subjective conflicts he has, it is true, but they are prompted by fear of the evil that may result, rather than by his intuitive love of the good.

Before the play opens, Macbeth has performed a worthy deed, and an unholy ambition has been implanted in his heart; this forms a basis for the drama. This ambition is still shadowy in the mind of Macbeth; he must have something to give it definiteness; this is the mission of the weird sisters; they meet him "in the day of success" and

TALKS ON SCULPTURE.—(XXI.)

BY LORADO TAFT.

Luca Della Robbia never married, but was wedded his long life through to his beautiful art. He loved it so much that it is no wonder he succeeded, until finally priests and monks and powerful nobles began to come long distances to get him to do work for them. The demand became so great that he employed other sculptors to model groups for him, after his designs. But he kept his great secret of the mysterious glaze to himself. He had a young nephew named Andrea, whom he loved very much. Baby Andrea was always welcome in the great shop where Luca and his



assistants were very busy modeling angels and saints and holy virgins. Now and then, I fancy, the little fellow was invited to sit very still while they sketched his smiling face and round baby limbs in the plastic clay. Probably not a few of Uncle Luca's pretty babies were portraits of the sturdy little nephew. It must have amused him when he was older to be told that this Christ-child and that young St. John were portraits of his own baby face.

But there was something that he liked to do much better than posing—oh, ever so much better!—and that was to take a handful of soft clay and try to model things for himself. At first the results were rather funny; the only thing that he could do very well was a little clay nest with a lot of round eggs in it. He kept on trying, however, and one day astonished the whole shopful of sculptors and apprentices by the beauty of a head which he had made. Then his uncle was delighted, indeed, and said that he should be his heir and successor, and that when he was old enough he would tell him the secret of the blue and white glaze.

Andrea worked on diligently and learned to make groups and reliefs so perfect in proportion and design, so charming in expression, that they could not be told from his uncle's best. Then the great secret was confided to him, and he became full partner in the now famous studio.

Ever since 1421, the guild of silk workers of Florence had been building an asylum for the foundlings of the city. It was just fifty years later when the Della Robbias gave the last touch to its decorations. Luca was born, you will remember—most conveniently for our memories—in 1400; he was, therefore, just seventy-one years old at the time. He may have superintended the work, but

we know that these adorable babies all done up in swaddling clothes were from the hands of Andrea, who was now thirty-four years old.

A baby is called a "bambino" in Italian, and if there are two of them they are called "bambini," but we make our plurals in our own independent American way and call these charming creatures Della Robbia "bambinos." Anybody who has been abroad will know what that means, and few can hear the word without smiling, for there is nothing prettier in all Europe than that array of shiny babies hung up on the front of the "Spedale degli Innocenti," as they call the asylum in their musical language. It is a long porch or arcade, and over each post, between the arches, is one of these medallions. Each little fellow is more charming than the last; one runs back and forth trying to make up his

mind as to which is his final favorite,—just as if he were selecting a real baby from the large household of cherubs within. It is equally hopeless in either case; Italian babies are so beautiful that one never could decide.

Very likely, these dear, bright-faced infants which have reached out their little hands to the passers-by, and have smiled steadily for so many centuries, were portraits of Andrea's children. It was their turn now. I can imagine the whole family there—Giovanni, Girolamo, Luca, and Ambrosio—all helping, and all of them destined to become sculptors. So for many years they carried on the family traditions according to their talent and as the eventful times permitted. But never did they make anything more appealing, more delightful than the "bambini" of the foundlings' home.

MEMORIZING.

THE DUPE.

The skies were blue, the sun was gold,
And broad and fair the lea;
But in his race for fame and gold
He had no time to see.

The breezes wooed to love's sweet game,
And becked each joyous way;
But in his race for gold and fame
He had no time to play.

'Twas "Wait a while," 'twas "Wait a while,"
'Twas "Some day will I turn
To greet the blue, to love and smile—
When that day I shall earn.

"The sky and lea will bide my call,
And joy be always rife;
But gold and fame are best of all;
Without them, what were life?"

Still blue the skies and green the lea,
Still becks each joyous way;
He turns—behold he cannot see!
He knows not how to play!

—Edwin L. Sabin.

"Not of the sunlight,
Not of the moonlight,
Not of the starlight!
O young mariner,
Down to the haven,
Call your companions,
Launch your vessel,
And crowd your canvas,
And, ere it vanishes
Over the margin,
After it, follow it,
Follow the gleam!"

Then sow; for the hours are fleeting,
And the seed must fall to-day;
And care not what hands shall reap it,
Or if you shall have passed away
Before the waving cornfields
Shall gladden the sunny day.

—Adelaide Anne Procter.

THE VAGRANT.

He came unto the door of heaven,
Free as of old and gay:
"What hast thou done," the porter cried,
"That thou should'st pass this way?"

"Hast fed the hungry, clothed the poor?"
The vagrant shook his head.
"I drank my wine and I was glad,
But I did not give them bread."

"Hast prayed upon the altar steps?"
"Nay, but I loved the sun."
"Hast wept?" "The blossoms of the spring
I gathered every one."

"But what fair deed can'st thou present?
Like light, one radiant beam?"
"I robbed no child of his fairy tale,
No dreamer of his dream."
—Anna McClure Sholl, in *Appleton's*.

ONE DEED.

One deed may mar a life,
And one can make it;
Hold firmly thy will for strife,
Lest a quick blow break it!
Even now from far on viewless wing
Hither speeds the nameless thing
Shall put thy spirit to the test,
Haply or e'er the sinking sun
Shall drop behind the purple west
All shall be lost or won.

—Richard Watson Gilder.

"Be not too busy, O thou earnest heart,
To hear what friends are saying at thy side;
To know if cares or joys with them abide,
And for their help or cheer to do thy part;
To hear the music of humanity,
To feel thyself one of God's family."

The strength of your life is measured by the strength of your will. But the strength of your will is just the strength of the wish that lies behind it. —Henry van Dyke.

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A. E. WINSHIP..... Editor

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BOSTON HAS NOT THE HONOR.

An editor can never hope to escape mistakes till he is quietly domiciled in Mother Earth, but this does not make it any the less uncomfortable to see in cold type on the editorial page "637,387 pupils in Boston public schools."

Presumably every one knows that New York city is the only city in America with that number of public school pupils. Boston's 100,000 is eminently satisfactory for her population, and she has no disposition to claim a larger scholarship registration than she has entire population.

RESCUING RASCALS.—(III.)

More and more evident is it that there are conservative and conventional, classical and critical forces that will brace themselves against all efforts to rescue rascals. They begin by denying the extent of the ravages, then refuse to accept responsibility, and finally array themselves against those who are putting forth every effort to protect society by rescuing and transfiguring the rascals.

The next great struggle for humanity in the New World must be with those men and women who back up against all progressive efforts for rescuing those who do not care to be rescued. The real rascals are not so dangerous as the complacent rascals, such as enjoy fat dividends rather than double-track the railroad, rather than put in the block system, rather than pay for a telegraph operator when a ticket seller and freight agent can also act as train dispatcher until they have hurled several trainloads of humanity into eternity, symbolizing as they do those conventional scholastics who

do not care how many wrecks there are in the traffic of life so long as they are allowed to luxuriate in their pet ideals of antiquity.

There are to-day, as there have always been, men who go to Europe to learn from Edward and William how American politics should be managed—men who do not like to know or study their own land and their own people, but prefer to be honored by royalty in order to learn how not to rescue rascals.

American rascals present American problems, which must be solved by American men and women under American conditions.

An American optimist is in a class by himself. He does not say that there are no clouds, that the clouds are not dark, that it does not rain, but he sees the sun in the rain making a glorious bow of hope and promise.

America was fast becoming the Rascals' Paradise until the rascals were seen to present an opportunity for a glorious Mission of Rescue, and now this is the most iridescent of all lands, where the white and the black, the red and the yellow are transparent prisms for the faith of the church, the patience of the school, and the devotion of philanthropists to vision forth concentric bands of the royal arch of the New World, beneath which the people sit in the regal grandeur of hope and promise.

WHAT THE SCHOOLS SIGNIFY.—(IX.)

THE PIVOTAL PERIOD.—(II.)

SIXTH GRADE.—(I.)

The boy is passing, the young man is arriving in this period. The years in the sixth grade should be eleven and twelve; the seventh, twelve and thirteen; the eighth, thirteen and fourteen.

There may be excuse for an occasional over-age pupil, but some one has blundered at some time, if any appreciable number of children are not of these ages. If a child cannot get the most out of the grade in these years, he should not be in the grades, but in some special class or institution.

In the sixth grade the transition from the boy to a prospective young man is not often noticeable. It is discerned negatively rather than positively. It is seen in a certain awkwardness, shyness, irritability under restraint.

In this grade it is only occasionally felt by him. He ridicules the boy who puts on long trousers, but chafes at wearing mother-made breeches. He wants a barber to cut his hair, and resents having his mother do it. To be "sent to bed" vexes him beyond expression; to be called a "kid" pleases him, but to be spoken of as a "child" irritates him. To be called "Ned" makes him smile all through, but to be called "Neddie" makes him mad.

There is nothing steady about his personal ambition. He is freaky. For four days he likes to be "teacher's favorite," but on the fifth he wants to have everybody know that he "don't care what she thinks of him." Only now and then is there an off

day with him, unless those who deal with him blunder.

Of the five days, the one in which he is bad is the one in which he is good. His badness is his goodness, paradoxical as it may seem.

The days in which he cousins up to his teacher signify nothing as to his character, though they are very sweet to her, but the one in which he turns the cold shoulder to her and vexes her by his indifference and possible impudence is the day of which she should be proud and on which she should smile upon him.

The first melting days in March, when the snow is slushy, are the days the farmer likes to see, for he knows the sap will flow in his maples and the soil will be ready for the plow by and by, but it is not the day that the prim maiden likes, because it is so disagreeable to get about. She would like to have the snow stay on the ground white and hard till December. So the occasional breaking up of boyish sweetness is welcome by every student of human nature, for a new life is coming, manhood is dawning; but there are goodish teachers who would like to have the boy retain his childishness forever; an imbecility to them is preferable to robust manliness, because it is more agreeable.

No woman has any right in the sixth grade who does not know enough and has not experience enough to rejoice in the occasional freakishness of a boy when the snow gives place to slush in anticipation of an entire breaking up of the mantle of innocence, and the preparation for the soil of virtue.

Innocence is not virtue. A childish adult is imbecile. The capering of a colt is a joy to his master.

The sixth grade is a luxury to a woman who appreciates what it all means.

THE CHILDREN'S HOUR.*

Next to the playmates of a child are the books that he reads from a love of them. The seed sown in the memory and imagination, thought and sentiment of a child through his reading is of one of three kinds, harmful, weak, or vigorous.

In testing corn for planting, it is classified as (1) worthless, (2) will grow if all conditions favor, (3) will fight for a chance to grow. So the reading of a child leaves him in one of these frames of mind. The school has never done its full duty in this regard, has never had the best equipment for it.

No more important step has been taken in this direction than the issuance of "The Children's Hour," ten volumes of choice selections of masterpieces that children will enjoy and profit by, which brings within reasonable compass in books of convenient size the best stories for children which can be brought together.

There is not a selection to which any parent can raise an objection, not one that the teacher will not

feel that every child should read. The stories are taken from the literature of all nations and of all ages, and so selected that they will not only interest and instruct, but will ultimately lead to a desire for the best literature of all kinds. The variety is very wide. There are fairy tales ranging all the way from those of Germany and the Norse countries to India and Japan; there are classical tales from the Greek and Latin, and the myths of all ages; there are tales of the legendary heroes of the Middle Ages—King Arthur, Siegfried, Beowulf, and Roland; the old favorites, "Pilgrim's Progress," "Robinson Crusoe," "Gulliver," "Don Quixote," "The Arabian Nights," "Baron Munchausen," and Shakespeare, are not neglected; the old-fashioned stories and poems which were favorites with the parents and grandparents of the present generation are well represented. The out-of-door book contains a large variety of fresh-air stories, dealing with animals chiefly, and containing a large amount of valuable information covering a wide variety. There is a volume of adventures and achievements containing many true stories of valorous deeds.

MUSIC AND VERSE.

Mrs. Jessie L. Gaynor and Mrs. Alice C. D. Riley, as the *Journal of Education* has said more than once, are revealing hitherto undreamed-of possibilities through the co-ordination of music and verse. Their books, "Songs of the Child World," Number 1 and Number 2, with 162 most delightful songs for little people, the words of which are written by Mrs. Riley and the music by Mrs. Gaynor, have set a new pace for songs for little children. Mrs. Gaynor's matchless play for little children, "Jack and the Bean Stalk," and Mrs. Riley's "Elements of English Verse, Correlated to Music," add materially to the public and educational interest in their plans. This season they will be available in the East for the first time for "An Hour of Music and Verse," in which they entertain, instruct, and astonish an audience more than any other combination of talent. The Essex County Association has arranged to have them at its meeting at Peabody, Mass., on November 1, and for the two weeks from October 28 to November 9 they will be open to engagements in New York and New England. We are pleased to promote public acquaintance with these women and their genius by making dates for them.

CATOLOGY.

Miss Edith M. Dixon, a graduate student at Clark University, and a candidate for the degree of Ph.D., is engaged in an international campaign against the cat. She is conducting some researches in the university biological department, which is presided over by Dr. Clifton F. Hodge. He is the sworn enemy of Tom and Tabitha, not because he loves kit less, but because he loves bird more. Dr.

*"The Children's Hour." Selected and arranged by Eva March appan. Boston: Houghton, Mifflin & Co.

Hodge and other members of the university were sponsors for a bill last year in the Massachusetts legislature to compel the licensing of cats kept as domestic pets. Dr. Hodge believes that the native birds of America are being destroyed very rapidly, and he thinks they are in imminent danger of total elimination. While gunners and pot-hunters, especially newly-arrived sportsmen from Italy, are accused of thinning the ranks of the woodland songsters to an indefensible extent, the Clark University students of the bird problem think the sleek but murderous feline is responsible for much greater mortality among song birds than is the shotgun or the slingshot. Hence the cry, "De-lenda est felis." Miss Dixon, under Dr. Hodge's direction, has sent out a great number of letters, chiefly to naturalists, biologists, and scientists of various kinds in all parts of the world. Prominent men and women of letters in the whole civilized world have been asked to give their opinions on the cat.

JOHN T. TROWBRIDGE AT EIGHTY.

Mr. Trowbridge was eighty years old on September 18. He declined a public dinner and all other honorary festivities, but many admiring friends sent greetings, among which was the following from Amos R. Wells, editor of the *Christian Endeavor World*:—

Friend of the boys! Though Time has many a crown
For your benignant head,—among the rest
The poet's and the novelist's renown,—
This is the chief, the happiest and best.

Yes, and for you the proudest; for you know,
When other souls by specious lures are caught,
The hearts of boys are candid as the snow,
Untricked, unterrified, unbent, unbought.

Who writes for boys must see the things that are,
And write the things he sees with buoyant truth;
Ever his soul must know the morning star,
The glad, good secret of eternal youth.

"Write him as one that loves his fellow-men,"—
What higher praise the tongue of man employs?
Ah, this, with softer voice, with mellower pen:
Write him as one that loves his fellow-boys!

LOUISIANA.

Raised by local taxation for schools in 1906 more than twice as much as in 1905, or an increase from \$334,000 to \$757,773.

The amount of new school property was \$226,590 more in 1906 than in 1905.

The teachers employed went from 4,680 in 1905 to 5,615 in 1906.

Length of term averaged five days more in 1906 than in 1905.

There were 15,000 more pupils in the public schools in 1906 than in 1905.

The school libraries added more than twice as many volumes in 1906 as in 1905.

If school boards will employ such attractive teachers they must expect them to get married.

HIGH SCHOOL ATHLETICS.

We are using this week a paper on "Inter High School Athletics," which has more sanity than anything we remember to have seen on this subject. It should be read in every high school in the United States.

In New York state alone it is officially estimated that the amount of cheating in giving short measure and light weight is \$20,000,000 a year, and this despite the array of expert inspectors trying to prevent it. In the United States as a whole the amount must be as great as the entire salary of all the public school teachers of the land.

Teachers must grow. The professional demands are more and more exacting. Experience is only valuable when it is the experience of progress. Stagnation always abounds in experience, but experience is not always stagnation.

There are 350 Chautauqua assemblies in the United States, and about fifty have been added this year, and fully fifty new ones will be planned for next year.

Fifty-five per cent. of the common paupers in the large cities left school for work before they were fourteen years of age.

Iowa women receive as a rule from \$50 to \$100 a year increase in salaries. This is unprecedented in its universality.

Harvard is to follow Tufts and Dartmouth in giving a first-class business training. Commercialism at Harvard!

There should be more time for constructive English in the grades, and more especially in the secondary schools.

Count the cost before you take specific action against high school fraternities. It is the worst tangle ever.

In fifty-six years the proportion of college graduates has increased thirteen times as fast as the population.

The daily press of the South is giving more space to education, proportionally, than that of any other section.

Fourteen per cent. of the public school teachers of Massachusetts are college graduates. Next!

There is much less political pull in education, the country over, than ever before.

\$297,364,000 in general benefactions in the United States in 1905 and 1906!

New York city schools will cost \$31,641,323 the coming year.

Flogging flourished at Harvard for 120 years.

Teachers' pensions are sure to come.

THE WEEK IN REVIEW.

AN "IMMUNITY BATH."

The Alton road has been granted what is humorously called an "immunity bath." That is to say, upon representations made by Attorney-General Bonaparte, and in accordance with pledges given when the Alton road agreed to assist in good faith the prosecution by the government of the cases against the Standard Oil Company, Judge Landis at Chicago has directed the grand jury to take no steps toward the prosecution of the Alton road for complicity in the offences for which the Standard Oil Company was recently so heavily fined. The result is that the recipient of the rebates suffers and the giver of the rebates goes free, although both offended equally; but the proceeding is very like that which takes place when the prosecution allows one party to a crime to turn "state's evidence" in order the more surely to convict the others.

PRESIDENTIAL PREFERENCES.

It is now only about thirteen months to the next Presidential election, and the nominating conventions are only about eight months distant. There is time for many things to happen in these months, but nevertheless the date of decision is sufficiently near to lend interest to the more than ordinarily extensive canvass of public sentiment in both parties throughout the Union which has been lately made by the Chicago Tribune. On the Republican side, ballots sent to about 4,500 influential members of the party show 4,013 who are in favor of Mr. Roosevelt's policy to 343 who are opposed and 162 who gave no answer; while 3,626 declared themselves in favor of a progressive candidate, to 614 who preferred a conservative candidate and 278 who made no reply. As to personal preferences, Taft leads as the first choice of 2,512 and the second choice of 831, and Hughes comes next as the first choice of 660 and the second choice of 1,518. The tenacity of the hope that Mr. Roosevelt's unwillingness to run again may somehow be overcome is shown by the fact that 689 name him as their first choice.

DEMOCRATIC OPINION.

On the Democratic side, the canvass of Southern newspapers shows a large amount of weariness with the Bryan candidacy. Out of forty-eight newspapers, only six declare themselves unreservedly for Bryan; twenty-one are opposed to his nomination, and twenty-one are non-committal. It appears to be very widely felt that a candidate could be found who would poll a heavier vote than Mr. Bryan; and there is an increasing disposition to insist that it is time that Northern and Western Democrats should waive their objections to a Southern candidate and should be willing that the party should frankly select its candidate in the sec-

tion to which it must look for by far the larger portion of its electoral votes. There is no lack of "favorite sons" in the South whose friends would like to see them put forward; but the experiment has not been tried since the Civil War made its great cleavage between the sections, and the more conservative Democrats, North and South, shrink from it.

THE HAGUE CONFERENCE.

The Peace Conference at The Hague is approaching its end, and has very little to show as the fruit of its long deliberations. Experience has demonstrated the futility of convening such a conference without taking time beforehand to collate and discuss propositions and to lay out a program. Precious weeks have been wasted and needless misunderstandings have arisen because the conference met without preliminary deliberation and the comparison of ideas and suggestions. In view of this, it is not surprising that the conference should have adopted by a unanimous vote a resolution which recommends the convening of a third conference at about the interval which elapsed between the first and second, and the appointment at least two years beforehand of a preparatory committee to collect propositions and prepare a program.

SECRETARY ROOT'S MEXICAN VISIT.

The Mexican government is making extraordinary preparations for the entertainment of Secretary Root during his visit to that republic. A castle has been set apart for his occupancy, and public and official demonstrations of welcome and hospitality are being planned on a scale never before attempted. These are significant indications of the construction which is placed on his visit by his hosts. It is recognized by them that his coming is in the interest of friendship and conciliation, conceived in the same spirit which prompted his tour of the South American republics. In somewhat the same way that King Edward's visits to European courts have smoothed away difficulties and led to more cordial understandings Secretary Root's tact and cordiality are removing deep-grounded prejudices and distrusts in Latin America. Neither the United States nor Mexico has territorial ambitions to gratify, but both will act together and in conjunction with the stronger South American republics to substitute arbitration for war on this continent, and to keep the more turbulent and irresponsible countries from embroiling themselves with European governments.

THE ANGLO-RUSSIAN AGREEMENT.

The new agreement between Russia and England has at last been made public. It deals en-

SHAKESPEAREAN STUDIES.

(Continued from page 348.)

foretell his future greatness, and the thought begins to take form and gives him a basis of action; he at once informs Lady Macbeth, and with her, thought at once takes the form of action; there is no hesitancy here, and the action of the drama starts with full force. The foul deed is done, and the harmony of the ethical world is disturbed. The deed contains within itself the elements of death; harmony must be restored either through the repentance of the doer of the evil deed, or he must move on to destruction.

The movements, guilt and retribution, are not difficult; the supernatural thread is easily traced; the second thread, that of the natural world, at first thought seems a little involved.

Before the play opens, an heroic and laudable deed has been done; Macbeth is the hero; aided by Banquo, he has put down a rebellion; he has seen retribution follow the rebel; he is a man of courage and of action; he is stronger than the weak king whom he serves, but he is not greater than his deed; having crushed a rebel, he in turn becomes a rebel, and an unholy ambition takes possession of his soul; he is ready to respond to the witches, "So foul and fair a day I have not seen."

The crown of Scotland was elective within the hereditary nobility; Macbeth was first cousin to Duncan and as near the throne by blood as he. Were not his claims as strong by blood and by right of manhood stronger? The thought of kingship was not new to him; he has thought that at least he might be made Prince of Cumberland, that is, Crown-prince.

In tracing the second thread, that of the natural world, we see that it starts in this heroic deed with two strands: first, the temptation which the great act brings with it, and second, opposed to this, the penalty, or retribution as shown in the fate of the Thane of Cawdor; Macbeth must believe in both; we see how he yields to the first, and as a necessary consequence works out the second. He is, by his very nature, a man of action. "The very firstlings of my heart shall be the firstlings of my hand." The reflective Hamlet could never, like Macbeth, have so rushed on to blood.

'Tis true, that not being yet entirely given over to the "Evil One," he pauses a moment, the subjective conflict begins:—

"If chance will have me king, why, chance may crown me."

But he has no moral courage to follow the promptings of his better nature.

The first strand of this thread of the natural world consists of the deed which involves Macbeth, Lady Macbeth, and indirectly Banquo. Note that Fleance scarcely appears as an active character in the play, he only speaks twice and then a matter of no importance; still Fleance rorebores trouble. The second strand, the retribution, involves Duncan as the victim, and the other characters are easily traced. With these suggestions the threads should be fully traced and the action worked out through the movements.

THE TEACHER'S SELF-EXAMINATION.—(II.)

BY LIVINGSTON SELTZER,

Pottsville, Pa.

Have I the power to so manipulate my class that they are all occupied during the entire recitation?

Are the pupils encouraged to question the teacher and each other?

Do I teach tables of weights, measures, etc., experimentally?

Do I confine myself to a text-book while conducting the recitations?

Do I give sufficient attention to dull pupils?

Do I review sufficiently?

If mistakes are made do I point them out directly or do I by adroit questioning lead the pupils to see their own mistakes?

Do I correlate kindred subjects in a judicious manner?

Am I inclined to have an excessive amount of written work?

Do I encourage the child to memorize choice passages in the reading lessons?

Do I teach the child to read silently as well as orally?

Do I endeavor to create a taste for good reading?

Do I teach history by the cause and effect method?

Do I correlate current events with history and geography?

Do I interest the pupils in nature study?

Do I provide a variety of busy-work, of high educational value, for the little ones?

Do I teach ethics, manners and morals wisely and well?

Do I tolerate faulty language from pupils?

Do I allow recitations to be interrupted by pupils outside the class?

Do I explain what pupils already know?

Do I give muddy explanations to conceal ignorance?

Do I ask the question and then call upon some pupil, or do I name the pupil and then ask the question?

Are the questions clear, concise, definite, and logical?

Do I ask questions in such a manner that the answer is implied in the question?

WANTED.

Some one who can tell how to appreciate and estimate effort and not merely results. Every one knows that it is effort that should be measured, but no one has yet discovered how to measure it.

In composition writing, teach pupils not to put too many words into an essay. Teach each pupil to ask himself constantly whether what he is saying belongs to what he is doing; whether it is necessary in order to make a proper unity. It is the care to put just the right word in the right place which makes excellent writing.—Maria Sanford.

FARM ARITHMETIC AND FIELD INVESTIGATIONS.

(IV.)

BY SUPERINTENDENT C. F. GARRETT,
Sac City, Iowa.

CORN GEOGRAPHY.

Take your map of the United States, and beginning in South Dakota with the one-hundredth meridian west from Greenwich, trace a line due east along the northern boundary of Iowa and extend the line until it reaches Lake Erie. Then beginning at the northeast corner of Ohio, trace a line due south to the Ohio river and follow the river to the northeast corner of Kentucky. Continue the line in a southwesterly direction, keeping to the west of the mountains, until you reach the thirty-fifth parallel near Chattanooga. From that point, follow the thirty-fifth parallel west to the western boundary of Arkansas; then trace a line south to the thirtieth parallel, then west to the one-hundredth meridian, and follow the meridian north to the place of beginning.

In drawing this line you have traced the boundary of the most productive corn region of the world. The United States produces annually about 2,500,000,000 bushels of corn, or nearly five-sixths of the entire amount produced in the world. Corn is raised in every state and territory in the United States, but no state or territory outside of the section you have inclosed produces as much as fifty million bushels in a year, and not one lying wholly within this section has an annual yield of less than one hundred million bushels.

This corn region includes the entire states of Ohio, Indiana, Illinois, Kentucky, Missouri, and Iowa and parts of Tennessee, Arkansas, Oklahoma, Texas, Kansas, Nebraska, South Dakota, Wisconsin, and Michigan. In the year 1904, the corn crop of Illinois amounted to 344,000,000 bushels. Iowa produced 303,000,000 bushels, Nebraska 261,000,000 bushels, and Missouri 152,000,000 bushels. These four are the leading states in the production of corn. The other states in the section follow in the order named: Indiana, Texas, Kansas, Oklahoma, Ohio, Kentucky, Tennessee. The yield in Tennessee for the year 1904 was 81,000,000 bushels.

North of this section, the nights are too cool and the warm season is too short for the profitable production of corn. There should be about 120 days between the last hard frost in the spring and the first frost in the fall in order that corn may reach its maturity. The portion of the country west of the one-hundredth meridian is a high, semi-arid region. There is much good soil in this western country, but the supply of moisture is insufficient for the production of corn, and much of the land is not favorably situated for irrigation. It has been estimated that it requires 300 pounds of water to bring a single good ear of corn to maturity. An acre of corn in tassel has been known to use in thirteen days 244 tons of water, or two and one-half inches of rain-fall. The growth of the corn on an acre of ground in one week in July has been found to be equal to 1,300 pounds of dry matter, and it has been demonstrated by experiments

that this would require one and one-half inches of rain.

In the mountainous and hilly country southeast of the corn region, and in much of the lower land of the southeastern and southern portions of the United States, the fertility of the land has been exhausted by poor methods of farming and by the leaching and washing of the soil. Much of the water which sinks into the earth during a rain comes to the surface again, bringing with it the elements of plant food from the lower soil. If the water is not prevented from coming to the surface, it deposits this plant food where it can be washed away by the next heavy rainfall. The washing also carries away the humus and lighter soil, sometimes leaving the hard, dead subsoil exposed. This exhausted condition of the soil makes corn raising unprofitable in the southeastern and southern states.

In the portion of the country included in the corn region which you have outlined on your map there is a season of at least 140 days between the late and early frosts. The soil is deep and very rich in plant food and humus content. During the early months of the spring there is an abundant rainfall, and the humus enables the soil to retain a sufficient amount of moisture during the dry months to give the corn its full growth. These conditions and the application of scientific methods of farming give the various states included in this section an average annual yield of thirty-two to thirty-nine bushels of corn to the acre.

The significance of these facts becomes apparent to us when we learn that corn is the king of grains and the most important crop produced in this country. It is the principal food of all kinds of live stock, and it is said that it feeds more human beings than any other grain except perhaps rice. From the grain, stalk or husk are made several grades of sugar, corn starch, laundry starch, corn oil, candy, oil meal, gluten meal, syrup, glucose, amylin, alcohol, British gum, American gum, dextrin, rubber (vulcanized corn oil), breakfast foods, paper, smokeless powder, padding for mattresses, packing for the walls of battleships, and many other products.

As long as the fertility of the soil can be maintained, the land in the corn producing section will be more valuable for agricultural purposes than the land in any other part of the country. The fertility of the land may be maintained and even increased by adding humus to the soil every year and by proper methods of farming. Leaching may be prevented by holding the water in the soil until it can be taken up by the roots of plants. This is done by maintaining a dust mulch or blanket of goose soil at the surface of the ground by frequent cultivation. Terracing on steep hill-sides and plowing around the hill instead of up and down, are methods used to check the washing of land. Hard soils that do not readily take up the water that falls upon them wash much more than loose, porous soils. The most effective means of preventing washing is to cover the land with vegetation and loosen the subsoil so the water may be absorbed instead of running off.

MEDICAL INSPECTION.—(V.)

BY MASSACHUSETTS BOARD OF EDUCATION.

Excessive nerve fatigue, which is shown by irritability or sleeplessness, may indicate a neurasthenic condition, that is, a threatened nervous breakdown. Such symptoms may be due to irregular habits, want of proper sleep, lack of suitable food, poor hygienic conditions, or simply from the child being pushed in school beyond its physical or mental capacity.

Excessive fear or morbid ideas, bashfulness, undue sensitiveness, causeless fits of crying, morbid introspection and suspiciousness may also be symptoms of a neurasthenic condition and call for investigation, and for the teacher's sympathy and winning of the child's confidence, to prevent developments of a more serious nature.

This nerve fatigue may result in a child being unable for the time being to keep up in its work in school.

Forgetfulness, loss of interest in work and play, desire for solitude, untidiness in dress or person, and like changes of character are sometimes incidental to the period of puberty.

Mentally defective children in the public schools exhibit certain common characteristics. The essential evidence of mental defect is that the child is persistently unable to profit by the ordinary methods of instruction, as shown by lack of progress or failure of promotion through lack of capacity. After one, two, or three years in school, they are either not able to read at all, or they have a very small and scanty vocabulary. One of the most constant and striking peculiarities is the feebleness of the power of voluntary attention. The child is unable to fix his attention upon any exercise or subject for any length of time. The moment his teacher's direction is withdrawn, his attention ceases.

These children are easily fatigued by mental effort, and lose interest quickly. They are not observant. They are often markedly backward in number work. They are especially backward in any school exercise requiring judgment and reasoning power. They may excel in memory exercises. They usually associate and play with children younger than themselves. They have weak will-power. They are easily influenced and led by their associates. These children may be dull and listless, or restless and excitable. They are often wilful and disobedient, and liable to attacks of stubbornness and bad temper. The typical "incurable" of the primary grades often is a mentally defective child of the excitable type. They are often destructive. They may be cruel to smaller children. They are often precocious sexually. They may have untidy personal habits. Certain cases with only slight intellectual defect show marked moral deficiency.

The physical inferiority of these defective children is often plainly shown by the general appearance. There is generally some evidence of defect in the figure, face, attitudes or movements. They seldom show the physical grace and charm of normal childhood. The teeth are apt to be discolored and to decay early.

It is a most delicate and painful task to tell a

parent that his child is mentally deficient. This duty should be performed with the greatest tact, kindness, and sympathy. It would be a great misfortune for the school physician and teacher, as well as for the child, to designate a pupil as feeble-minded who was only temporarily backward.

Temporary backwardness in school work may be due to removable causes, such as defective vision, impaired hearing, adenoid growths in nose or throat, or as the result of unhappy home conditions, irregular habits, want of proper sleep, lack of suitable food, bad hygienic conditions, etc. Great care must always be used in order not to confound cases of permanent mental deficiency with cases of temporary backwardness in school work, due to the causes mentioned above, or those described under the head of excessive nervous fatigue.

In some cases, where the existence of mental defect is in doubt, accurate information is usually to be obtained in the early history of the child. The time of first "taking notice," the time of recognition of the mother, that of beginning to sit up, to creep, to stand, to walk and to talk, should be learned. Marked delay in development in these respects is usually found in all pronounced cases of mental deficiency.

It may be found useful to require teachers to refer at stated intervals to the medical inspectors for examination all children who, without obvious cause, such as absence or ill health, show themselves unable to keep up in their school work, who are unable to fix their attention, or are incorrigible,—though it does not follow that all such cases have either physical or mental defects.

A NEW SYSTEM OF CREDITS IN NEW YORK.

[From New York Sun, May 30.]

A correspondent raises a point of great interest when he insists that a fine record in the tests on a subject is more important than the time spent upon it, and that the public schools should advance pupils according to ability instead of holding them back to continue a prescribed length of time in the schools.

It will interest him and those who feel the same way to know that on March 27 last the board of education adopted the system of promotion by points, including promotion by subjects, so that hereafter pupils in the high schools need not repeat any subject in which they have passed simply because they are deficient in others. This will lessen the time required and thus help slow or one-sided pupils to get credit for all they really accomplish. Hereafter ease of classification must not check the progress of the individual child. In the elementary schools there is already more flexibility than in the high schools, and many principals are selecting superior pupils and giving them a trial in the grade next higher.

But you must allow time to pupils to mature and realize that poverty is no excuse for neglecting the necessary steps in securing an education. There are many helps for deserving and able pupils in these days, and the poor must not allow themselves to be discouraged too easily.

Charles S. Hartwell.

Brooklyn.

K. S., London, Eng., *The Journal of Education* is crisp, alive, interesting, and stimulating. It is indispensable to a progressive teacher.

BOOK TABLE.

ASPECTS OF CHILD LIFE AND EDUCATION. By G. Stanley Hall and some of his pupils. Edited by Theodate L. Smith, Ph. D. Boston, New York, and Chicago: Ginn & Co. Cloth. 326 pp. Price, \$1.50.

The fear, prevalent for a time, that Dr. Stanley Hall would fail to put his impressions and convictions, studies and investigations in permanent form is dispelled by the abundance of his recent publications, presenting, as he does, the keenest inspiration to intensive study. His great work on "Adolescence" is beyond the reach of many who will find this book within their range in price and style of presentation. There are nine distinct studies, three of which are by Dr. Hall distinctly, two others in which he has had Theodate L. Smith and A. Caswell Ellis as co-workers, and three others by his students. The chapters by Dr. Hall are: "The Contents of Children's Minds," "The Story of a Sand Pile," and "Boy Life in a Massachusetts Country Town Forty Years Ago." Those in which he has an associate are: "Curiosity and Interest" and "The Study of Dolls." The others are: "The Psychology of Day Dreams," "The Collecting Instinct," "The Psychology of Ownership," and "Fetchism in Children." The titles of the chapters show how great will be the interest in them and indicate how universally they should be read. No matter how much one may have read other writers on education he is out in the cold if he has not read Dr. Stanley Hall, who is in a class by himself. He has done his own investigating and thinking as much as though there was no other student of education. I once heard Dr. William T. Harris say of him that he awakens more thinking on the part of his hearers than does any other American educator. His own chapters in this book are the greatest studies that he has made. They were his first important studies; he has worked them over and over, lectured upon them, and written upon them for twenty years, and now they are given the public in the form of masterpieces which no teacher or other educator can afford to miss.

NATURAL SCHOOL GEOGRAPHY. By Jacques W. Redway and Russell Hinman. New York, Cincinnati, and Chicago: American Book Company. Cloth. (10x12). 186 pp. Price, \$1.25. Maps and illustrations.

This is a remarkably complete, interesting, and beautiful geography for home, school, or office. The information is brought up to date industrially, commercially, and socially. The illustrations are new, suggestive, and every way helpful. The maps are also new and invaluable to the student. The tables of facts are exceptionally varied, practical, and reliable. The index is complete, and the pronouncing vocabulary records the latest decisions on the subject. Without ignoring the physical conditions or minimizing them the major thought in the book is man's relation to the earth and all physical conditions. It is a notable attempt to magnify the progress of man and the development of localities, large and small, by making the most of the forces of nature of the animal, vegetable, and mineral products of the earth, by harnessing nature through human nature. The picture of the earth's relation to man's activities is vivid, both in general and special features, while the language is always clear and the statements direct. A special feature is the representation of the basal principles of physical and general geography in simple, untechnical language, arranged in numbered paragraphs. In subsequent pages, constant reference is made to these principles, but in each case accompanied by the paragraph number. This greatly simplifies the work, and makes it possible to take up the formal study of these introductory lessons after the remainder of the work has been completed. With a view to enriching the course numerous specific references are given to well selected geographical reading.

THE BOY PROBLEM. By William Byron Forbush, Ph. D. Sixth edition rewritten. Boston: Pilgrim Press. Cloth. 219 pp. Price, \$1.00.

Dr. Forbush has been one of the pioneers in the study of the boy problem and it speaks well for public appreciation of his work that in five years five editions have been sold. The book is now rewritten, making it to all intents and purposes a new book, and there ought to be five editions of this book sold within a year. There are easily five million homes into which this book should go. It is wise, interesting, and inspiring. The author knows boys, knows what should be done with them, and knows how to tell about the boys, and the well-to-do of working with them.

STANDARDS OF PUBLIC MORALITY. By Arthur Twining Hadley, president of Yale University. New York: The Macmillan Company. Cloth. 128 pp. Price, \$1.00 net.

The five lectures which compose this book attracted the attention of scholars and students in all parts of the country when they were delivered in New York city last winter, and their appearance in this permanent form is highly appreciated by those who heretofore have had only newspaper reports and editorial comments. President Hadley's style is clear and vigorous as his thinking is independent and courageous. He speaks, herein, on "The Formation of Public Opinion," "The Ethics of Trade," "The Ethics of Corporate Management," "The Workings of Our Political Machinery," and "The Political Duties of the Citizen."

HOME LIFE IN ALL LANDS. By Charles Morris. Philadelphia: J. B. Lippincott Company. Cloth. Illustrated. 316 pp.

Here is the luxury of having a really great historical writer and skilful literary man giving the schools at once an artistic and popular account of the way the peoples of the world live. It is the best presentation of this phase of geography that is to be had anywhere. Ordinarily we can give pupils only the dry-bones of geography, the skeleton framework on which the well-furnished house is to be built. We need to give it vitality and interest in the life element. It is not enough to know that the earth is inhabited by white, black, yellow, and red races of men, but we should see how these men live, the kinds of food they eat, of clothes they wear, of houses they dwell in, of tools they use, and the other things which bring them before us as living and breathing people. To learn all this we must visit them in imagination, travel in fancy around the earth and see its people in their homes or at their occupations, and learn what strange customs they have and how they differ from ourselves. The author asks the young student to go about with him in a series of journeys at home, each journey devoted to one phase of man's doings, such as his food, his clothing, his habitations, and the like. To and fro, back and forth, they will be taken, from America to Europe, from Asia to Africa and the ocean islands, everywhere looking upon men in their homes and observing the many peculiar customs they possess, often very strange and odd to us. This book does not undertake to tell all the story, it deals with only one series of facts, but these are of a kind important in themselves and which help to give geography a liveliness and vitality which it does not usually possess.

BOYS' LIFE OF CAPTAIN JOHN SMITH. By Eleanor H. Johnson.

LIFE OF LINCOLN FOR BOYS. By Frances C. Sparhawk.

NORTH OVERLAND WITH FRANKLIN. By J. MacDonald Oxley.

New York: T. Y. Crowell & Co. Price, 75 cents per volume.

Crowell's Young People's series, in which are these three volumes, is a new line of the best copyright books for young people. They are well printed from large type on good paper, and finely illustrated. The books are beautifully and durably bound in cloth, and the cover designs have been carefully designed by special artists. No two covers are alike in the forty-three volumes in the series. Miss Sparhawk's "Life of Lincoln for Boys" is of surpassing interest, being in every way adapted to the entertainment and enlightenment of boys.

THE SHEPHERD PSALM. In Little Classic Series. By Marian M. George. Chicago: A. Flanagan Company. Paper. 32 pp. Price, six cents.

A charming explanation of the Twenty-third Psalm, and in language finely adapted to the apprehension of the little folks, for whom the author has planned it. Every essential fact about the sheep and their shepherd is told here with the force which simplicity is sure to add to any such effort.

CHILDREN'S FAVORITE CLASSICS. New York: Thomas Y. Crowell & Co. Price, 60 cents a volume.

This new and attractive collection of well-known writings should find a place on the shelves of every library and home. The stories are well selected, great care evidently being taken to choose only those of worth as well as of interest. There are fifty 16mo. volumes in the series and embrace such stories as "Alice in Wonderland," "Aesop's Fables," "Don Quixote," "Stories from Morris," "Robinson Crusoe," "Heidi," etc. Each is fully illustrated with a colored frontispiece, and printed upon heavy paper with new type.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

- October 16, 17: Council of School Superintendents of State of New York, Albany.
- October 17, 18, 19: University Convocation of State of New York, Albany.
- October 17-19: Vermont State Teachers' Association, Burlington, Vt.
- October 17-19: Northwestern Iowa Teachers' Association, Cedar Rapids, Iowa.
- October 17, 18, 19: Rhode Island Inst. of Instruction, Infantry Hall, Providence, R. I.
- October 18: Connecticut State Teachers' Association, Hartford and New Haven.
- October 18-19: New Hampshire State Teachers' Association, Concord.
- October 24-25-26: Maine State Teachers' Association, Bangor.
- October 25: Middlesex County Association, Tremont Temple, Boston. Superintendent U. G. Wheeler, Everett, president.
- November 1: Essex County Teachers' Association, Peabody.
- November 7-9: Wisconsin State Teachers' Association, Milwaukee.
- November 8: New England Association of School Superintendents, in Latin School Hall, Warren avenue, Boston.
- December 26, 27, 28: Montana State Teachers' Association, Missoula.
- December 31-January 1, 2, 3, 1908: Colorado State Teachers' Association.

NEW ENGLAND STATES.

MAINE.

GORHAM. The entering class at the Gorham normal school has reached seventy-two pupils and this makes the largest total enrollment for any fall term since the school was established. A new course in manual training is to be started as soon as the equipment arrives. This work is to be in charge of Herbert L. Berry of the Westbrook manual training school. During the summer vacation a new gymnasium has been completed in the recitation hall. Miss Helen M. Staples of Hanover is matron at Robie hall. She is widely known in the state, having taught at Bridgton and Hebron academies and Westbrook seminary.

LEWISTON. The Lewiston school board has elected Arthur J. Collins of Danvers, Mass., superintendent of schools.

MASSACHUSETTS.

BOSTON. Among the improvements in the public school courses which the Boston board has undertaken this year is the high school of practical arts for girls. As it is an experiment, only 120 girls will be admitted this year. Herbert S. Weaver, recently a master of the Mechanic arts high school, is to be the headmaster. He will be assisted by Josephine Hammond, teacher of

English and German at the Roxbury high school, as first assistant and head of the English department, and Miss Grace G. Starbird, formerly assistant in drawing and English at the girls' high school, who will fill a similar position in the new school. The course of study is under two heads, academic and industrial, and demands four years for its completion. Seventy-six points, of which at least twelve must be gained in the industrial departments, constitute the minimum requirement for a diploma. All studies are to be presented in half-year courses, and diplomas may be granted in February or in June. The academic departments are English, history, art, mathematics, science, and modern foreign languages. In the industrial department there will be advanced household science, elementary and advanced millinery. The work in household science is offered to girls who desire to make an intelligent study of the home from the standpoints of sanitation, decoration, and care. The courses include study and practice of cookery. The sewing and millinery departments will include sewing by hand and machine, household occupations, dressmaking and millinery. The courses begin with plain sewing, proceeding to the advanced stages, including hand and machine sewing, dressmaking, cutting, fitting and costume designing. Among the subjects treated are textiles, their properties, merits, and manufacture; dressmaking materials and appliances; principles and practice in designing and fitting. Millinery includes materials and appliances used in millinery; design, principles, and practice; various operations in millinery, facings, bows, bands, wiring, framemaking, hat trimming.

WELLESLEY. The new high schoolhouse costing \$110,000, accommodating 500 students, setting back from the street 150 feet in a beautiful lot, has been open to the delight of the citizens.

MIDDLESEX COUNTY. This, the banner county association of the country so far as we know, will hold its annual meeting in Tremont Temple, Boston, on Friday, October 25. The following speakers have been secured: President Faunce of Brown University, Professor Alice W. Cooley of the University of North Dakota, Professor John M. Tyler of Amherst College, Supervisor Charles H. Keyes of Hartford, Conn., Professor Charles W. Kent of the University of Virginia. An attractive musical program is arranged for the first half hour in the afternoon. The committee on manual and industrial training is preparing an exhibit to be held on the day of the convention and also on the following Saturday. This exhibit will show the work that is now being done in these lines in the schools of Middlesex county. Exercises will begin promptly at 9 a. m.

HYANNIS. Principal W. A. Baldwin of the state normal school has been given a year's leave of absence for study in Europe on full pay, by the state board of education. This is the first time the board has ever done this by a normal school principal, but Mr. Baldwin has remained at his post all summer for ten years and has built up a highly successful summer school. This year there were twenty-five superintendents present

for the full course. Several superintendents have attended for four summers, have passed the examinations, and received a regular state diploma as graduates of the school.

CAMBRIDGE. Harvard has more than 900 in the freshman class, and the stiff proposition at entering makes this signify much.

CONNECTICUT.

HARTFORD. The fall meetings of the teachers of the state will be held October 18 in Hartford and New Haven. The meetings in one place will be the repetition of the other. There has been a general complaint that heretofore the teachers have been unable to obtain the full advantage of the meetings because they were all held in the same city. It is expected that the trouble will be remedied by having the meetings held in the two principal cities of the state on the same day. By this arrangement it is hoped that all the teachers in the state will be accommodated. The first general meeting will be held in the forenoon at Parsons' theatre in Hartford. Edwin G. Cooley, the superintendent of schools in Chicago and president of the national board of education, will make an address on the subject, "Practical Education." Edwin A. Alderman, president of the University of Virginia, will speak on "Educational Achievement in the South During the Last Quarter of a Century." In the afternoon, at Woolsey hall, New Haven, the general meeting will be repeated, the speakers and the subjects of the addresses to be the same. The section meetings will be held in the morning in New Haven, and in Hartford in the afternoon. In Hartford the section meetings will be held in Room 26, high school building, where President Luther of Trinity College will make an address; in the high school hall, which will be addressed by Sarah Cone Bryant; in the chapel of the Park church, where Professor S. R. Shear, superintendent of schools of Kingston, N. Y., will speak; in the Park church, where Professor Samuel Schumacher of Westchester, Penn., will be the speaker; in the hall of the Second North school, to be addressed by Jenny B. Merrill, supervisor of kindergartens in New York city; and in Jewell hall, where the address will be given by Professor Arthur B. Merrill, the principal of the normal school of New Haven. Walter Sargeant of Boston will also make an address, but it has not yet been decided where he will speak. J. R. Perkins of Danbury is president of the Connecticut Teachers' Association, and B. Norman Strong of Hartford, vice-president.

Miss A. E. Daniels, superintendent of cooking in the public schools, who has been given a year's leave of absence and sailed for South Africa October 1, was entertained at a party given in her honor recently by Mr. and Mrs. Walter G. Camp of 817 Windsor avenue.

DANBURY. Miss Bertha Johnson of Hazleton, Pa., has been engaged as supervisor of drawing for the public schools of Danbury for the next year, in place of Mrs. S. H. Harris, who resigned.

GROTON. Miss Nellie Geer has been engaged to teach the sixth grade, to succeed Miss Ida S. Fletcher, resigned. Miss Geer is a

resident of Ledyard. She has taught in the schools of Ledyard and has been teaching in New York state schools.

BRISTOL. Miss Annie Haase of Terryville is instructor of sewing in the schools of Bristol, succeeding Miss Huntington, resigned.

NORWICH. The school at Canaan is taught by Miss Mary Crowell Hill of Norwich, Willimantic Normal school, '07.

MIDDLE ATLANTIC STATES.

NEW YORK.

NEW YORK CITY. According to the figures given out by the New York board of education 637,387 children now are registered in the public schools. This is an increase in registration of 20,546 over last year. The total is divided among the five boroughs as follows: Manhattan, 280,685; Brooklyn, 236,482; Bronx, 60,111; Queens, 46,591; Richmond, 13,518. The number of pupils actually in attendance on the opening day was 558,176. This is a gain of 21,902 over 1906. The number of part-time pupils in all boroughs is 68,640, which is a decrease of 12,543. The greatest increase in registration was in Brooklyn, 8,653. The Bronx was next with a gain of 4,478. Manhattan gained 3,386, Queens 3,359, and Richmond 670.

President Lyman A. Best of the Brooklyn Teachers' Association has been studying schoolroom conditions and he says that the feather duster is mainly responsible for spreading disease germs. Ordinary contagious diseases increase abruptly after schoolroom windows close in the fall and drop as suddenly when windows open in the spring.

Examinations of candidates for public school positions are announced as follows: September 26, teacher of the deaf; October 8, teacher of physical training; October 9, 10, teacher of shopwork; October 14, teacher of sewing; October 15, teacher of music (men only); October 23, teacher of cooking; October 30, 31, biology, commercial branches, economics, English, free-hand drawing, French, German (women only), joinery, machine shop practice, mechanical drawing, music, physical training (men only), sewing and dressmaking, stenography, wood-turning; January 2, 3, academic examination for license No. 1; January 6, 7, professional examination for license No. 1; January 10, academic examination for special branches; January 13, kindergarten teachers.

WEST VIRGINIA.

FAIRMOUNT. On account of ill health, Professor U. S. Fleming has resigned from the head of the Fairmount normal school, and Dr. Charles Bennett, professor of philosophy and education in the Iowa State University, has been made president.

CENTRAL STATES.

WISCONSIN.

The next annual meeting of the Wisconsin State Teachers' Association will be held at Milwaukee, November 7 and 9. The president of the 1907 meeting is M. H. Jackson, city superintendent of schools, Grand

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Rapids, Wis. The executive committee having in charge the program are G. C. Shutts, Whitewater; F. S. Hyer, Stevens Point; D. H. Schuler, Milwaukee.

OHIO.

The annual outing of the Ohio State Teachers' Association occurred at Put-in-Bay, June 26-28. For the coming year officers were elected as follows: President, J. A. Shawan, Columbus, Ohio; vice-presidents, E. D. Lyons, Cincinnati, H. Z. Hobson, Cambridge, J. M. Carr, Barberton, May Smith, Hicksville; secretary, F. E. C. Kirkendall, Piqua; treasurer, J. K. Baxter, Canton; executive committee, J. E. Kinnison, Jackson, George Maurer, New Philadelphia.

IOWA.

DES MOINES. Miss Alice E. Hopper, for some years dean of women, Highland Park College, and institute lecturer in the state, has received a flattering promotion and goes to the State normal school of Montana as dean of women and supervisor of primary work. Miss Hopper was at one time principal in Helena and is well known by the prominent educators of the state, at whose solicitation she returns.

MINNESOTA.

The little village of Houston, less than 600 population, is supporting a Minnesota high school. It means much to the community and is a great compliment to all patrons of the school.

Rushford has a school commensurate with its handsome, convenient building (as good as any in the state). Superintendent Mitchell is one of the first-class men sent to Minnesota from Iowa.

Superintendent R. A. Buell and his efficient corps of helpers are doing fine work. They are located upon a lovely eminence overlooking Root river and its really magnificent banks. The school work is as attractive as their surroundings.

Superintendent George A. Franklin has shown himself a master mechanic as well as a great school man. He has had personal charge of the men who have remodeled the high school and erected a new four-room building, and two additions of two rooms each. His board says he is a general and an honest foreman.

SOUTHERN STATES.

TENNESSEE.

The Tennessee State Teachers' Association met in annual session at

Knoxville, Tennessee, on July 23, 24, and 25. The officers for the ensuing year are: President, Superintendent P. A. Lyon, Murfreesboro; first vice-president, Professor W. N. Billingsley, Spencer; second vice-president, Superintendent Lowry; third vice-president, S. L. Howard; secretary and treasurer, P. L. Harned; chairman executive committee, Superintendent J. W. Huey, Springfield. The other members of the executive committee are: S. H. Proffitt, Cookeville; W. E. Stephens, Dayton; A. T. Roark, Chattanooga; C. B. Ijams, Jackson.

WILLING TO TREAT.

During a match at St. Andrews, Scotland, a rustic was struck in the eye, accidentally, by a golf ball. Running up to his assailant, he yelled:—

"This'll cost ye five pounds—five pounds!"

"But I called out 'fore' as loudly as I could," explained the golfer.

"Did ye, sir?" replied the troubled one, much appeased. "Weel, I didna hear: I'll take 'fower."—Chicago News.

OVERHEARD IN THE COUNTRY.

Wilfred—"Mamma, we were up in Farmer Crosby's yard watching the eggs in his incubator."

His Mother—"Did anything come out?"

Wilfred—"Yep; Farmer Crosby—and he chased us."—The Circle.

Reciprocity: "Your family plays the piano later every night," said the visitor. "Yes," answered the suburban resident, "we're trying to keep the people next door up so that they will be too sleepy to mow the lawn in the morning, and they're trying to mow the lawn so early that we won't feel like playing at night."

A Danish paper compares "I love you" in many languages. Here are some of them—the Danish paper is our only authority for their correctness: "The Chinaman says: 'Uo ngal ni'; the Armenian, 'Ge sirem ez hez'; the Arabian, very shortly, 'Nehabeeck'; the Egyptian, similar, 'N'achkeb'; the Turk, 'Sisi seve-jorum,' and the Hindoo, 'Main tym ko pijar karyn.' But overwhelming is the declaration of love of an Esquimaux, who tries to win the chosen one by the pleasing sound of the dainty little word:—

"Univifigssaerntduinalerfimajung-narsigujak."—New York Tribune.



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THE WEEK IN REVIEW.

(Continued from page 353.)

tirely with Asiatic questions,—Afghanistan, Tibet, and Persia. As to Afghanistan, Russia agrees to recognize the country as outside of her sphere of influence. She will not send any agents to Afghanistan, and in all her political relations with that country will act through the intermediary of the British government. This is a complete waiver of claims which have long been the occasion of anxiety and which have necessitated a continual preparedness for trouble on the northern frontier of India. Left without hope of Russian support, the Ameer of Afghanistan will be more tractable. Great Britain on her part agrees neither to annex nor to occupy any part of Afghan territory. This leaves Afghanistan indefinitely a buffer state. As to Tibet, both Great Britain and Russia agree to keep hands off, to respect its territorial integrity, to send no representatives to Lhasa, to abstain from intervention in the internal administration, and to treat with Tibet only through the Chinese government.

A PARTITION OF PERSIA.

As to Persia, it is to be noticed that the treaty makes no such guarantee of territorial integrity as in the case of Afghanistan and Tibet. On the contrary, it draws a line through that country; Great Britain pledging herself not to seek or support political or commercial concessions north of that line, and Russia giving a corresponding undertaking as to the region south of the line. Each power agrees not to oppose the granting of concessions to subjects of the other between the lines mentioned. As to financial conditions and guarantees, the two powers, under certain conditions, are to take over the control of Persian sources of revenue, to provide for the meeting of obligations. Russia has promptly begun action under these clauses, and it looks very much as if the ancient kingdom, in which stirrings of liberty and parliamentary government were just beginning to manifest themselves, were destined soon to be practically divided, on one pretext or another, between Russia and Great Britain.

FRANCE AND MOROCCO.

Representatives of several of the most important Moroccan tribes have agreed to the peace terms offered by the French government, and despatches from Paris announce that the fighting in Morocco is over. These tribes have agreed to give hostages, to permit the passage of French reconnoitring expeditions through their territory, to punish the perpetrators of the Casablanca murders in July, to pay a large indemnity and to make a contribution to the cost of the harbor works at Casablanca, hostility to which was one of the causes of the uprising. These are drastic conditions, and that the tribal chiefs should have accepted them indicates either that they have become suddenly impressed with the military greatness of France, or that they are sparring for time in which to gather in arms and ammunition and go on with the fighting. In view of the character of the Moors, the congratulations at Paris over the end of the troubles seem premature.

Worth Remembering.

Jacob Abbott, author of the *Rolo* books and much other useful and interesting, although old-fashioned, juvenile literature, lays down the following fundamental rules for teachers and parents:—

"When you consent, consent cordially.

When you refuse, refuse finally.

When you punish, punish good-naturedly.

Commend often. Never scold."

Some bulky volumes on teaching contain less pedagogical wisdom. A very skilful and successful teacher attributes much of her success to a faithful observance of these five concise and simple rules.—Exchange.

Winning the Birds.

Of all times, winter is perhaps the best in which to seek the confidence of birds. They are at that time in need of food, we can then offer them friendly assistance, and hunger makes them respond to our advances. Just fancy, for instance, having chickadees come in through the open windows in little flocks, to hop about

the rooms and examine all your belongings, with their bright, black eyes, or to take breakfast at the same table with you in the morning! Yet this is exactly the experience we have had during the last two winters, one in Massachusetts and the other in New Hampshire, and it is an experience which any one who lives in the country may have, with little trouble and less expense.—From Ernest Harold Baynes's "Keeping 'Open House' for the Birds," in *St. Nicholas*.

OPPORTUNITY.

Opportunity knocks at ivory man's dure wanst. On some men's dures it hammers till it breaks down th' dure an' thim it goes in an' wakes him up if he's asleep, an' afterwar'd it wurks f'r him as a night watchman. On other men's dures it knocks and runs away, an' on th' dures iv some men it knocks an' whin they come out it hits thim over th' head with an axe. But ivirywan has an opporchunity.—Mr. Dooley.

The Bureau of University Travel is to give the following art courses by Professor Powers for the coming winter in Boston:—

Lectures on Greek art: Museum of Fine Arts, Saturdays, 9 a. m., October 19 to December 21. Ten lectures, about one hour each. Fee for the course, \$5.00.

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For information and registration, apply to Miss Minnie May, Bureau of University Travel, Trinity Place, Boston.

Tommy had been punished. "Mother," he sobbed, "did your mother whip you when you were little?"

"Yes, when I was naughty."

"And did her mother whip her when she was little?" "Yes, Tommy."

"And was she whipped when she was little?" "Yes."

"Well, who started this thing, anyway?"

College Notes.

Bates College opened September 4 with an entering class of about 130, fifty of whom are girls. In the afternoon a reception was given at Fiske hall in honor of the freshman girls. Miss Elsie Blanchard, chairman of the social committee of the Y. W. C. A., had the matter in charge.

President Chase has announced that work on two buildings for Bates will begin next spring, given to the college by W. Scott Libbey of Lewiston.

Eight new members of the faculty have assumed charge of departments, and were introduced at first chapel by President Chase. They include Alfred B. Kershaw of Newton, Mass., graduate of Amherst, who will teach English literature; Dr. Edgar L. Ashley will teach classes in German during the absence of Dr. Leonard; D. W. Brandelle will take the department of history and economics in place of Professor Gettell, resigned; Dr. William R. Whitehouse, a graduate of Tufts, assumes charge of physics department; Jerome C. Holmes, Bates, '07, will be an assistant in the laboratory; Professor F. D. Tubbs, graduated from Wesleyan University, has been elected to the chair of astrology and geology; Professor E. E. Ramsdell comes from Harvard post-graduate work, to take the classes in mathematics.

The year at Bowdoin College was opened September 26. There was an examination of candidates for admission on September 23.

Considerable work has been done on the athletic field during the summer and it will be in first-class condition for the football practice.

Under the direction of Librarian Little and his assistant, Mr. Wilder, a great amount of work has been done in the college library during the vacation.

The entering class at the University of Maine bids fair to eclipse all records. All spare room in the buildings on the campus will be utilized for temporary lodgings till the newcomers shall get themselves satisfactorily placed, among other "annexes" to be pressed into service being the art guild, in which hall cots will be set up for the new students.

Work on the new heating plant is being rushed.

The architect has been selected for the new power plant to be built next year, with the appropriation made by the last legislature of \$50,000, and the plans of William H. Taylor of Boston have been adopted for the work. The foundations are to be put in this fall.

There is building a fraternity house, to be occupied by the local chapter of the Theta Chi.

Among the instructors there will be many new faces. Among the most important changes will be the establishment of a department of botany, resulting from the division of the department of biology, with Professor Mintin Asbury Chrystie, Ph. D., associate professor of botany, in charge. Another new office is that of assistant professor and supervisor of agricultural extension work, which is to be held by Professor James E. McClintock, B. S. A.

The Western College for Women at Oxford Ohio, opened its fifty-third year September 18 with

its dormitory accommodations taxed to the utmost. It continues under the charge of Miss Mary A. Sawyer, dean and acting president. Dean Sawyer has been connected with the Western college for twenty years. At the last commencement Miami University, one of Ohio's three state universities, conferred upon her the honorary degree of Litt. D.

Announcement was made last week at Brunswick, Me., of the resignation of Dr. Roswell C. McCrea, who since 1903 has held the Daniel B. Fayerweather professorship of political economy and sociology in Bowdoin College. He will take charge of the work in social research in the New York School of Philanthropy, which is connected with Columbia University. Alba M. Edwards of Yale has been appointed acting professor of political economy and sociology at Bowdoin.

Professor Wilbur O. Atwater, head of the department of chemistry at Wesleyan University, Middletown, Ct., and famous for his experiments with the calorimeter, died September 22 after an illness of two years. He suffered a stroke of apoplexy two years ago and had been practically helpless since.

Through recent gifts, of which \$300 is from the class of 1906, \$450 from the class of 1904, and \$5,000 from the class of 1882, at its twenty-fifth reunion, the \$50,000 for the Alice Freeman Palmer endowment of the presidency of Wellesley is completed.

The regular work of the Worcester (Mass.) Polytechnic Institute for the current year began September 19. The year opens with the largest registration, and everything points to the most successful year in the history of the institute. During the past summer vacation extensive changes have been made in the different buildings and laboratories, new walks have been constructed about the buildings, and a large amount of work done on the grounds.

Charles E. Robinson, Brown, 1904, has been appointed instructor in modern languages, and Naboth Hedin, Harvard, 1907, instructor in language and mathematics.

The College of the City of New York began its sixty-first year September 19 in the new buildings on St. Nicholas Heights. Although the main building has not yet been completed, still it will serve to house the nine hundred students of the collegiate class. The number of students at Townsend Harris hall—the preparatory school of the college—will reach more than 3,000.

The German emperor has given, through Baron von Sternburg, to Columbia University, in return for books presented to the University of Berlin by Professor Burgess of Columbia, an edition de luxe of the "Life and Letters of Frederick the Great," in thirty-three volumes, bound in red morocco. In addition, the Prussian minister of spiritual, educational, and medicinal affairs has given to Columbia the works of Adolph von Hennels; the three parts thus far published of a work on the army of Frederick, illustrating by colored plates the uniforms of his soldiers, and the illustrated catalog of the German exposition of 1906.

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Send for copy of "Pitman's Journal" containing a full report of above contest.

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September 19 Amherst College opened for its eighty-eighth year. After the opening exercises of the chapel President Harris spoke briefly on the past and future of the college, emphasizing the word "mastery" as a motto for the year. After chapel the freshman class was asked to remain while President Harris and Dr. Hitchcock explained the college regulations and customs, and gave them advice as to their conduct. Dr. Phillips then spoke on the gymnasium work for the year.

The College of Liberal Arts of Boston University, installed in its new quarters, 388 Boylston street, in what was formerly the old Harvard Medical School, opened September 19 its thirty-fourth year as an institution of learning. Owing to the chapel not being completed, the preliminary opening of the school was held at the New Old South church, with President William E. Huntington officiating. William M. Warren, dean of the College of Liberal Arts,

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welcomed the newcomers and outlined the courses of study to them. The formal opening of the new building will be postponed until such time as all parts of the building, especially the chapel, are completed.

Brown University opened September 24 with the usual procession of the faculty in academic dress, the regular chapel exercises in Sayles hall and an address by the president. The teaching staff is strengthened this year in several departments, notably in mathematics, where two new men will give instruction: Professor R. G. D. Richardson and Dr. H. H. Conover, both of them formerly instructors at Yale. A third

teacher trained at Yale is Dr. Philip H. Mitchell. These accessions are the more interesting because hitherto there has been curiously enough an almost entire absence of Yale men on the Brown faculty. Yet two of the most notable teachers of the last generation at Yale were Brown graduates: Professor Fisher, dean of the Divinity School, and Professor Wayland, dean of the Law School. Three Brown professors have leave of absence the coming year—Professor N. F. Davis, Professor A. K. Potter, and Professor Ansell Brooks. Professor and Mrs. Davis will spend the winter in California. Professor Potter is already established in residence at Oxford University, and Professor Brooks will be at the Sorbonne in Paris. The adjourned autumn meeting of the corporation will be held on October 9.

Bowdoin College opened September 26. In the absence of President William De Witt Hyde, Professor Henry Leland Chapman presided at the chapel exercises. There are a number of changes in the faculty this year. Professor Roswell C. McCrea and Professor Roscoe J. Ham have both resigned to accept better positions. Professor A. M. Edwards of Yale has been appointed to the chair of political economy, to fill the vacancy caused by the resignation of Professor McCrea. Dr. W. F. Brown of Clark University will be the as-

sistant professor of modern languages, filling the chair occupied by Professor Ham. H. M. Hastings has been appointed to the new instructorship created by the trustees at their last meeting, and will teach descriptive geometry, mechanical drawing and surveying. Another new instructor will be Ralph B. Stone, Bowdoin, '02, who will act as instructor in physics and mathematics. Among the instructors from the undergraduates will be Blinn Whittemore Russell, '07, of Farmington, and Edward Spaulding Bagley, '07, of Woodfords, who will assist Professor Robinson in the department of chemistry. Professor Kenneth C. M. Sills has been advanced from adjunct professor of Latin to the full professorship, taking the place of Professor William A. Houghton, who retired last June.

Arrangements have been made at Swarthmore College for Saturday lectures and lessons in psychology and education for teachers, who will be given credits as for college work. This is a delightful recognition of teachers' needs and wishes.

THE MAGAZINES.

—The girl or boy who reads right through the October St. Nicholas will be much the richer for C. H. Claudy's information of "Scientific Kite-flying," an account of Dr. Alexander Graham Bell's experiments in learning to fly; for W. G. Fitzgerald's account of quaint little Newport's "Fishing on Horseback"; for Francis Arnold Collins' interesting details of "The Building of a 'Sky-scraper,'" and for Adelia B. Beard's instructions how to make fascinating dolls out of old bottles and a little tissue paper. It is altogether a most helpfully instructive number, the information pleasantly sugar-coated.

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How He Did It.

Mrs. Russell Sage taught school in her youth in Philadelphia, and a Philadelphia woman who was once her pupil said, the other day:—

"She had a way of hammering home an idea with an apt anecdote that we girls enjoyed hugely.

"One day, in impressing upon us the importance of perseverance, she said that she knew a little boy who was a remarkably fine skater.

"She watched the youngster, one winter afternoon, do the front and back roll, the grapevine, the glide and other feats, and finally, overcome with enthusiasm, she patted him on the back and said:—

"How on earth, at your age, did you learn to skate so magnificently?"

"By getting up every time I fell down," was the boy's simple answer."—Selected.

BOSTON THEATRES.

KEITH'S.

Merriment will bubble at Keith's next week, for the bill arranged is noticeably strong in comedy features, among them being Petr F. Dailey and company, Stella Mayhew, Billee Taylor and company, Lew Bloom, Charles F. Semon, Paulton and Dooley, Salerno, Anderson and Goines, and Willie Weston. In fact there is hardly an act on the whole list that is not a smile bringer. "Pete" Dailey will be seen in a condensed version of "The Press Agent" in which he has a part that fits his effervescent style to perfection. He is assisted by a company of twelve people, several of them pretty girls. Popular Stella Mayhew will return with the brisk comedietta, "It Happened in Utah." It gives Miss Mayhew a chance to do several of her famous character songs. Lew Bloom, "the tramp of tramps," as clever a delineator of the hobo as the stage has ever known and the first to play the character, has a number of new stories and parodies, which he will deliver in his inimitable style. Charles F. Semon, "The Narrow Feller," drollest of all the musical monologists; Salerno, the great juggler, who will close his entertainment; Paulton and Dooley, in a very funny bicycle act; Anderson and Goines, two of the cleverest colored comedians in vaudeville, and Willie Weston, with stories and imitations will all cause their share of smiles. Beautiful and graceful Clara Balzerini, in a most attractive trapeze performance; Donnelly and Rotali, pleasing vocalists; the Kalmos, novelty dancers; Milton and his trained dogs; the Walters, in a comedy sketch, and the kinetograph will round out the bill.

CORRECTED.

It was on a street car in the city of Washington. Two colored women in cheaply gorgeous splendor were talking and one chanced to mention a Mr. "Jinks" in her conversation. "Excuse me," said the other woman, "but his name is not 'Jinks.' It is Mr. 'Jenks.'" "Oh, I sees," said the other woman complaisantly. "I sees that you put de access on de pronoun."—J. L. Harbour, Lippincott's.

AN OLD ACQUAINTANCE.

"Hello, Rummel, I hear your watch has been stolen?"
"Yes, but the thief has already been arrested. Only fancy, the stupid fellow took it to the pawnshop! There it was at once recognized as mine, and the thief was locked up."
—Fliegende Blaetter.

While the coin
Holds out to burn,
Few are the sinners
That return.

—Louisville Courier-Journal.

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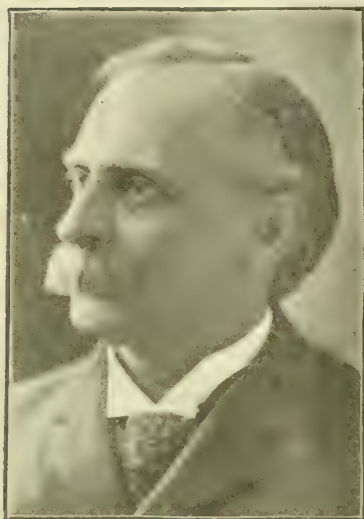
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SOME DOINGS IN BOSTON.

BY SUPERINTENDENT STRATTON D. BROOKS.

[From Annual Report.]

The most important educational accomplishment of the year has been the unification of the teaching force for purposes of educational advancement. The schools of Boston have reached their present standards very largely by individual effort, and any attempt to bring about co-operative work has been looked upon with suspicion. There has been a feeling that system meant restriction, that it would produce uniformity, and that uniformity meant mediocrity. In place of this there has grown up a strong desire to co-operate in carrying forward all plans affecting the schools as a whole, a willingness to concede some fraction of individual opinion in the interests of harmonious and united action, and an appreciation of the fact that progress will be forwarded faster by concerted effort along a few well chosen lines than by individual effort in many different lines.

* * * * *

The vigor with which the principals have entered into the problem of readjustment of a nine-years' course to one of eight years, and the skill with which the difficulties of reorganization have been met, will bring the eight-year course of study into effective operation much sooner than the most sanguine had hoped. It is a matter of congratulation that the year has demonstrated that the reputation for ultra conservatism that has attached to the elementary school principals of Boston since the time of Horace Mann is not a deserved one, and that by their warmth of co-operation and vigor of action they have demonstrated the possession of ability to accept a new system of administration and instruction and to put it into effective operation, thus showing themselves entitled to be considered as leaders of progressive education.

The reduction of the elementary school period from nine to eight years rendered necessary a revision of the course of study. This revision was made under the general direction of the board of superintendents, but the work in the various subjects was done by special committees consisting of one or more assistant superintendents, directors, principals, and teachers. By this means a close co-operation between teachers and supervising officials was secured, the teachers furnishing a knowledge of details that only specialists in the subject could possess, and the supervising officials checking the enthusiasm of these specialists to the extent made necessary by the time limitations and the legitimate demands of other subjects. The enthusiasm with which these committees entered upon their work, the painstaking care with which the details were worked out, and the careful scrutiny given to each item by teachers of the highest

success in that particular line, guarantee that the course of study is not something arbitrarily imposed by higher authority, but that it is the product of harmonious and co-operative effort on the part of all the educational forces concerned therewith.

In addition to this co-operation with a limited committee, a much broader invitation has been extended to each teacher to consider the course of study, not as a fixed and final body of regulations to be followed without comment, but rather as a live and growing thing, the course of this growth to be in a large measure determined by the experience of the teachers. To this end the course is definitely marked tentative, and each teacher is invited to give earnest attention to its perfections and its defects, so that her advice and comment may have its due weight in causing desirable modifications.

Successful efforts have been carried forward to bring the high school teachers of the same subject into some agreement as to what should constitute the main elements of the course in that subject. The differing courses in physics, chemistry, biology, etc., that existed in the high schools have rendered it difficult for the board of superintendents to set examinations for admission to the normal school that would be equally difficult for pupils coming from the various schools. The assistant superintendents have conducted a series of conferences with the teachers of each subject. In every case substantial progress towards agreement has been made, and in some subjects a complete formulation of topics to be taught in a given subject has been agreed upon by all the teachers concerned.

The problem of securing co-operative endeavor in the high schools will be greatly simplified when the reorganization providing heads of departments has been finally completed. Boston once had writing masters and grammar masters of equal rank in charge of its schools. Though the administrative and educational advantages arising from making the grammar master responsible for the entire school were evidently great, yet for seventeen years after it was first proposed the writing masters succeeded in preventing this action. The present movement to establish heads of departments, though having large administrative and educational advantages, naturally disturbs some individuals who fear that their own privileges, or their rank and prestige, may be affected. Fortunately the change has been possible without reducing the rank or decreasing the salary of any teachers in the service. The old system of teaching classes of the same grade—for example, first year French—without conference among the

teachers, and by such different methods that the pupils could with great difficulty be placed the next year in the same section of the second year French, was so wasteful of energy that it is to be wondered why it endured so long. The establishment of heads of departments responsible for the major items of method and material in their departments will ensure a greater co-operative effort within the same school, and render possible reasonable co-operation between schools. The creation of positions of different ranks and salary within the departments will furnish the possibility of promotion for the efficient. The creation of salaries higher than those previously paid gives to the most proficient a higher range of final attainment than has hitherto existed in the Boston high schools.

The selection of six teachers in each school who have demonstrated that they possess executive ability, their definite appointment to positions partially executive, and the addition of a small amount to their yearly salary (\$144 for men, \$216 for women) as compensation for these additional executive duties, is but giving open recognition to individuals who have in the past given freely of their time in assisting in the executive administration of the schools, and will, without question, render this service more effective. It is to be expected that there will be some disappointments when the announcements of promotions are made and that there will be some unrest and unfavorable comment until the readjustment is completed and the duties and responsibilities of heads of departments established by precedent and practice, but there is no doubt that the final result will be worthy of record as one of the most conspicuous examples of increased educational product brought about by co-operative effort and rendered possible by the creation of a suitable administrative system.

Considerable progress has been made along the lines of endeavor intended to provide the best possible teachers for entrance into the service and for their professional improvement after entrance upon the work of teaching.

By the operation of the merit system of appointment all teachers coming into the service have been selected from among the best available. The application of this system necessarily disappointed those who otherwise would have received appointment in the schools. While it is probable that in some cases a teacher better adapted to a particular school might have been secured from a position lower on the lists, it is evident that a school system receiving into its teaching force approximately one hundred and fifty teachers per year will be better served if these teachers come from the top of the lists than if they are selected from the middle or bottom of the lists. In order to increase the opportunity of finding teachers adapted to the peculiar conditions of the various schools, the board of superintendents has found it expedient to increase the number of lists by rating in separate lists the holders of the grammar school special certificate granted to college graduates who are also graduates of the normal school.

In order that all graduates of the normal school shall receive proper credit for the quality of their

work as teachers, the number of reports of the work done by them in substitute and temporary positions and as special assistants has been considerably increased. For those who served in the vacation schools a year ago a record was kept and a report made indicating the quality of the service rendered. For those who served in the evening schools similar reports were made both by the principal of the school and by the director of evening and vacation schools. The principals of elementary schools have filed monthly reports indicating the quality of the service rendered by all teachers acting as special assistants, temporary teachers, and substitutes in their schools. The supervisor of substitutes has likewise given careful attention to the quality of the work rendered by each, and has submitted a report thereof. All of these reports were carefully considered by the board of superintendents in re-rating candidates, and were supplemented by such personal visits as the assistant superintendents had been able to make.

The re-rating of normal graduates has been based upon full information of the quality and character of the work done by them, and has been carefully and deliberately done by the board of superintendents. While it is probably true that there is no very great difference between candidates appearing approximately at the same place upon the list, it is unquestionably true that the upper third of the list has demonstrated its superiority to either the middle or the lower third. It is especially interesting to notice that many young women have by superior ability as teachers raised themselves very materially in the rating. It is of equal value to the schools that other young women, who were originally rated high on account of their scholastic attainments, have shown themselves unequal to the demands placed upon them in the schoolroom and have been very materially lowered. While we must all sympathize with the girl who fails to get an appointment, we must not forget that if she had been appointed some other girl of greater ability and more satisfactory service as a teacher could not have been appointed.

The first promotional examination will not occur until October, 1908. It is, therefore, too early to state its effect upon the teaching force. It is, however, pleasing to note here that there has been during the year a very large amount of effort on the part of teachers who are not required to prepare for a promotional examination to improve themselves along the lines of their professional duties. This effort has been in many cases individual, and in many cases taken up by bodies of teachers, as illustrated by the work of the primary teachers in the study of methods of arithmetic, or of the cookery teachers in the employment of lecturers. Similar activities have been very common throughout the teaching force, indicating that the teachers of Boston have every intention of meeting every professional demand made upon them.

During the year the opportunity granted by the regulations to take a year's leave of absence on half pay, for purposes of study, travel, or rest, has been liberally availed of by the teachers. Though the regulations were not in print until late in the

summer, yet twenty-eight teachers have already been granted leave for the purposes specified. Of these, ten took leave for purposes of rest, six for purposes of study and rest, four for purposes of study, seven for purposes of study and travel, one for purposes of travel. Without question these teachers will return to their work with an increase of knowledge, a breadth of view, a renewed and enthusiastic optimism, and a surplus of physical and nervous energy that will make teaching both easier and better. Their increased efficiency will soon compensate the schools for the loss they have sustained by having the less experienced substitute teachers during the year.

However, the effect of this system of leaves of absence upon the teaching force is much greater than is indicated by the number who have been granted leave. A very much larger number of teachers have already made requests of the superintendent for leave of absence to study and travel. Many of these cannot arrange for absence next year, but have asked to be allowed to go two, three, or even four years hence. In the meantime they are taking up by private study or by attendance upon evening or summer schools the subjects that will best prepare them for a successful year of study when the leave is taken. By this means many teachers not holding a college degree expect to complete a sufficient amount of work, so that when the sabbatical year is taken they can with one year of residence obtain a college degree. It is doubtful that any single provision in the new regulations will accomplish more for the benefit of the schools than the one providing for the sabbatical year.

Not only should the quality of the teachers coming into the service be improved and opportunity given for further improvement after they are in the

service, but the conditions under which they work must be made as favorable as possible in order to secure the highest efficiency. During the year considerable progress has been made in two important matters affecting the conditions under which teachers work; namely, the quota of pupils per teacher, and the compensation paid the teachers.

There has grown up during the year a wider recognition of the desirability of easier transfer of teachers from school to school. The attitude of professional courtesy that has hitherto existed was so strong as to make the transfer of teachers one of great difficulty. A broader recognition of the fact that teachers may perform for the city a much better service in a different school has rendered possible the transfer of many teachers, and has made it easier to supply a school with teachers specially adapted to the conditions therein.

Owing to the fact that a very large share of the elementary teachers of the city of Boston are taken from the normal school, it is essential that they receive the sort of training that will bring them to the highest efficiency as teachers. There has been a rapidly growing appreciation of this fact among principals of elementary schools. It is becoming evident that the greatest service of the principals to the schools is to be rendered in the training of teachers rather than in the finding of teachers already trained. This means a radical increase in the amount of supervision given to the schools on the side of training the teachers. It would be highly profitable to the schools if principals could be relieved of a very large share of the clerical duties now falling on them, so that they might give very careful attention to the problem of training the inexperienced teachers.

LOOKING ABOUT.

BY A. E. WINSHIP.

CHARLES CITY, IOWA.

Irwin Shepard, superintendent and high school principal, 1871-'75. This fact is the pride of Charles City a third of a century thereafter. A great man leaves his impress upon a community for many a year. The city is to-day one of the most interesting, educationally, in the country. Charles A. Kent, the superintendent, is one of the most inspiring and valuable men in the work anywhere.

Out of thirty teachers, there is but one without university, college, or normal training. There were two small kindergartens in opposite sides of the city, one with no adequate equipment. By means of transportation, the little people are easily, safely, and inexpensively carried to the larger building, where they are provided for in the best way. Another entire building in the city is closed "for the efficiency of the system." These are samples merely of the material improvements that are being made. But the other phases of progress are more significant.

Picture study, for instance, is systematic. There is in the supply room of the superintendent a case of eight tiers of drawers, with nine in each tier. Each tier is for one grade, and there is a drawer for each of the nine months of the year. In each drawer are two masterpieces in art, one of which is to be taught that month. Into this drawer goes every helpful picture, or bit of information about the artist. Thus seventy-two masterpieces are taught in the eight grades. There are sixty of the world's masters in these groups. Elsewhere in this issue will be found the list of pictures for each month of the eight years.

With the same attention to every detail, there are forty-five sets of supplementary reading from the masters for the grades. But of all schemes worked out in a masterly manner by Mr. Kent, that of his picture library is the best. He has more than 5,000 pictures in literature, history, and geography, well selected, ideally classified, and admirably mounted. They are on mat-cards seven by ten inches. Each set upon a given subject is set off in the case by a heavy tar-board guide card a little higher than the

mat-board cards, so that they may be readily found and readily returned. There are nearly 150 groups of cards already. I have seen nothing approaching this for completeness or for service.

A benevolent feature of Mr. Kent's work is the preparation of material and the packing of it—in a case that holds five bushels—for shipment to the Argentine Republic, upon the request of Mr. Nelson, who has been in the United States for several months looking for just such help as this. He

came to Charles City to see this work, which to his thinking he had not seen equaled elsewhere. I do not wonder at his enthusiasm, which I fully share.

The school garden scheme must not be omitted. There are in the city many triangular public plots of land left by the street system. All of these have been taken in hand by the children, cultivated to flowers, making the city beautiful to the limit. There is no trouble in getting children to care for them in the four-months' vacation.

THE YOUNG TEACHER'S PROBLEMS.—(VI.)

BY DR. MARGARET E. SCHALLENBERGER, PH. D., SAN JOSE.

What shall we say of the teaching of history? Since history is in its essence the biography of man, and since we are human beings, it does seem as if our own biography might be rather useful. We find in it a record of successes and failures, with an accurate statement of the conditions of both. We might, if we read intelligently, find much to emulate, much to avoid; we might learn, e. g., from the history of the Dark Ages the futility of blind faith, and from the story of the French Revolution the impossibility of a new order of things springing into life full-grown and effective. We might trace the causes of the downfall of the Roman empire in a way profitable to our own tendencies to luxury and effeminacy. And surely we could find many a friend to know and to love, to hold close to our hearts, to imitate, to emulate, to strengthen and make concrete in us ideals otherwise hazy and incomplete. And in no other way can we learn so well the meaning and value of toleration. If we wish our children to become good citizens, we must give them not a little of the world's history.

Is geography useful? That depends, of course, upon how it is studied. A world of place and not of people is not specially profitable. But a world of place and people, and of their action and reaction the one upon the other, is full of meaning. Why is England the great sea power she is? What does Kipling mean by "The White Man's Burden"? What conditions (geographical) have influenced the history of the United States? If we wish our boys and girls to understand the larger problems of the world's activity, we must give them some idea of the world itself.

And now, as a sort of ring within a ring, we might uphold the usefulness of all these things for the simple reason that without them we could not keep our girls and boys in school. If we threw out what "the people" call impractical subjects, we throw out of school our boys and girls. In many a good school there are numbers of young people who "stay by," stay in school simply because they become interested in manual training or mechanical drawing, or in the study of snakes, or electricity, or because they are on the force of the printing press, or are chief debaters in the debating clubs, or hold

leading parts in the various dramatizations, or are star members of the choral societies, or the fencing, or military, or basket ball clubs. School life, so far as possible, must be a miniature world. Professor Dewey is right; it isn't a mere getting ready for life, it is life. Very much, too, of what is useful for us is useful for them. We might well ask ourselves, Are our lives useful? What makes them so? Is it useful to belong to the church, to be social, to sing, to play the piano, to paint pictures, to discuss politics, to spend holidays at the seaside or in the woods, to cultivate various hobbies or fads, to care for pets, as well as to make a living? If we did not thus exercise the religious, the social, the ethical, yes, if you please, the foolish (?) tendencies sometimes, could we so successfully make a living? All these disciplines are subject to the laws of cultivation and growth, and cannot be grafted on when the individual has reached his full stature.

To sum up, education for life is an education which enables one to meet and enjoy all that is beautiful in life, and to increase this beauty, and also to meet and struggle with and conquer those conditions of life which stand in the way of the true freedom of humanity.

Robert Louis Stevenson, who so nobly did the day's work to the very end, says: "Now the man who has his heart on his sleeve, and a good whirling weathercock of a brain, who reckons his life as a thing to be dashingly used and cheerfully hazarded,—keeps all his pulses going true and fast, and gathers impetus as he runs, until, if he be running towards anything better than wildfire, he may shoot up and be a constellation in the end. . . . Death is on all sides of him with pointed batteries, as he is on all sides of all of us; unfortunate surprises gird him round; mim-mouthed friends and relatives hold up their hands in quite a little elegiacal synod about his path; and what cares he for all this? Being a true lover of living, a fellow with something pushing and spontaneous in his inside, he must, like any other soldier, in any other stirring, deadly warfare, push on at his best pace till he touch the goal. 'A peerage or Westminster Abbey!' cried Nelson in his bright, boyish, heroic manner. These are great incentives; not for any

of these, but for the plain satisfaction of living, of being about their business in some sort or other do the brave, serviceable men of every nation tread down the nettle danger and pass flyingly over the stumbling blocks of prudence. . . . A spirit goes out of the man who means execution, which outlives the most untimely ending. All who have meant good work with their whole hearts have done good work, although they may die before they have time to sign it. Every heart that has beat strong and

cheerfully has bettered the tradition of mankind. And even if death catch people, like an open pitfall, and in mid-career, laying out vast projects, and planning monstrous foundations flushed with hope, and their mouths full of boastful language, they should be at once tripped up and silenced, is there not something brave and spirited in such a termination? And does not life go down with a better grace, foaming in full body over a precipice, than miserably struggling to an end in sandy deltas?"

THE CHILD THE HOPE OF THE RACE.

There is nothing in all the world so important as children, nothing so interesting. If you ever wish to go in for some philanthropy, if you ever wish to be of any real use in the world, do something for children. If you ever yearn to be truly wise, study children. We can dress the sore, bandage the wounded, imprison the criminal, heal the sick, and bury the dead; but there is always a chance that we can save a child. If the great army of philanthropists ever exterminate sin and pestilence, ever work out our race's salvation, it will be because a little child has led them.—*David Starr Jordan.*

PUBLIC SCHOOLS FOR ADULTS.

BY DR. L. R. KLEMM, WASHINGTON, D. C.

The public schools should draw into their circle of influence all the adults of a community, and should make the schools temples of a universal and unified education. In other words a town school should be the school of the town, from the influence of which no one could escape. The German schools in Rhenish Prussia are beginning to draw into their influence the fathers and mothers of the pupils, as well as the older brothers and sisters that have passed compulsory school age. Courses in domestic science, in one instance, are given to about 5,000 girls in the daytime, and in the evening are repeated to over 1,000 adults. A good deal of this sort of work is being done already in New York and in other of our larger cities. There should be a systematic movement of this sort, covering the whole country. Every school, especially in cities, should draw into its influence, after the day closes, at least as many adults to be instructed by evening lectures, by special instruction and experiments, and by club meetings. The lack of common sense and economy manifested by a people that invests in its school buildings tens of millions of dollars, but utilizes these buildings only five hours a day, or at most six or seven, while our factories utilize every hour of every day with their three shifts of workmen, is amazing. Give us at least two shifts, one from nine until two, and the other from four until nine o'clock. It is no excuse that our churches are making the same mistake. Hermetically closed for six days, and open only four or five hours on Sunday, they still further emphasize our egregious waste of money and opportunity.

Brown University has moved off sharply along this line, and there are indications that it will prove to be an experiment that will quickly ripen into a

system. Not less than 500 adult citizens of Providence and its neighborhood, including those whose heads are gray and whose minds are already well trained, are enrolled as college boys. The scheme is not only broader, but a good deal more definite than anything that has heretofore been undertaken under the cognomen of university extension. These adult pupils do not make their appearance according to their own desire or will, but are organized into classes and appear as regularly as the college enrollment. Some of these students are known as simply "hearers," while others are known as those who are doing "certificate work." That is, a part of the adult enrollment are working for an academic degree; and this degree they will receive, precisely as a college boy gets his degree, by diligent study and by perseverance. Among these certificate workers are enrolled many of the teachers of the surrounding country. They go on with their teaching and their studying at the same time. It is now proposed that older teachers, who become desirous of more thorough work, shall be allowed leave of absence. It must not be supposed, however, that any large proportion of the enrollment consists of teachers. It includes merchants and professional men of all sorts. The courses offered are so connected that it is possible for students to pursue a connected scheme of study for several terms, or even years. Each extension course of ten lectures is credited by the university as equivalent to one-half of the regular term course, and in this way is made to count for an A. B., or an A. M., or a Ph.D.

This scheme is in more ways than one unlike the old university extension methods. Instead of sporadic lecture courses, it has continuity and system, and it is kept well within the university atmosphere of libraries and laboratories. By granting degrees it places the adult student on a

par with his younger friend. Perhaps a very best possible result is its tendency to bring the college and the community into fellowship of sentiment and work. It must go far toward eliminating the alien and lawless sentiment that grows up in connection with isolated institutions. There certainly is no reason why a well-endowed college shall confine its influence within a select circle; no reason why it shall not widen its influence to the utmost throughout a community. President Faunce of Brown says in his annual report that he holds it to be the duty of a college or university "to provide intellectual insight, stimulus, and leadership to the entire community around it." We are aware that some of our colleges have taken ground exactly opposite to this, and will do no teaching to pupils who are not enrolled according to specific and inherited rules. It is said that there are few more interesting sights in New England than the procession of old men and young who each week-day afternoon and evening climb the hill that leads to the university buildings.

This seems to be nearing an ideal community and an ideal social state. There is no reason why a man or woman should withdraw from school life at twenty-one or at graduation from a college.—New York Independent.

PARENTAL INTERFERENCE.

The president of the Milwaukee board of education has an important warning to the public as to cranky insistence upon individual conveniences.

"Misplaced school buildings have been a source of much worry to the officers of the school system for a long time. Rooms in these buildings were left vacant because parents preferred to send their children to other schools nearer or more conveniently located. The boundaries of the school districts were sometimes changed to help out these conditions, but more often were left unchanged owing to local pressure upon the ward representatives. Where the limits of the school district were correctly drawn the plans were wholly or in part defeated by the parents obtaining transfers permitting their children to attend other schools. The result was that a number of rooms were left vacant in some schools, while other buildings were overcrowded and the children forced to attend school in wooden barracks. A year ago the boundaries of a large number of the school districts were properly drawn by this board to do away with this abuse. Parents of children affected in many cases objected violently, and some persons have taken advantage of these objections to cultivate a feeling of resentment and antagonism toward this board and its members. Common fairness would certainly decide in favor of the policy followed by the board, which aims to give every child the advantage of a proper schoolroom, instead of favoring a few thousand pupils in an inequitable manner at the expense of the other pupils."

LET US THINK ON THESE THINGS.

BY MRS. F. R. HOUGHAN,
Gilpin School, Denver.

Initial beginnings determine largely the character of the work that is to follow.

If we are lax in habits of neatness, careless in speech, have a fretful, harsh voice, if we have no high standard of morals or attainments, unless we reform ourselves, we shall accomplish little of lasting good to the child.

We should at the outset take an inventory of our strong and weak points, emphasizing the former and guarding against the latter, until they have ceased to be blemishes in a well-rounded character.

We have voluntarily chosen our profession of teacher, than which there is none greater or holier on earth, and it becomes a sacred duty, as binding to you and to me as that of the parent to the child, to be satisfied with only the best results possible for these children entrusted to our care and guidance.

If pupils have formed careless habits, shiftless ways of doing things, if they are indifferent to high ideals, it becomes your work and mine to overcome these habits formed, when and how, it matters not to us.

We judge people by their works by results,—what the impulse may be we cannot tell, but the cold-blooded facts are what determine our conclusion of men of affairs. Teachers are judged in the same way, by results, by our work from day to day,—not by the number of problems correctly solved, not by the perfection of the language lesson, but by the good habits of the children, which have been strengthened and become more firmly rooted; by efforts bravely made towards excellence in thought and act.

Do not begin your work by yielding to discouragements; you not only weaken your power as a teacher, but also as a strong factor by example in the world's work. "Be strong and of good courage." Let your face reflect the sunshine of a hopeful heart, a heart filled with a determination to succeed.

Remember, too, that we shall never help the child, morally or spiritually, by constantly seeing the bad. We may help him a little intellectually, but that is of small value compared to the moral uplift that should be the great power with every teacher.

We find fault too easily, forgetting that for each fault we may, if we will, find ten things to approve. As in ourselves, let us emphasize the good traits, seeing as little as possible of the bad, until this character we are helping to mould and shape for eternity has assumed the traits and is governed by the impulses that will make the useful citizen of the near future.

Honest effort of whatever kind should be commended, even though the result be unsuccessful. Honest praise can do no harm, and has many a time changed the whole mental attitude of the disheartened, discouraged child.

The average of manhood and womanhood attained will count for more in the years to come than the average in scholarship. Work for it,—it is all that is worth while, and this we can attain only through the love, confidence, and respect of our pupils.

When we accept poorly-prepared, careless work from our pupils, one of two things is indicated: either we have not a high standard of excellence, are satisfied with the ordinary, or are careless in our own work, and the result in either case will be ordinary, careless, indifferent men and women,—not such as the world needs, not such as all departments of work are waiting for.

We shall be held responsible for the moral and spiritual uplift in character of these children with whom we are associated for so many months throughout the year. What predominates in us determines our influence. What we are, not what we say, stamps its impress on these plastic minds.

If we are careless in habits and have no lofty standards, we shall impart what we are to the child. He is an apt pupil in imitating, he will do no better than the one he imitates, will aim no higher than the ideal of the teacher. The child holding our hand walks as we walk. We must be what we would have our pupils become.

"Industry, honesty, patience, punctuality, perseverance, politeness, cheerfulness, temperance, fortitude, prudence, and justice form the rungs of the ladder which every child must climb to reach the only success there is,"—the state of greatest usefulness. Step by step as they mount we must keep well in the van, leading, guiding, lifting the child over the rough places where he would stumble without our help.

Then shall we be accounted worthy, and we shall know that we have lived to some purpose,—that the world is better because we have been faithful.

"The reason some men do not succeed is because their wishbone is where their backbone should be."

TRAINING IN THE SPOKEN WORD.

BY HARRY PREBLE SWETT, A. M.,
Principal High School, Franklin, N. H.

The true method to pursue in training pupils of whatever age to pronounce exactly and to enunciate clearly is seen illustrated best in the process that a child passes through in learning to talk.

The child's first vocal sounds are involuntary. Gradually, along with the growing consciousness of his arm, leg, and body movements, he comes to realize that he makes noises. Both before consciousness and for a long period afterwards, the sounds that the child makes have, for our purpose, two noticeable characteristics, namely, the sounds are simple, and they are repeated again and again. For days or weeks at a time, a single sound is uttered to the exclusion of nearly all others.

For example, the principal sound may be oo during several weeks. A single consonant in combination with the Roman a will likewise receive such drill. This consonant may at one time be m (ma); at another time, d; at another b, and so on. The vowel also changes in a similar manner.

These simple elements are later combined; a sound will be made of two syllables beginning and ending with the same vowel, as a-da; or a single syllable will be made beginning and ending with the same consonant, as dud. These more complex sounds, also, are given almost endless repetition.

Much of this drilling goes on without attention on the part of the child, but he slowly becomes able to repeat at will a sound that another makes. Finally, as his power of discriminating

his own acts and those of other persons becomes keen, he combines the sounds in which he has gained proficiency, to produce words that he hears used.

Success in pronouncing the more difficult words comes with varying degrees of speed. Complete success depends upon three factors: the physical ability to utter the required sounds; second, the clear discrimination of the sound to be spoken, and, third, exact pronunciation by the child's elders.

Failure to speak English well is least often the result of physical misfortune and most often the result of faulty utterance on the part of those who have passed the school age. If parents and relatives spoke the vowels and consonants of their words with correctness and distinctness, a child would speak most sounds with great clearness before he entered the kindergarten. But, as a fact, few children enter school so well equipped, and all pupils need watching throughout their years of study. Indeed, many a college student needs to give as much attention to the spoken word as to written composition.

The teacher approaches the task of training pupils to speak with clear enunciation from the opposite direction from what one takes in the process of learning. For the teacher's first object must be to speak at all times so that the true model may always be heard. In the long run what counts most is the pronunciation that is most frequently heard. In all schools above the elementary grades where department teaching is done, and where few, if any, have the responsibility of training in the spoken word, every teacher should feel it a duty to set constantly such a correct example.

This setting of a correct example, moreover, is not so simple a matter as might appear. Different localities throughout the country have peculiarities of pronunciation which are incorrect. A person grows up to take on such peculiarities without realizing it. The advantages of higher education and of travel are frequently insufficient to remove this provincial taint of pronunciation. Much self-watching is always needed to detect the fault, and much care is necessary after the fault is discovered to eradicate it. But these local and personal peculiarities should be sought, however difficult to find, for our education must aim to be free from provinciality. The teacher had better overdo in this matter of personal correctness, otherwise unobserved faults will creep in. Every teacher should take an unassuming pride in her spoken English.

But training involves more than giving an opportunity for imitation. It means, also, the employment of methods to eradicate faults and to establish correct habits. This demands on the part of the teacher discernment to detect the imperfections and then skill in establishing the right vocal action. As in the case of discovering one's own mistakes, so, too, it is most difficult to detect the exact fault with another's incorrect utterances. Only a master of elocutionary science and art can hope to do this in all cases. But there are many mistakes that may be found. At times certain consonants are omitted at the end of words, some consonants are omitted in the middle of words; vowels and consonants, when not omitted, are not given their true value. When one begins to look for obscure blemishes in the use of the vocal organs, one is surprised at the frequency of their occurrence.

Now all teachers should feel some responsibility in this training, as well as in setting an example. A science instructor will correct the English of the papers prepared for his department; there is as much reason for correcting the spoken English that may be heard.

But the more special training in correct utterance belongs to the elementary school. Too often this training is dropped by the close of the primary school. The general methods have been suggested in the brief outline of the little child's growth. There will need to be constant practice by all the pupils on the various elements of speech, and besides, the particular letters, syllables, and words that are wrongly spoken by the individual child need to be selected by the teacher for drill by the pupil. The class exercises in phonetics of the primary school are excellent, but many teachers that are successful in this way fail to detect the special needs of individual pupils, because of lack of ability to discern the precise mistakes. But every elementary school teacher should give phonetic drills, both class and individual. The older the pupil, the more profitable will it be to suit the drill to his individual needs. In the upper grammar grades, in particular, the definite consonant or vowel sound, syllable, or word should be brought to the attention of the individ-

ual at suitable times during some of the English lessons.

Judicious care of this sort will save energy, improve the English and sharpen the pupil in noting his own acts. Too often, however, the sole training is limited to the admonition contained in the imperatives, "Speak more clearly! Speak louder!" The real need, here, is quite likely not more energy or bellows power on the part of the pupil, but a finer discrimination on the part of his teacher.

THE SCHOOL-DAYS OF GOVERNOR HUGHES.

Governor Hughes was born in Glens Falls forty-five years ago. His father, a native of Wales, was a Baptist clergyman; his mother had been a school teacher. The first significant anecdote of the boy Hughes is told of the period when he was less than five years old. He had begun to go to school, and after two or three days of attendance went to his father's study and laid on the desk a paper on which he had written: "Charles E. Hughes, his plan of study."

"Papa, I don't like it at school," said the boy. "Teacher goes over and over the same thing and I get nervous. I could do better at home."

The puzzled father looked at the paper and found the boy had drawn up a plan of study and recitation at home. He accepted the plan, and for several years the young student followed his own schedule.

A few years later the young Hughes entered the public schools of New York city, and was duly graduated from Public School Number 35, delivering the salutatory of his class. During these earlier years his reading was confined exclusively to works of science, and it was not until he entered college that he began his reading of fiction—even then it was in a systematic fashion. At thirteen the boy was ready for college, and his father took him to Hamilton, but the faculty thought him too young and turned him away. The boy waited a year, but it was a year of work, not rest, and the following year he entered Hamilton as a sophomore.

"The faculty still thought him too young," Dr. Hughes once said, "but I told them I thought I knew the power of the boy for endurance better than they." A year later the boy quitted Hamilton for Brown. He had found the work there "too easy." Although he entered Brown in the middle of the course, he was graduated with honors, holding third place in his class and winning various prizes. From Brown Mr. Hughes went to Delhi, in Delaware county, where he taught in the local academy during the morning and read law afternoons and evenings. During the last campaign Governor Hughes spoke in Delhi, and there he met one of his old pupils.

"We used to study algebra together, didn't we?" inquired the candidate, by way of introducing the old acquaintance to a group of reporters, who stood by.

"Wa-al, ya-as," was the deliberate answer, "and after six weeks I guess you knew all about it."—Frank H. Simonds, in the October Putnam's Monthly.

CORN.

To-day the woods are trembling through and through
With shimmering forms, that flash before my view,
Then melt in green as dawn-stars melt in blue.

The leaves that wave against my cheek caress
Like women's hands; the embracing boughs express

A subtlety of mighty tenderness;
The copse-depths into little noises s'art.
That sound anon like beatings of a heart,
Anon like talk 'twixt lips not far apart,
The beech dreams balm, as a dreamer hums a song;
Through that vague wafture, expirations strong
Throb from young hickories breathing deep and long
With stress and urgency bold of prisoned spring
And ecstasy of burgeoning.

Now, since the dew-plashed road of morn is dry,
Forth venture odors of more quality
And heavenlier giving. Like Jove's locks awry,
Long muscadines

Rich-wreath the spacious foreheads of great pines,
And breathe ambrosial passion from their vines.

I pray with mosses, ferns, and flowers shy,
That hide like gentle nuns from human eye
To lift adoring perfumes to the sky.

I hear faint bridal-sighs of brown and green
Dying to silent hints of kisses keen

As far lights fringe into a pleasant sheen.

I start at fragmentary whispers, blown
From undertalks of leafy souls unknown,
Vague purports sweet, of inarticulate tone.

Dreaming of gods, men, nuns, and brides, between
Old companies of oaks that inward loan

To join their radiant amplitudes of green
I slowly move, with ranging looks that pass
Up from the matted miracles of grass

Into yon veined complex of space
Where sky and leafage interlace

So close, the heaven of blue is seen
Inwoven with a heaven of green.

—Sidney Lanier.

SOME NEW ENGLAND GENTIANES.

For a comparatively small family of plants, there is none, perhaps, so distinguished by beautiful wild flowers as the Gentianaceae. We are apt to think of them as solely autumnal in season, yet there are a few beauties that are strictly vernal.

The gentians proper, that one finds within our limits, it is true bloom only in late summer, or in the fall. They all contain a bitter tonic principle. The earlier one is the so-called "box" or "closed gentian," a mysterious casket of richest hue, not so impenetrable as people are apt to suppose, but enough so to maintain a curious interest. This is Andrew's gentian of science. Close observation by Dr. Asa Gray and others has shown that bees can, and do, quite commonly enter it. Indeed, the present writer has himself seen them do so. Still, the closely-folded lobes of the corolla are always of poetic suggestion. One marvels what the Pandora-box contains. Besides the troubles incident to all things, may it not also, as in the sweet old myth, glorified by Hawthorne, conceal fair Hope?

Its sister, the fringed gentian, blooms still later in the season; it may, indeed, be esteemed as the brightest of the autumnal galaxy. Says Bryant:—

"Thou comest not when violets lean
O'er wandering brooks and springs unseen,
Or columbines, in purple dressed,
Nod o'er the ground-bird's hidden nest,

"Thou waitest late and com'st alone,
When woods are bare and birds are flown,
And frosts and shortening days portend
The aged year is near his end.

"Then, doth thy sweet and quiet eye
Look through its fringes to the sky."

Despite the unquestioned beauty of these lines, among the earliest which celebrate our American natives, the wood-lover feels a shock at several inaccuracies therein. Our native columbine is anything but purple, nor does the fair gentian come alone. It is accompanied by the charming and odorous ladies' tresses and the striking grass-of-Parnassus. Besides, quite a number of guests at the earlier banquet still keep their places, lingering almost till winter closes the doors. Neither Lowell nor Tennyson fall into such errors, nor Holmes, on the few occasions when he mentions our wild flowers. Poets of course have a license, but in the writer's view the nearer they come to truth, without dulling the fancy, the better.

Other species of gentian, as the five-flowered, are less well known. Decidedly the finest plant of the family, and one of the very showiest members of our flora, is the taller Sabbatia, one of those delicate, graceful creations that should be carefully conserved and never offered, as, alas, it is, for sale! While common enough now, it pulls up so easily, and the temptation to make sheaves of it is so great, that sure destruction awaits its continual misuse.

Sabbatia chloroides, the one above referred to, grows around slightly brackish, shallow ponds in Rhode Island and elsewhere, as on Cape Cod. There is a smaller species one sees at Watch Hill, Narragansett Pier, etc. This is a choice little plant and has a deeper color. Both have an outward and deceptive resemblance to the heads of Compositae, which, of course, they are far from being. The narrow corolla-lobes resemble the rays, say of a white-weed.

But let us consider also what the gentian family will show us next spring. While still the hylas

"Tune their merry note

Unto the sweet bird's throat,"

and the red-winged blackbird chaunts his "con-karee" there bursts forth in certain swamps a yeasty froth of buck-bean or menyanthes.

From long, trailing, sub-aqueous rootstocks, very spongy in nature, naked scapes arise about a foot in height, terminating in an erect raceme of funnel-shaped flowers. Externally these are fringed with pink, but are pure white within, and clothed in those parts with a tangle of white hairs. This serves as a trocha against the intrusion of minute insects. The scientific name of the plant is from the Greek and signifies that it blooms about a month. In the writer's experience it is not so long a period. The plant has a provoking way, common to all our loveliest aqueous plants, of growing just out of reach of the shore.

The buck-bean always appeals to the true wood-lover the world over. It is annually growing scarcer near the cities.

A few more plants of the gentian family may be mentioned. Among these, a very interesting one

is the spurred gentian, *Halenia deflexa* of the high Northern woods. Its common name very well describes it, the spurs projecting from below much as in columbine, except from a corolla of one piece. The color is peculiar, between yellow and purple, giving a sickly look to the flowers.

One would hardly expect a truly aqueous plant in the family, despite the buck-bean before mentioned. Sometimes on a still pond where one expects to see pond-lilies and spatter-dock, there is observed instead a very minute white flower with

heart-shaped floating leaves. This is of gentian affiliation and is the floating-heart. The stems are often immensely long, while from the leaves hangs a cluster of short pointed roots. Very likely the plant often becomes detached from the lake bottom and floats about at ease. A few less common plants of the family occur, but need no special mention, as the non-botanical reader is not likely to discover them.

William Whitman Bailey.

Brown University.

SHAKESPEARE STUDIES.

BY MARY E. FERRIS-GETTEMY, GALESBURG, ILL.

"MACBETH."—(II.)

STUDY QUESTIONS.

REVIEW.

1. Define tragedy. State its law.
2. Define ideal tragedy.
3. Define ethics.
4. Explain the term ethical world.
5. Give the principles of Shakespeare's Ethical World.
6. Show how these points apply to this drama.

THE PLAY.

1. Where is the scene of the play laid?
2. Make a map of Scotland showing the scene of the tragedy. (An excellent one is given in "Macbeth" of the Silver series of English Classics, Silver, Burdett & Co.)
3. Give the historical basis of the plot.
4. With what class of society does the play deal?
5. What is the ethical basis of the drama?
6. What is the basis of the action?
7. In this drama, how is the harmony of the ethical world disturbed? How restored? How is harmony restored to the state?
8. Why does the drama open on a desolate, barren heath, with nature in commotion?
9. Time analysis. Mr. Daniel gives "Time of the play, nine days represented on the stage, and intervals." See if you can trace them.
10. Give a name or title to each act.

THE SUPERNATURAL ELEMENTS.

FIRST MOVEMENT—GUILT.

(a) The Weird Sisters: the tempters.

1. What is the dramatic purpose of the opening scene?
Why not leave it out and first introduce the reader and the audience to the witches in Scene 3, when they first appear to Macbeth and Banquo?
2. What is the significance of their closing speech?
"Fair is foul, and foul is fair.
Hover through the fog and filthy air."
3. How do you interpret their conversation in Scene 3 before Macbeth and Banquo appear?
4. Can you see any reason for making the witches sexless?
5. Banquo sees them first and addresses them, but they do not speak until Macbeth questions them. Why do they not reply to Banquo?
6. What is their mission in this first movement which drives Macbeth to guilt? What office do they perform?
7. At what time in Macbeth's career do they appear to him?
8. What is the effect of their visitation?
9. When they vanish, what is Macbeth's attitude toward them?
How does Banquo regard them?

(b) The Dagger.

1. When does Macbeth see the air drawn dagger? Why does he see it?
2. How is he affected by it?
3. How does he interpret it?
4. Is there any particular significance in his reference to Hecate at this point?
5. What is the dramatic purpose of the dagger?

(c) The Ghost.

1. At what point in Macbeth's career does he see ghosts?
2. Why is he not haunted by the ghost of Duncan as well as by that of Banquo?
3. Why does Banquo's ghost appear a second time? Is it subjective or objective?
4. How is Macbeth affected by it?
5. Is there any dramatic purpose in having this manifestation at the banquet in the presence of the nobility?
6. Do you think Macbeth betrays his guilt?

(d) Nature, omens, etc.

1. Make a list of the disturbances of nature, in this movement, stating when they occur and by whom mentioned.
2. Make a list of the birds of omen, by whom mentioned and when?
3. In what connection and by whom is the owl mentioned?
4. What is the dramatic purpose of Scene 1, Act II? Why does the Old Man appear?
5. Do you see any special significance in Duncan's horses?
6. Give any other superstitious allusions.

SECOND MOVEMENT—RETRIBUTION.

1. This movement is introduced by Hecate's appearance, Act III., Scene 5; then follows the cavern scene, Act IV., Scene 1. The first movement is introduced by the witch scene, Act I., Scene 1; in Scene 3 they again appear and hold their conversation before Macbeth and Banquo arrive. Can you trace any similarity of method in these scenes in the two movements?

2. Compare the introductory conversation of the witches in the two scenes; can you trace any reason why the second is so much more fiendish than the first?

3. Their first meeting with Macbeth was on a desolate, barren heath, their second in a cavern. Why?

4. What is the significance and dramatic purpose of Hecate? Is she an avenger? How will she punish Macbeth? When and by whom is she first mentioned in the play?

5. Give her plan. Does she utter any words of truth?

6. Can you see any dramatic purpose in the hellish contents of the cauldron?

7. Make a list of its contents, the animals mentioned, in a separate list.

8. Is there any significance in the mention of the Jew, Turk, Tartar and "birth-strangled babe"?

9. Interpret the apparitions, first "An armed head";

second, "A bloody child"; third, "A child crowned, with a tree in his hand."

10. At this point in Macbeth's career he dares defy these fiendish creatures. Why?

11. Why is he so horrified at the show of Kings?

12. Some interpret the lines

"Some I see

That two-fold balls and treble-sceptres carry"

as referring to the union of the English and Scottish crowns and the subjugation of Ireland. Can you see any reason?

13. Why do the witches deride Macbeth at the last? Why is this their last appearance?

14. Why does the supernatural element drop out of the play entirely at this point?

GENERAL QUESTIONS.

1. Why do the Weird Sisters or subjects in the witch-world lead in the temptation to "Guilt" in the first movement, while Hecate the Queen plans the "Retribution" in the second?

2. Trace the course of the Weird Sisters consecutively through the play as a dramatic element.

3. How does this element add to the interest of the play? Suppose it were left out, and Macbeth were influenced and impelled simply by natural impulses, what would be the effect upon the play?

NATURE STUDIES.

NATUREWARD.

BY ALICE G. MCCLOSKEY,
Cornell University.

And here, in Autumn's dusky reign,
A birth of blossoms seems again
To flush the woodland's fading train
With dreams of May.

—John B. Tabb.

The brilliant autumnal colors are red and yellow and the various tints and shades of these. Blue is reserved to be the color of the sky, but yellow and red are the colors of the earth-flower. Every fruit on ripening, and just before its fall, acquires a bright tint. So do the leaves; so the sky before the end of the day, and the year near its setting. October is the red sunset sky, November the later twilight. Color stands for all ripeness and success.—Henry D. Thoreau.

There is no teacher however busy, who cannot find a few minutes each day to turn the attention of the children natureward. It is the right of every child to learn to value the world in which he lives. He must be trained to appreciate the out-of-doors, as he is trained in other ways. Unfortunately most of the teaching in the public schools is so closely confined to books that he grows farther away from the out-of-doors.

Frequent criticism on nature study in the schools has been made because the work has not been systematic; because the lessons have not been carried on consecutively as in other studies. There have been many reasons for this. Teachers have not had training, there has been but little literature available for their use, and the school day has been very much crowded. The spirit, however, toward this line of study has been gradually growing in the educational world. This gives a hopeful outlook for its future. The day will come when teachers will be trained to know their natural environment and be able to educate a child by means of it. Until then we are glad that teachers are willing to take up suggested lessons here and there, for every time a child's attention is called to some interest in the out-of-doors he is given a start for future investigation.

Children imitate. If a teacher does nothing more than take an interest herself in some phase of nature she is bound to have followers. If she should begin to make a study of the trees in her neighborhood she will find the children eager to learn with her,—eager to help in finding different ones. If the pupils in her class were to become familiar with the trees in their locality in one year

they would be getting a start in the right direction. This need take but little time in the schoolroom.

Color is a subject I would not neglect in my classroom in October. From kindergarten to high-school some exercise should be carried on in connection with the fall coloring. Nor should I look at this with the children from my windows. I should take them out under the sky, for this in itself during fall weather is worth the while. One should try to make field work more or less silent, for it is rather difficult for a teacher to have children constantly asking questions. When you start out, therefore, to observe the autumn colors, speak of some things that you have seen on your way to school in the morning. Ask the children how many colors they can find in a single leaf; what general color they can see in certain trees. What is the color of the hillsides? What colors can be seen in the sky? Good color lessons can be made in connection with leaves by taking them into the schoolroom and having the children note the different reds, the different yellows, and the like.

The children should always be taught beauty of landscape and how disfiguring because of coloring are some of the buildings that have been made a part of it. Discuss with them the color of buildings,—why a building painted a rich, forest green looks better than a red one.

THE YEARLY THEME.

BY AUSTINE I. CAMP.

How many schools have begun, this fall, a journal of nature observation? How many teachers have already assigned to each pupil a line for observation and research in the great field of nature, to be pursued throughout the year and reported on in some form next June? If our nature study does not, to some degree, fit the pupils to carry on independent and extended research, it accomplishes too little. It is the patient watching of the slow development and growth that is to bring the student into close acquaintance with nature's sure methods, and instill within him a respect for the "process of the suns." Then, too, he needs to learn to select for himself the most important data from a large field of observation, to acquire the ability to decide upon the relative importance of facts and conditions through the exercise of his own judgment.

[Continued on page 382.]

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RESCUING RASCALS.—(IV.)

Assuming that rescuing rascals is among the most important missions for America and Americans, it is well to consider the forces that are to be depended upon for this rescue service.

In general these forces may be classified as institutional, legal, ecclesiastical, and educational.

The home is not included in this study, not because it is undervalued, but because there is no systematic way of organizing the homes for any crusade and also because the chief channel of influence for all of these forces is through homes.

It is increasingly important that all these four phases of activity appreciate the missionary feature of their service.

The gravitation of human nature tends ever to eliminate this element or, at least, to minimize it. Institutions have a cruel proneness to consult the ease, comfort, and dignity of the management. The courts have an absurd proclivity to magnify the punishment attitude, the domineering characteristic, the we-never-can-make-a-mistake pose. The ecclesiastics are liable at all times to do good at long range, to send their missionary money to the ends of the earth, to love and cherish the poor, whom they never see rather than those in their own kitchen and stable, and the educationists instinctively have pride in system, in pupil scholarship, in the delightful condition of those who are good without help.

There is no virtue in institutional smoothness, in legal domination, in missionary millions, in school order, when those who administer fail to feel in the innermost recesses of their being that there is more rejoicing over an effort to save the wandering one than over the plaudits of ninety and nine that have no need of your patience and skill.

No one should be placed in charge of any institution, court, prison, church, mission, or school

merely as a personal favor, for a livelihood, as an honor, or as a charity.

There is no greater reform demanded in American life than in the choice of those who are to administer affairs in church and state, where the service relates to the physically, mentally, industrially, and morally defective or dependent.

Rescuing rascals must be appreciated as the noblest service in which one can be engaged, or else he should accept the situation as a selfish or autocratic person and get into the game with other selfish or autocratic persons. He is cowardly, who as a selfish being will allow himself to deal with defectives, or as an autocrat, will consent to deal with children.

I have more respect for a pugilist in the prize ring than for a tyrant in the institution or the schoolroom. There is more Christian manliness in standing up before a man of your size, taking blows as well as giving them, than in tormenting inferiors in the name of authority, as many a superintendent of an institution and teacher of a school has done.

The noblest service in earth is in lending a hand officially and personally to those who, in their physical, mental, industrial, moral infirmity, need rescuing.

Shame on the man or woman who can find comfort and joy in dealing with the sweet-spirited girl or noble-hearted boy, who brings joy and comfort to the life, while vexed, impatient, irritable to the one who has need of wisdom, forbearance, and encouragement because it is easier for him to be wrong than right. Woe be to that person who shall in the Great Day need forgiveness, when in life he had never once forgiven.

WHAT THE SCHOOLS SIGNIFY.—(X.)

THE PIVOTAL PERIOD.—(III.)

SIXTH GRADE.—(II.)

Because of the changing mental attitude of children at eleven and twelve, the branches taught and the method of teaching them need to be radically changed.

Before the sixth grade every child, if taught wisely and well, will know all the fundamentals fundamentally. He can read anything in which he is interested, he can use number in every way that he has occasion to use it. He can write legibly and with reasonable rapidity. He can spell as well as nature intended and as good teaching can develop.

There is no excuse for a stated reading lesson above the fifth grade, and there should be neither writing nor spelling lesson, except for those who have not learned to write and spell satisfactorily.

No absurdity could be greater than to have a child take writing and spelling lessons regularly who writes and spells well enough. Some of this work in the sixth, seventh, and eighth grade is scandalous. Personally, I always had every pupil take both lessons regularly and there were those who never misspelled a word after they were ten years old, who could spell any word in the dictionary, and yet I had these students write the regulation lesson and

took the time to look at each word and mark the papers "perfect."

Those who need help in writing and spelling need a lot of it. Every building with elementary grades should have one teacher who gives expert attention to children who are poor in penmanship and in spelling, and she should have each child as much of the time as is necessary for securing possible results.

In arithmetic there is need of some frequent practice in the fundamental processes of whole numbers and fractions simply to keep in practice. One period a week is as much as any one needs in the sixth, seventh, and eighth grades.

At least one period every week should be given to teaching how to solve problems. This is radically different from assigning a lesson in problems and marking them on their ability to get the answers, with or without help. There is nothing in the entire elementary curriculum that so much needs to be skilfully taught as problems in mental and written arithmetic. There is nothing so almost universally never taught.

There should be one period a week given to the application of number in commercial and industrial lines. Three periods a week, one with practice in fundamentals, one in teaching, and one for application of number, are all that these grades call for.

The sixth, seventh, and eighth grades ought not to be expected to deal with fundamentals, except in case of exceptionally slow and immature pupils. Branches that are "fundamental" are to be treated as fundamental to real study on a broader scale, which should characterize pupils in the upper three grades.

STOCKTON'S GLORIOUS ADVANCE.

Of the cities of the country, Stockton easily takes the lead in its treatment of its teachers. Though a city of but 20,000 inhabitants it rivals the largest and wealthiest cities. California has been in the lead for many years, so far as the pay of teachers of rural schools is concerned, and within a few months Oakland and California have taken great strides, and now Stockton, though small in comparison, steps into their class as a leader.

The teachers of Stockton are now among the best paid in America. Beginning with July 1, 1906, the minimum annual salaries of grade teachers was increased from \$600 to \$720, while the maximum was increased from \$900 to \$1,080. The new Stockton schedule provides for an increase of from 20 to 33 1-3 per cent. in the salaries of principals and teachers. The new Stockton schedule also provides for monthly payments to principals and teachers. This schedule went into effect on July 1 last, so that all Stockton teachers received regular salaries during July and August preceding the opening of the schools. Under the new schedule the principals and teachers of Stockton were given increases in salary ranging from \$160 to \$450. During the last four years the minimum annual salary of grade teachers in Stockton has been increased from \$500 to \$720, an increase of 44 per cent., while the maximum annual salary has been raised from \$850 to \$1,080, an increase of 27 per cent.

With salaries paid during July and August, practically every teacher had a great vacation. Many went to the summer schools, a big delegation attended the N. E. A., several indulged in special lecture courses, a number took trips to points of historical and geographical interest to gather material and inspiration.

But one teacher resigned during the vacation, and she returned the July salary of her own accord, so that Stockton was not out a cent over the radical departure, as was predicted by some taxpayers.

The best feature of this is that the campaign of enlightenment was conducted by the superintendent, James A. Barr, rather than by the teachers and their personal friends. It was distinctly an educational movement, and one of the gratifying features of the work of the editor of the Journal of Education was the privilege, a few months since, of being in Stockton and having a part in the work of enlightenment.

FATALITY OF FATIGUE.

Interesting studies in accidents have an important bearing on fatigue. In France, Belgium, and Germany statistics have been obtained which show that rest has a value which not even the abuse of the rest day by some as an occasion for debauchery is able to offset. In both Belgium and France the smallest number of accidents in connection with industries is found to occur on Monday, and the number increases to a maximum on Saturday. The increase is regular except that Thursday shows a larger number than Friday. Friday has a number larger than any of the first three days of the week, but slightly smaller than Thursday. The figures for Belgium reduced to percentages and taking the record for Saturday as the base, are: Monday, 84; Tuesday, 88; Wednesday, 94; Thursday, 97; Friday, 96; Saturday, 100. The fatigue that comes with work, increasing as the day advances, is held to be responsible for a similar increase of accidents. The Berlin Institute of Insurance finds that 28 per cent. of industrial accidents occur during the morning; 72 per cent. in the afternoon. A tabulation of 5,534 industrial accidents in France shows the same thing. Accidents are more numerous each successive hour of the morning up to 11 o'clock, when workmen begin going out to lunch. Accidents begin again with a minimum at noon and increase each hour up to 6 p. m. The number of accidents between 5 and 6 p. m. is double that between 8 and 9 a. m., and nearly seven times as great as that between 6 and 7 a. m., although in the factories investigated the full number of workmen is engaged at the earlier hour.

THE BANNER CITY.

To the best of my knowledge and belief the West Union (Iowa) public schools lead the country in the percentage of pupils who go to the high school, or 69 per cent. of the children go to the high school. Who else can make as good a showing? Superintendent J. C. Sanders is largely responsible for this. In the news columns we speak of his plans for giving a relish to the high school.

THE MAINE AWAKENING.

Hon. Payson Smith, Maine's new state superintendent, is making the tour of the state in royal fashion, and the welcome everywhere accorded him makes it a triumphal entry upon his great work.

NOT AGAINST VERTICAL WRITING.

In the issue of September 12 our news editor, misled by erroneous statements in the daily press, stated that the New York city board of supervisors had thrown out vertical penmanship. Far be it from the Journal of Education to misrepresent any cause, least of all one in which it is a believer.

There has been no uniform system of penmanship in New York city for more than a quarter of a century. Vertical may have been in use in one-fourth of the schools and the "angles" in fully three-fourths. The recent action of the board of supervisors was in the following language:—

"In view of the success that has attended the teaching of penmanship in certain schools by means of the 'arm movement method,' 'without the use of copybooks,' the Board of Superintendents approves such method and recommends its adoption in the schools as rapidly as the teachers become reasonably proficient in the use of said method." This may be as rightfully quoted against slant or medial as against vertical.

IOWA'S GOOD FORTUNE.

Dr. F. E. Bolton, head of the department of education of the Iowa State University at Iowa City, has accomplished much for the higher training of teachers in that state, attracting so much attention from his scholarly writing as well as from the standing of the men who have gone out from his department, that he has been sought for by more than one prominent institution in the East. He has, however, resisted all temptations, and will remain with the work that he has been developing so successfully. Dr. Bolton is a native of Wisconsin, is forty years of age, a graduate of the Milwaukee State Normal school, the Wisconsin State University, earned his Ph. D. at Clark University, studied at Leipzig, has taught in rural, grammar, high, and normal schools, has superintended schools, and is the author of a notably scholarly work, "The Secondary School System of Germany." He has been at the Iowa State University for seven years, and it signifies much for the state to be able to retain him.

VISITORS TO BOSTON.

Boston's Publicity Bureau maintained headquarters for answering inquiries of visitors, and during August and September there were about 15,000 callers, of whom 9,500 registered. Upon the register are found the names of people from practically every state in the union, nearly every one of the territories, and most of the provinces of Canada. There were visitors from England, Scotland, Ireland, Germany, France, Russia, Denmark, Sweden, Australia, Japan, China, Assam, Labrador, British Guiana, South Africa, Turkey, Greece, Bermuda, and Barbadoes. Cuba, the Philippines,

Hawaii, Alaska, and the Panama zone each was represented also. There were twenty tourists from London and ten registered from Tokio.

A public day school for deaf children is entirely practicable. The Horace Mann school in Boston has over 140 pupils, whose ages range from six to seventeen years. After a preparatory course of two or three years in voice training, the pupils pursue as far as possible the regular course of study followed in the Boston public schools.

As suggestive of the times in which we are living one man, William H. White of Boyne City, Michigan, representing adequate capital, has made one purchase of lumber in Oregon, Washington, and British Columbia of 5,100,000,000 feet. This is the biggest ever.

Dartmouth College admitted many more than ever before, and yet with three new dormitories, more than 100 applicants were refused admission. President W. J. Tucker opens the college, but is to retire as soon as his successor is selected.

In London before the Christmas and Easter holidays, or any other winter holidays, the school keeper is required to have a fire running for two days previous to occupancy in order to protect against any dangerous moisture.

In twenty-five years Massachusetts has gone from the sixteenth to the third state in the union in the educational expenditure in proportion to the wealth.

Massachusetts leads the country in intensive farming, and this really is quite as vital a matter as the extensive farming of the West.

To lead a boy aright is worth vastly more than to lead a man aright. It is dealing in futures without taking risks.

Yale, Columbia, and Amherst each gets \$100,000 from estate of D. Willis James.

"Worry is weakness" is so true a saying that it makes a good motto.

Be prepared for the worst when you attack high school fraternities.

Every good playground has shower bath conveniences.

A dull school demonstrates that there is a dull teacher.

Nothing is virtuous simply because it is traditional.

Cincinnati is making war on high school fraternities.

The spirit sags and hope lags when one nags.

Children are not easily deceived.

THE WEEK IN REVIEW.

THE PRESIDENT'S SPEECHES.

The President is availing himself of the opportunity afforded by his Western and Southern trip, in connection with his attendance upon the McKinley monument dedication at Canton, O., and the deep waterways convention at Memphis, to make speeches upon public questions. The speeches are of the familiar character and upon the familiar themes, but they awaken unmistakable enthusiasm in the crowds which he addresses. His critics, especially those who represent certain large financial interests, are positive that he is making grave mistakes; and they accuse him of inconsistency, of disregard of constitutional restrictions, and many other things; but they make no progress in shaking popular faith in him. And there is a growing conviction among many conservative people that even the corporate interests which antagonize him have real reason to be grateful to him for saving them from sweeping assaults.

TAFT AT TOKIO.

That was a happy phrase which Secretary Taft used in reply to the addresses of welcome at Tokio, when he said that, while in the United States he held the post of secretary of war, upon his present tour he is the secretary of peace. Mr. Taft's genial frankness has won for him instantly the warm regard of the Japanese; and there can be little doubt that his visit to Japan at the present juncture will promote a better understanding, and probably will facilitate the negotiation of a new treaty which will go far to eliminate the racial question on the Pacific coast. If any two nations should be friends, they are Japan and the United States; for Japan owes her initial impulse toward her adoption of Western civilization to this country, and in the war with Russia, which gave her her present proud position as a world-power, she had the undisguised sympathy of Americans.

A CHANGE OF ATTITUDE.

A deepening consciousness of this fact is apparent in the changed attitude of Japanese sentiment toward the United States during the last two or three months. An American naval officer is quoted as remarking that since the despatch of the American battleship fleet to the Pacific had been determined on there "had not been a cross word from Japan." It is probably something more than a coincidence that the disposition manifested in official Japanese circles and in the Japanese press to magnify every irritating circumstance which arose between the two countries has disappeared since the announcement was made of this cruise of American warships. The "pin-pricking policy" of the Japanese government was forthwith abandoned. Another circumstance which assisted to bring about this change of sentiment was the outbreak of racial feeling at Vancouver. Japan had excellent reasons for wishing to minimize that affair; yet she could not make herself ridiculous by magnifying into serious grievances the far less violent demonstrations at San Francisco.

BRYAN AND STATE RIGHTS.

It seems to be generally assumed not only that Mr. Bryan was the architect of the states'-rights platform just adopted by the Nebraska Democrats, but that he intends it as a forecast of the issue which he will bring to the front in next year's presidential campaign. The declaration is in these words: "While we favor the exercise by the general government of all its constitutional authority for the prevention of monopoly and for the regulation of interstate commerce, we insist that Federal remedies shall be added to, and not substituted for, State remedies." That sounds impressive, and the meaning seems to be clear until, on analysis, it is found that no Rooseveltian Republican need hesitate to accept it, for he also would not wish constitutional limitations passed in the enforcement of federal regulation of corporation; the difficult point is to determine just what the constitutional limitations are. That is a question upon which opinions differ widely.

CUBAN CONSPIRACIES.

There has been some little stir in Cuba over certain conspiracies against the provisional American government; and two or three "generals" have been arrested for complicity in the plans. It is broadly intimated that the conspirators received encouragement, if not actual pecuniary aid, from New York. This is not improbable; for the only conceivable result of any real rising would be to necessitate the prolongation of the period of American occupation. Certain important financial interests in New York would greatly like to see the United States in permanent control of Cuba; and they are probably not so scrupulous that they would hesitate to foment insurrection if thereby they could force the American government to remain in the island. But the movement does not seem to amount to much.

THE REGULATION OF WAR.

The peace conference at The Hague has not counted for much as an agency for the promotion of peace, but it has served a useful purpose in framing new rules for the regulation of war. Among these is one which guards the inviolability of the mails; another which extends to naval warfare the laws and customs which govern warfare on land; a third which grants a period of grace to merchantmen belonging to belligerents which are in an enemy's port when war breaks out; and a fourth which permits the transformation of merchantmen into warships without restrictions as to the place where the change may occur. These, together with the rule already commented on in this column, which requires formal notice of war before the opening of hostilities, are a manifest improvement upon existing procedures.

A GREAT STRIKE IMPENDING IN ENGLAND.

A threatened strike of the Amalgamated Society of Railway Servants brings England face to face with one of the most serious and disturbing in-

THE YEARLY THEME.

[Continued from page 377.]

With trolley lines going thither and yon, and arboretums almost next door, city children are no longer shut out from the blessed woods and fields. Send the pupils out to observe the trees in autumn, winter, and spring, each one assigned a certain variety, or perhaps a species; the perennials, so many just now showing the perfection of foliage, for instance, the hepatica; the fruitage, now in all its brilliant beauty or admirable for the wonderful contrivances for the dissemination of germs; the habits of animals for each of the three seasons, hibernation has begun for insects and mammals, and migration is going on; or the fern-life, spores are in evidence, and the bleaching process is to be observed. The whole school may well attend to the flora and fauna of the locality as far as kinds in general are concerned.

Having assigned the topics, of course, from time to time, the teacher will instruct her entire class on general matters concerning each, and see that good reference books are within the grasp of each and all. With time to collect facts and information, time to consider and investigate, time to make knowledge wisdom, the pupil will stand some chance of coming to belong to the rank and file of nature lovers, the rank and file of thinkers. He comes to the teacher with a mind, and he should be helped to use it, and to a confidence in its power to find out and express his knowledge. If the grades could accomplish that much for their students, and at the same time drill them into habits of good form in presentation, accuracy in the use of words, capitals, and punctuation marks, as well as correct orthography, the academic schools could go on to help them think abstractly, and when college is reached, the student would be enabled to work as a scholar should.

HOW TO READ THE HEART OF A BOY.

1. Study his parentage and home influences.
2. Observe closely his likes and dislikes, aptitudes, temper, companions, reading.
3. Converse with him often in a friendly way.
4. Ask as to his purposes and ambitions.
5. Lend him books.
6. Interest yourself in his sports.
7. Speak to him of lessons in the lives of good men.
8. Tell him of your struggles in boyhood or girlhood with adverse circumstances.
9. In brief, be his friend; when he leaves school and neighborhood, keep informed as to his whereabouts by correspondence.—*Western School Journal*.

SUPERINTENDENT J. I. WOOD, *Gardner, Mass.*: Few persons have the opportunity of inculcating moral truths that a competent teacher of physical culture has.

TALKS ON SCULPTURE.—(XXII.)

BY LORADO TAFT.

Among other artistic features of the rich fifteenth century were those pretty musical names. Here is a little group of eminent Italian sculptors, all born between 1427 and 1431: Antonio Rossellino, Desiderio da Settignano, Antonio Pollajuolo, Mino da Fiesole, Andrea Verrochio, and Matteo Civitali. Then there was Benedetto da Majano (pronounced Mayano), Agostino Duccio, Antonio Amadeo, and ever so many more. Doesn't it



BOY BY DESIDERIO DA SETTIGNANO.

sound just like grand opera? You feel as if such names were made to be sung. But they belonged to real men who were at one time boys and played and sometimes quarreled, who had chapped hands and dirty faces, who suffered from mumps and measles and hard lessons, and rejoiced over holidays and good things to eat quite as heartily as any small Johnny Jones or Patsy Flannigan or Hans Dietrichstein of to-day.

Most of them were country boys who grew up in the lovely villages that nestle among the hills surrounding Florence. There they saw little of art, but perhaps a visit to the great city, a glimpse of some wonderful statue or painting, had set their young minds on fire. Returning to the quiet village streets and wandering beneath the gray olive trees, they were haunted by the great vision until their little poet souls declared themselves; they, too, would be artists and create works of beauty which men should talk about and revere, even as they had gazed upon Donatello's mighty St. George and Orcagna's splendid shrine. They did not always succeed; "many were called, but few are chosen." Some had sensible, matter-of-fact fathers who whipped them and sent them to bed or seated them firmly upon a cobbler's bench and bade them earn an honest living. Others traveled a little way upon the road to fame and then failed, passing away like Moses, with eyes ever fixed upon the promised land which they were not to enter. And a few there were—sometimes those who cared least—who attained the goal. It seems as though this often came about merely by reason of their love of the work. It is not likely that these "little masters" of the renaissance were thinking greatly of posterity; they were just enjoying their art, dreaming of gentle Madonnas and charming, chubby bambinos; often, indeed, they were thinking especially of making a living.

One of the most delightful of the number had one of the prettiest names; his parents called him Desiderio—"the desired one"—and, as they lived in the village of Settignano, a few miles out of Florence, he was known all his life long as Desiderio of Settignano.

He studied with Donatello, and had not only much talent, but a distinct style of his own. When he copied the work of his famous master he gave it certain little peculiarities of treatment which are easily recognized. We know his busts and reliefs to this day by means of these "earmarks."

The Madonna and Christ-child was a favorite theme with most of these men, and the number of beautiful variations of this subject which they produced is astonishing. There are wistful Madonnas and happy Madonnas; some that are so spiritual that they seem already translated, and others so frankly human that you know they must be likenesses of real, happy, earthly mothers. The Christ-child varies likewise, all the way from a pensive, sad-eyed infant to a rollicking little Puck, all dimples and smiles. No doubt people differed as much in tastes then as now, and so there was a new Madonna for every devout purchaser.

Desiderio's greatest work was a wonderful tomb in the old church of the Holy Cross, in Florence, a tomb most elaborately wrought with reliefs and angel figures, and finally the solemn dead form of the man who was buried there—a stately individual with a name too long for the limits of this article. His face was wonderfully carved, and so were all of the portraits which this gentle artist produced. There is one of Marietta Strozzi, the daughter of a famous house, which is so much like her that you would recognize her if you were to meet her on the street. It is a sweet, amiable face, with an expression which makes one feel that she is about to speak, but it would be in old-time Italian if she did, so that is all the good it would do us.

Then there is little "Peter," as I call him, because I do not know his real name. He is the cunningest little fellow, with a saucy round face. He has a snub nose and pointed upper lip, and ears that stand out from his head. In short, he is a perfect mother's darling, who makes you smile every time you look at him. But I shall never know whose little boy "Peter" was.—Used by permission of the Chicago Record-Herald.

PICTURE STUDY.

BY SUPERINTENDENT CHARLES A. KENT.

[The following pictures with helpful material are provided for each of the eight grades in Charles City, Iowa.]

FIRST GRADE.

- Sept: Le Rolle's "By the Riverside" or Breton's "End of Labor."
 Oct: Millet's "The Angelus" or Barnes's "Family Cares."
 Nov: Reynolds's "Angels' Heads" or Landseer's "Wild Cattle of Chillingham."
 Dec: Da Vinci's "Mona Lisa" or Guido Reni's "Mater Dolorosa."
 Jan: Naujok's "St. Cecilia" or Mme. Ronner's "Last Move" (Kittens).
 Feb: Schneck's "Lost" (Sheep) or Dupre's "Escaped Cow."

Mar: Sarto's "St. John" or Schreyer's "Halt in the Desert."

Apr: Renouf's "Helping Hand" or Ponson's "Maternity."

May: Van Dyck's "Baby Stuart" or Adam's "Kittens."

SECOND GRADE.

- Sept: Dupre's "The Haymakers" or Dupre's "The Balloon."
 Oct: Millet's "The Gleaners" or Murillo's "Melon Eaters."
 Nov: Dore's "Lazarus at the Rich Man's House" or Landseer's "Saved."
 Dec: Le Rolle's "Arrival of the Shepherds" or Hofman's "Christ and the Rich Young Man."
 Jan: Bonheur's "Coming From the Fair" or Durer's "Adoration of the Magi."
 Feb: L'Hermitte's "Paying the Harvesters" or Holmes's "Kiss Me."
 Mar: Bonheur's "Ploughing" or Van Dyck's "Children of Charles I."
 Apr: Herring's "Three Members of a Temperance Society" or Breton's "Sifter of Colza."
 May: Breton's "Song of the Lark" or Adan's "End of the Journey."

THIRD GRADE.

- Sept: Bouveret's "At the Watering Trough" or Inness's "Abandoned."
 Oct: Landseer's "Piper and Nutcrackers" or Millet's "Feeding the Hens."
 Nov: Kowalski's "Lone Wolf's Vigil" or Boughton's "Priscilla."
 Dec: Raphael's "Sistine Madonna" or Murillo's "Immaculate Conception."
 Jan: Sargent's "Hosea" or Millais's "Princes in the Tower."
 Feb: St. Gaudens's "Lincoln" or Whistler's "Portrait of His Mother."
 Mar: Corot's "The Lake" or Douglas's "Ancient Britons."
 Apr: French's "Minute Man" or Le Brun's "Mother and Daughter."
 May: Holmes's "Can't You Talk?" or Rembrandt's "Sacrifice of Abraham."

FOURTH GRADE.

- Sept: Le Rolle's "The Shepherdess" or Breton's "The Reapers."
 Oct: Watts's "Sir Galahad" or Geoffrey's "School in Brittany."
 Nov: Guido Reni's "Beatrice Cenci" or Angelico's "Madonna Della Stella."
 Dec: Raphael's "St. Cecilia" or Hofman's "Christ and the Doctors."
 Jan: Rembrandt's "Night Watch" or Regnault's "Automedon and Horses of Achilles."
 Feb: Willard's "Spirit of '76" or Lincoln Emancipation Statue.
 Mar: Bonheur's "Landais Peasants" or Rotta's "Pussy's Temptation."
 Apr: Mauve's "Sheep,—Spring" or Landseer's "Dignity and Impudence."
 May: Correggio's "Diana" or Richter's "Queen Louise of Prussia."

FIFTH GRADE.

- Sept: Bonheur's "Horse Fair" or "Laocoon"—A Sculpture.
 Oct: Abbey's "Sir Galahad" or Millet's "Feeding Her Birds."
 Nov: Boughton's "Two Farewells" or Landseer's "The Connoisseurs."
 Dec: Bodenhausen's "Madonna" or Titian's "Assumption of the Virgin."

- Jan: Burne-Jones's "Golden Stair" or Velasquez's "Tapestry Weavers."
 Feb: Study of "Triumphal Arches" or "Venus de Milo"—A Sculpture.
 Mar: Ruysdael's "Windmill" or study of "Architectural Columns and Capitals."
 Apr: Troyon's "Return to the Farm" or Knight's "Calling the Ferryman."
 May: Millet's "The Sower" or Leighton's "Greek Girls Playing Ball."

SIXTH GRADE.

- Sept: West's "Death of Wolf" or Dupre's "Haymaker's Rest."
 Oct: Michael Angelo's "Moses" or Long's "Christ or Diana?"
 Nov: Boughton's "Return of the Mayflower" or a study of "Bridges."
 Dec: Raphael's "Madonna of the Chair" or Chavannes's "Winter."
 Jan: Millais's "Princess Elizabeth in Prison" or Tadmema's "Reading from Homer."
 Feb: Barye's "Lion"—a sculpture or La Farge's "Suonatore."
 Mar: Anderson's "Chorister Boys" or Della Robbia's "Singing Boys with Book."
 Apr: St. Gaudens's "Shaw Memorial" or Remington's "Picture Writing."
 May: Sant's "Soul's Awakening" or Millet's "Going to Work."

SEVENTH GRADE.

- Sept: Michael Angelo's "Three Fates" or a study of "Architectural Types."
 Oct: Schreyer's "A Kaby" or Pyle's "Old Violin."
 Nov: Boughton's "Pilgrim Exiles" or Boughton's "Pilgrims Going to Church."
 Dec: Correggio's "Holy Night" or Guido Reni's "Ecce Homo!"
 Jan: Raphael's "St. George and the Dragon" or Verder's "Lazarus."
 Feb: "Victory of Samothrace," a sculpture or Wagner's "Chariot Race."
 Mar: Hobbema's "Avenue of Trees" or Rossetti's "Blessed Damosel."
 Apr: Troyon's "Oxen Going to Work" or Millet's "Man with a Hoe." (Labor).
 May: Guido Reni's "Aurora" or Trumbull's "Battle of Bunker Hill."

EIGHTH GRADE.

- Sept: Breton's "Recall of the Gleaners" or Meissonier's "Painter and Amateur."
 Oct: Maas's "The Old Spinner" or Le Page's "Joan of Arc and the Voices."
 Nov: Michael Angelo's "David" (bust only) or Faed's "Evangeline."
 Dec: Hunt's "Light of the World" or Burne-Jones's "Hope."
 Jan: Turner's "Old Temeraire" or Hovenden's "Last Moments of John Brown."
 Feb: Stuart's "George Washington" or Thorwaldsen's "Lion of Lucerne."
 Mar: Raphael's "Transfiguration" or Brooks's "Grace Darling."
 Apr: "Stratford-on-Avon," photo, or Rubens's "Descent from the Cross."
 May: French's "Death and the Sculptor" or Simmons's "Justice."

ON LITERATURE WE OFFER

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WHAT STAGE FRIGHT FEELS LIKE.

Stage fright is like nothing else in the world. You are standing on the stage apparently quite well and in your right mind, when suddenly you feel as if your tongue had been dislocated and were lying powerless in your mouth. Cold shivers begin to creep downwards from the nape of your neck and all up you at the same time until they seem to meet in the small of your back. About this time you feel as if a centipede, all of whose feet have been carefully iced, has begun to run about in the roots of your hair. The next agreeable sensation is the breaking out of a cold sweat all over. Then you are certain that someone has cut the muscles at the back of your knees. Your mouth begins to open slowly, without giving utterance to a single sound, and your eyes seem inclined to jump out of your head over the footlights. At this point it is as well to get off the stage as quickly as you can, for you are far beyond human help.—Ellen Terry, in July McClure's.

SUPERINTENDENT M. J. WEST, *Norfolk, Mass.*: The American boy of to-day does not need to be deprived of liberties; he can readily be shown that license does not develop in him the manners and morals of a gentleman. These qualities need to receive more attention from teachers, and boys of the high school age need the example, and need to feel the force and have the inspiration of the mind and character of a man.

C. E. W., *Maine*: Every wide-awake teacher who wants to be up with the times should have your Journal.

BOOK TABLE.

THEODORE ROOSEVELT, THE BOY AND THE MAN. By James Morgan. New York: The Macmillan Company. Cloth. Illustrated. 325 pp. Price, \$1.50.

There is no more difficult task than to present a picture of a public man so that it will be worth reading in years to come, unless it be the telling of the story of the life of a partisan so as to satisfy both his party devotees and his political opponents, and both of these difficult tasks have been successfully achieved by James Morgan in "Theodore Roosevelt, the Boy and the Man." The book can go into any home or school, North or South, without the possibility of offense, but contrariwise, to the great satisfaction of both old and young. No other biography that has come under my eye will put as much iron into a young man's blood as will this story by Mr. Morgan. It is especially tonic for high school youth and college young men. I doubt if any book has been recently written that will do as much for students as will this story of a real life. There is no fulsome praise, no spread-eagleism, but a graphic and intense recital of facts such as stir one's blood with noble purpose. Buy it, read it, pass it along to others to read, and tell others to read it.

SONGS OF THE CHILD WORLD NO. 1. Words by Mrs. Alice C. D. Riley, and music by Mrs. Jessie L. Gaynor. Cincinnati: John Church Company. Cloth (7½ x 10½). 100 songs.

This book of songs for little children affords kindergartners and primary teachers the opportunity to use songs that reflect the ideals of universal truths which they are also presenting by means of stories, songs, pictures, and games. They have combined in a delightful way music, poetry, and thought for the pleasure and advantage of little children. The harmonious blending of the thought and purpose of Mrs. Gaynor and Mrs. Riley in their work is as delightful as anything in the personality of educational leaders. They realize the necessity of harmony between the thought of the song and its music, and have worked with ideal unity of purpose in their production in order that the text and the music might add each to the other. There are songs on the family relation, on the trade world, songs on wool, Christmas songs, on state relationship, on universal relationship, on the earth, on air, on water, on light, and twenty songs of the seasons. These songs bring delight to little people and their teachers.

MAYPOLE POSSIBILITIES. With Dances and Drills for Modern Pastime. By Jennette E. C. Lincoln. Boston: American Gymnasia. Cloth. Illustrated. 72 pp. Price, \$1.25.

This book is needed by every one interested in playgrounds. It is the one place where may be found explicit directions with illustrations of all the delightful uses that may be made of the Maypole. Those of us who saw these games at the meeting of the National Playground Association at Chicago this summer appreciate the possibilities of the Maypole. Nowhere else can one better see the barren waste of the old way as compared with the glories of the possibilities. One of the results of the present interest among the people in open-air recreation is the added attention given to this phase of physical education by physical directors of the United States. This is shown by the annual spring festivals, many of them held during the month of May, by the women of colleges such as Wellesley and Bryn Mawr. The University of Illinois makes a special feature of its annual Maypole celebrations in which from 100 to 200 young women participate. The exercises are based on the old English festivals of the fifteenth and sixteenth centuries, which in turn were the successors of ancient Roman customs. In some parts of England the May-day revels were never abandoned, but the Puritanical influence of early settlers in New England prevented much of the spread of the custom in this country until comparatively recent years. History tells that the first attempt to carry out the old country ceremonies about a Maypole in New England resulted in the pole being chopped down by irate Puritans. But now the old prejudices have gone and the grace and beauty of the custom is receiving increasing recognition, especially in women's colleges and schools. Nowhere is this more marked than at University of Illinois, where the custom was introduced in 1898 and has grown in popularity among participants and the thousands of spectators who assemble on the college grounds each year. The festival there this year was held May 16. The program includes the procession, with seniors in caps and gowns, to the president's house, continuing to the athletic field,

where, in a circle made up of the seated thousands of spectators with the Maypole as a centre, the dances in costume and the figure evolutions in variety, with music by a military band, proceed until dusk. Then, as the concluding feature, Japanese lanterns are lighted and a "Lantern Figure March" is executed. "Maypole Possibilities" is the first comprehensive contribution in this country to the literature on the subject.

PRACTICAL NURSING. By Anna Caroline Maxwell and Amy Elizabeth Pope. New York: G. P. Putnam's Sons.

In preparing this book the authors have kept in view, first, the preparation of a volume adapted to use as a text-book for nurses; and second, to make it so simple in its statements that it will be of service not only to nurses but to all who care for the sick. The book gives in the simplest and most direct way the information most needed upon the subjects it treats. It will be invaluable in both hospitals and homes.

FABLES IN FEATHERS. By S. Ten Eyck Bourke. Illustrated by J. M. Conde. New York: Thomas Y. Crowell & Co. 114 pp. Square 12mo. Cloth. Price, \$1.00.

"Once upon a time in the long, long ago when the old, old world was a very young world indeed, there lived a king who ruled over all the earth. And the name of the king was Solomon." This great king was so wise that he knew the language of the birds and beasts and every creeping thing. To his court, on a grassy sward, they would repair on stated days, and there he would hear grievances and redress wrongs. While near at hand lurked the serpent ever ready with schemes of revenge for fancied injury. This is the fanciful setting of a group of legends dealing with bird life. We learn "Why the Swallow Wears a Forked Tail," "Why the Robin Wears a Red Breast," "Why the Woodpecker Goes a-Tapping," "Why the Owl Can't See in the Sun," "Why the Peacock Wears Eyes on His Tail," and "Why the Crow's Feathers Are Black."

POETS OF VIRGINIA. By F. V. N. Painter, D.D., Richmond, Virginia. B. F. Johnson Publishing Company. Cloth. 8vo. Gilt top. Illustrated. 350 pp. Price, \$1.50.

Virginia has never been without her bards, and has made an important contribution to the poetry of the Southland. To have the first comprehensive study of her poets, and the first anthology of the "Old Dominion," as we have in Dr. Painter's volume, is certainly of great value. And for such a book to appear in this anniversary year, when so many eyes are turned towards Virginia and her Jamestown colony, is most opportune. The author has done his work well, both in the selecting and connecting portions; so well that his volume will be an invaluable source-book of Virginia's poetry.

BOOKS RECEIVED.

"Boys of the Border." By Mary P. Wells Smith. Price, \$1.25 — "Merry Animal Tales." By Madge A. Bigham. Boston: Little, Brown & Co. — "Elements of Biology." By George William Hunter. Price, \$1.25. New York: American Book Company. — "Stilla's Adventures in Starland." Price, \$1.50. Boston: Small, Maynard & Co. — "Eadara's Failure." By Lucie E. Jackson. Price, \$1.00. Philadelphia: David McKay. — "The Bible as Good Reading." By Albert J. Beveridge. Price, 50 cents. Philadelphia: Henry Altemus Company. — "Ancient Mariner, Christabel, and Other Poems." By Samuel Taylor Coleridge. New York: Charles E. Merrill. — "When America Was New." By Tudor Jenks. Price, \$1.25. New York: T. Y. Crowell & Co. — "The Iliad for Boys and Girls." By A. J. Church. Price, \$1.50. — "Theodore Roosevelt." By James Morgan. Price, \$1.50. — "Smith's New Intermediate Copy Books." (Eight numbers.) — "Computation and Mensuration." By P. A. Lambert. Price, 80 cents. — "Lexicon to the English Poetical Works of John Milton." By Laura E. Lockwood, Ph.D. Price, \$3.00. — "A Brief Course in the History of Education." By Paul Monroe. Price, \$1.25. New York: The Macmillan Company. — "A Fourth Reader." (The Language Readers.) By J. H. Wade and Emma Sylvester. Price, 60 cents. — "Selections From Poe." Edited by J. M. Gambrill. Price, 30 cents. — "Selections From Byron." Edited by S. M. Tucker. Price, 25 cents. — "The Child's Book of Rhymes and Stories." By J. S. Lansing and M. F. Lansing. Price, 35 cents. — "The Child Word Garden." By J. S. Lansing. Boston: Ginn & Co. — "The France of Today." By Barrett Wendell. Price, \$1.50. New York: Charles Scribner's Sons. — "Stories of the Great Lakes." — "Stories of Strange Sights." — "Southern Stories." — "Western Frontier Stories." — "Island Stories." — "Sea Stories." New York: The Century Company. — "Elements of Plane and Spherical Trigonometry." By James Howard Gore. New York: G. P. Putnam's Sons. — "Emerson's Selected Essays." Edited by Mary A. Jordan. Price, 40 cents. Boston: Houghton, Mifflin & Co. — "Studies in American and British Literature." By Inez N. McFee. Price, \$1.00. Chicago: A. Flanagan Company.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

- October 16, 17: Council of School Superintendents of State of New York, Albany.
- October 17, 18, 19: University Convocation of State of New York, Albany.
- October 17-19: Vermont State Teachers' Association, Burlington, Vt.
- October 17-19: Northwestern Iowa Teachers' Association, Cedar Rapids, Iowa.
- October 17, 18, 19: Rhode Island Inst. of Instruction, Infantry Hall, Providence, R. I.
- October 18: Connecticut State Teachers' Association, Hartford and New Haven.
- October 18-19: New Hampshire State Teachers' Association, Concord.
- October 24-25-26: Maine State Teachers' Association, Bangor.
- October 25: Middlesex County Association, Tremont Temple, Boston. Superintendent U. G. Wheeler, Everett, president.
- November 1: Essex County (Mass.) Teachers' Association, Peabody.
- November 1: Hampshire County (Mass.) Teachers' Association, Northampton.
- November 7-9: Wisconsin State Teachers' Association, Milwaukee.
- November 8: Berkshire County Teachers' Association, Pittsfield, Mass.
- November 8: New England Association of School Superintendents, in Latin School Hall, Warren avenue, Boston.
- December 26, 27, 28: Montana State Teachers' Association, Missoula.
- December 26, 27, 28: New Jersey State Teachers' Association, Atlantic City.
- December 31-January 1, 2, 3, 1908: Colorado State Teachers' Association.
- January 1-3, 1908: Minnesota Educational Association, St. Paul.

NEW ENGLAND STATES.

MAINE.

GORHAM. The entering class at the Gorham normal school has reached seventy-two pupils, making the largest total enrollment for any fall term since the school was established. The faculty this year is the same as last with three additions to the teaching force. A new course in manual training is to be started as soon as the equipment arrives. This work is to be in charge of Herbert L. Berry of the Westbrook Manual Training school.

NEW HAMPSHIRE.

CONCORD. Rev. Frederick J. Kinsman, professor of ecclesiastical history in the General Theological

Seminary of New York, has been elected vice rector of St. Paul's school, Concord, N. H. Mr. Kinsman is an alumnus and former master of the school, and was at one time rector of St. Martin's church, New Bedford.

MASSACHUSETTS.

BOSTON. The eighty-first meeting of the New England Association of School Superintendents will be held in the hall of the Boston Latin school on Friday, November 8. The morning program will be devoted to a discussion of the topic, "School Hygiene." Secretary George H. Martin, who attended the international congress on school hygiene held in London the past summer, will report his impressions. Dr. Thomas F. Harrington, recently appointed director of physical training and athletics in the Boston schools, and Dr. Luther H. Gulick, director of physical training in the New York schools, will discuss important phases of the same topic. "Industrial Education" will form the topic for the afternoon session. Charles H. Morse, secretary of the Massachusetts Industrial Commission, who has recently spent several months inspecting European schools, will speak upon "Industrial Education Abroad." J. J. Storrow, chairman of the Boston school committee, will speak on industrial education from the standpoint of the employer, and H. J. Skeffington will discuss the same topic from the standpoint of the labor unions.

During the week beginning November 3, Boston will be the meeting place of over 1,000 members of the Association of Collegiate Alumnae, who will come here from all over the country for their quarter-centennial conference. The first meeting, which will be one of welcome, will be held at the public library on the evening of November 5, and the conference will not close until the ninth. Meetings throughout the week will be held in the chapel of the Old South church, and there will be special excursions to Concord and other places of historic interest, to Harvard University, Radcliffe, and Wellesley College. Problems of college life and our present-day civilization will be discussed by college presidents and professors, and no little attention will be given to the economic and social progress of the past twenty-five years, which, it is believed, has been influenced by the rapid growth of college education for women. Among those who will speak are Eva Perry Moore, president of the association; Caroline Hazard, president of Wellesley College; Horace G. Wadlin, librarian of the Boston public library; James P. Monroe, Massachusetts Institute of Technology; LeBaron Briggs, president of Radcliffe College; William E. Huntington, president of Boston University; William James, Harvard University; Agnes Irwin, Radcliffe College; Abby Leach, Vassar College; George H. Palmer, Harvard University; Helen M. Searles, Mt. Holyoke College; Marion Talbot, Chicago University; Ellen H. Richards, Massachusetts Institute of Technology; Charles R. Van Hise, president of the University of Wisconsin; M. Carey Thomas, president of Bryn Mawr College; Mellicent W. Shinn, Berkeley, Cal.; Christine Ladd Franklin, Baltimore; Emma Perkins,

Western Reserve University, and Alice Upton Pearmain, Boston.

SALEM. Mayor Pinnoch has sent to the Salem school board an opinion of the city solicitor that the action of the board last June in turning over to the state normal school the Bertram school as a practice school was illegal and in violation of Article 18 of the constitution. The city was to pay the ordinary expense while the state paid additional amounts for salaries of teachers of their own selection.

MARLBORO. The Marlboro Teachers' Association has arranged a course of six lectures on "Applied Psychology," by Miss Mary E. Laing of Boston, to be delivered in the high school beginning October 8.

MIDDLE ATLANTIC STATES.

NEW YORK.

The annual report of the state commissioner of education shows that there are eleven log schoolhouses in New York state, in which Clinton County has five, Franklin three, and St. Lawrence three. There is nothing strange about it, however. These log schoolhouses are located in forest districts where the people all live in log houses. It doesn't make much difference what the material of a schoolhouse is. Many great Americans have received their first education in a log schoolhouse, and modern schools palaces may not be able to boast of such a product.

NEW JERSEY.

The fifty-third annual meeting of the New Jersey State Teachers' Association will be held in the high school building, Atlantic City, December 23, 27, and 28.

PENNSYLVANIA.

READING. Superintendent E. M. Rapp of Berks county has been waking the youngsters up in great shape all over the county. He has a Boys' Agricultural Club and a Girls' Domestic Science Club, each of which is very much alive. There are nearly 600 charter members of each club or an enrollment of 1,200 boys and girls of the rural schools at the start. Has any other county east of the Alleghenies done as well as this?

CENTRAL STATES.

MINNESOTA.

ST. PAUL. The forty-fifth annual convention of the Minnesota Educational Association will be held in St. Paul from January 1 to 3, 1908. The Hotel Ryan has been selected as headquarters. Special rates by this and other hotels have been made and will be published in full in a future bulletin. The outlook for a rousing meeting, the largest, the best and most inspiring in the history of the Association, is exceedingly good. St. Paul, its Commercial Club, teachers, and citizens will leave nothing undone to make this meeting a memorable one. The general officers for 1907 are: President, J. M. McConnell, Mankato; corresponding secretary, W. F. Kunze, St. Paul; recording secretary, Nellie M. Cashman, Benson; treasurer, Fred J. Sperry, Anoka.

MISSOURI.

CABOOL. The re-election of Professor Lynch as principal of our

schools is gratifying to the patrons in general, and is of especial significance in several of its aspects. Professor Lynch is a true scion of the old school perfected in the crucible of modern thought. He is of splendid accomplishments, wide information, profound learning, and possesses nothing short of immaculate personality, which serves as a powerful incentive for inspiring, encouraging, and enthusing the young for extraordinary effort in preparing for life's duties. The school board is to be congratulated upon its wise deliberation in selecting Professor Lynch and such an able coterie of helpers to conduct our schools for the ensuing year; and with such favorable prospects, and with one of her favorite sons at the helm, Texas county has good reasons to feel prosperous in the way of well-equipped educational facilities.—The Cabool (Mo.) Times.

IOWA.

IOWA CITY. Midland Schools has this to say of the State University: "Iowa school people were pleased to hear that Dr. F. E. Bolton of the State University had decided to remain in the state. He paid a compliment to Iowa when he refused offers of higher salaries in the East. Our state may be slow to raise salaries but it is not slow in recognizing a man's ability. The board of regents established a school of education in the University at Iowa City and made Dr. Bolton its director at an advanced salary. The East offered more money, but Iowa schools are looking up, and Dr. Bolton stays."

WEST UNION. It is doubtful if there is another high school in the country that has as many well trained and enthusiastic student musical organizations as West Union. Four different clubs are maintained, with an aggregate membership of 100, or much more than half of the entire high school enrollment. There is a boys' glee club, a girls' glee club, a boys' and girls' orchestra, and a boys' band, all of them with reputations for excellence that extend far beyond the borders of West Union, while their public concerts never fail to attract large crowds from the town and country adjoining. Superintendent J. C. Sanders has encouraged the interest of his students in things musical. He believes firmly in the good to be derived from such a policy. He finds that it puts into the lives of boys and girls something finer, something more uplifting than many other activities of high school students, he finds also that it helps build up a community of interest among his students, and he declares, also, that it makes them better in the classroom work. In two years the high school enrollment has increased sixty per cent. The high school band has become an organization of genuine merit, having won several medals and prizes in competition with some of the best bands in this part of the state. There are two glee clubs, each of which has an enviable reputation extending beyond the limits of the home town. There is an orchestra which gives promise of becoming one of the best of its kind in Iowa. Superintendent Sanders has accomplished these things without sacrificing in any particular the conventional



Dustless Schoolrooms

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high school course of study. As a matter of fact the added interest due to the musical organizations has resulted in uniformly higher markings, a more regular and greater attendance, and a keener zest on the part of the pupils. None of the musical work is done during school hours.

Education in Hawaii.

BY WALTER J. BALLARD.

According to the 1906 report of Superintendent of Public Instruction Babbett to Governor Carter of Hawaii, the public and private schools of the territory contain 21,358 pupils, of whom 16,119 are in the public schools and 5,239 in the private schools, a gain in eight years of 6,361.

Of this gain 5,154 was in the public schools, which is just as it should be from the standpoint of Americanization. For public schools the order of preference by nationalities is Hawaiian, Japanese, Chinese, Portuguese, and part Hawaiian. The yearly appropriations for education have not kept pace with the increased school attendance. Witness the figures:—

1898	\$244,523
1900	321,895
1902	391,785
1904	409,048
1906	361,438

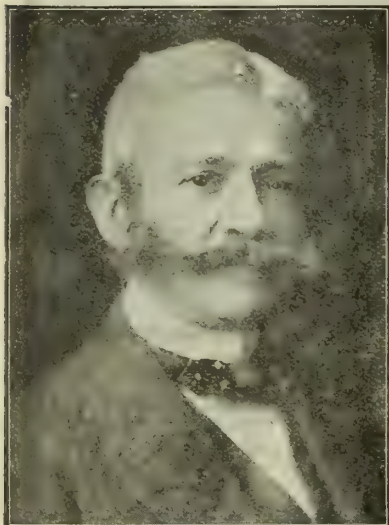
There is a reduction of \$48,000 in the two years, 1902 to 1904, in spite of the fact that the increase in pupils was 2,059. This means lack of school accommodations and poorly paid teachers. The cost of instruction per capita also decreased from \$28.27 in 1904 to \$22.42 in 1906. For that the children and teachers suffered. Cutting down school expenditures is the poorest kind of economy, and utterly un-American.

In the year 1906 for instance, though the increase in pupils was 952 over 1905, the increase in teachers was only nine. Many schools are overcrowded, some teachers having as many as sixty pupils to instruct. Very little chance there for the personal and individual work necessary to get out the best there is in American education.

In the public schools the teaching force number 435 having in charge 8,826 male pupils and 7,293 female pupils, a total of 16,119. The private school teachers number 261, in charge of 5,159 pupils.

One of Hawaii's educational problems is that presented by the large number of nationalities embraced in its school enrollment.

It is a significant fact that the decrease in attendance in the public schools in 1906 shows over fifty-eight



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per cent. of pure Hawaiian blood, and over forty per cent. of American blood, while the increase shows that over fifty-eight per cent. were of Japanese blood.

The decrease in American children in the schools is considerably due to the departure of many American families at the close of a period of great building activity.

The value of the school property in the four counties of Hawaii (including Hilo city), Maui, Oahu (including Honolulu), and Kauai is \$633,151. Those schools contain 448 rooms. There are five schools in Honolulu, having structures of an average value of \$36,759 each, all but one of them being modern edifices of fire-proof materials.

Lahainaluna, on Maui island-county, is the leading school in the territory which affords industrial as well as ordinary education, other than the reformatory institutions for girls and boys on Oahu island-county, and its group includes printing, carpenter, and blacksmith shops.

Notwithstanding the great relief afforded by the private schools, there is still much congestion in the crowded districts, and there are frequent calls for schools in the newer settlements not yet supplied.

Governor Carter properly makes education the first and most prominent feature of his able and full report, and says: "Hawaii pressingly needs more schools and better paid teachers." He also pleads for agricultural schools, as, "Agriculture is practically the exclusive basis of Hawaii's wealth."

The Blount Gift to Yale.

The \$400,000 bequest for Yale from England is the more remarkable because Mr. Blount ignored the claims of the universities of his own country, which are now very much in need of increased endowments. Oxford and Cambridge, like some very fine people, are actually in reduced circumstances. The last important bequest in support of learning in America from an Englishman, so far as can now be recalled, was James Smithson's gift of \$515,000 for the foundation of the Smithsonian Institution in Washington. Mr. Smithson was the son of a well-known English duke and he had never seen America.

So far as is known for the moment, Mr. Blount never saw Yale, or the United States. It is a happy wind-fall for the Connecticut institution, and it came at the right time.

THE WEEK IN REVIEW.

(Continued from page 381.)

dustrial conflicts of recent years. The society is proceeding with deliberation and a strike may be averted; but the society is pressing its chief demand, that of the "recognition" of the organization in labor disputes, in a way which does not seem to admit of compromise. Its position is weakened by the fact that its membership does not comprise even a majority of railway servants, and that there is another railwaymen's trade union, the Associated Society of Locomotive Engineers and Firemen, with which it is in relations of rivalry and sometimes of hostility. Individual and corporate employers are often between the devil and the deep sea when competing trade unions make conflicting demands, and to make terms with the one is to precipitate a fight with the other.

HIT AND MISS BRIEFS.

No man thinks he is as stupid as he looks.

A properly adjusted tongue runs slower than the mind.

Wise is the individual who is sensible of his own follies.

Peace of mind is often the result of not knowing any better.

It is better to be slandered by some than to be praised by others.

Ignorance may be bliss, but knowledge leaves no room for doubt.

When a busy man has a moment's leisure he does some other kind of work.

Most of the trouble in this world is due to the uncertainty of sure things.

It matters not what your ancestors were—it is what you are that counts.—Chicago Teachers' Federation Bulletin.

UNPREVARICATED PROVERBS.

A girl does not love every man whom she is willing to let love her.

The man with ten minutes to spare immediately begins some half-hour job.

It takes two to make a quarrel, but any one can make peace.

A man always knows how to bring up a family until he has a family to bring up.

A selfish man says he cannot live without the woman he loves: a good man makes the woman he loves feel she cannot live without him.—Craig McClure, Boston Home Journal.

GRATITUDE.

First Mosquito—"Why didn't you take a bite of that man in the gray suit?"

Second Mosquito—"Don't you know him? He's the man who invented the peek-a-boo waist. We ought to show him some consideration."—Detroit Free Press.

AN EXCEPTION NOTED.

Lawyer—"Your uncle's will seems to be a perfectly legal document, such as will stand in any court. I can find no grounds on which to contest it."

Disappointed Nephew—"But you must find some grounds. Where there's a will there's a way, you know."—Lippincott's Magazine.

NEVER AGAIN.

She—"We always learn by experience."

He—"Not always. There was the experience of the absent-minded man who struck a match on a stick of dynamite. He hasn't learned anything since."—Stray Stories.

The last car for Suburbanville was disappearing in the distance, and a cab hovered like a bird of prey about the small party of Suburbanvilleites who stood disconsolately on the curbstone. "Well, there are only a few of us left," remarked the thin man, gazing after the departing car. "You and I suppose we are going at a high price," returned the stout man, gazing thoughtfully at the hovering carriage.—Budget.

A Girton undergraduate, having inadvertently changed umbrellas with a fellow-student, is said to have evolved this note: Miss — presents her compliments to Miss —, and begs to say that she has an umbrella which isn't mine, so, if you have one that isn't hers, no doubt they are the ones."

"The House that Jack Built."

"Mr. Conductor," said little Louis Rhodes, pulling at a gilt-buttoned coat-sleeve, "please tell me a story."

"Bless my life!" exclaimed Captain Sam of Express No. 55. The train had just pulled out from Newcastle, and as there was a long run without a stop, the tired conductor had dropped into a back seat to rest a bit, when Louis came up and asked for a story.

"Bless my life!" said Captain Sam, "I don't know a story to my name, except 'Here is the house that Jack built.'"

"Don't tell me that," answered the little boy. "I know that myself," and he began to rattle off:—

"This is the house that Jack built; This is the rat that lived in the house that Jack built;

This is the cat that caught the rat—"

"Stop right there!" said the conductor; "that reminds me of something. On my last trip East, as I went through one of the coaches to look at tickets, I found a little girl about your size sitting in a seat by herself. 'Tickets,' I said, without thinking. 'Mamma has 'em,' says she, 'an' she's gone to get a drink of water. But won't you please take my orange to that little girl back there with the red hank'cher on her head? Her mamma has forgot to give her any.'"

"I looked for the little girl with the red handkerchief, and saw a poor woman with five children. They didn't have on much clothes. They didn't look as if they had had much to eat, but nobody was paying any attention to them.

"Maybe your mamma won't like you to give away your orange," I said.

"The little girl opened her eyes very wide, and says she, 'Why, Cap'n, my mamma loves me to give things!'"

"All right," says I, and I went back to the little party and gave the orange; and says I, in a loud tone of voice: 'This is from a little girl whose mamma just loves her to give things.'"

"At that, ever so many mothers pricked up their ears, and presently I saw another little girl bring a box of lunch to the poor children. 'Ah,' says I to myself, 'this is like that old song about the house that Jack built. This is the cat—' When I got that far a lady pulled a pretty little cap out of her bag, and, says she, 'Won't you let your little girl wear this Tam-o'-Shanter?'"

"I went on singing easy to myself, 'Where is the dog that worried the cat, that killed the rat that lived in the house that Jack built?' And sure enough, here was a boy giving some things out of his pocket—I don't know what. So it went on till those forlorn little chicks had more things than a few; all because one little kind heart gave 'em her orange. Now, small boy, get off my knee. I've got to ring the bell for the engineer to whistle. Go and see if you can't start another house that Jack built.'"—Elizabeth P. Allan, in *Dew Drops*.

A man never feels more forcibly that kind words never die than when his love letters are read to the court in a breach of promise case.—*Ex.*

College Notes.

Professor Russell H. Chittenden, director of the Sheffield scientific school of Yale University, has announced at New Haven, Conn., a gift of \$150,000 from Mrs. James B. Oliver of Pittsburg, Penn. This gift from Mrs. Oliver to the board of trustees of the Sheffield scientific school is for the erection of a new recitation or lecture hall, as a memorial to her son, Daniel Leet Oliver, formerly a student in the Sheffield scientific school, class of 1908, who died last June. The building will be devoted mainly to the work in English, economics, and history, subjects in which young Oliver was especially interested, and will be called the "Oliver Memorial hall." It will be constructed of Indiana limestone, wholly fireproof, and will be located on Sheffield square, fronting on Hill-house avenue. The architect is Charles Coolidge Haight of New York, who designed the two Vanderbilt scientific buildings. Construction of the new building will be begun this fall with the expectation of having it completed by commencement, 1908.

Professor Paul Clemmen, who was selected by the emperor of Germany to deliver a course of lectures at Harvard University under the arrangement made several years ago, whereby a yearly exchange of professors is made between Germany and America, arrived in New York recently. Professor Clemmen is widely known as a student of fine arts, and has held the chair of the history of art and literature at Bonn University since 1902.

Mount Holyoke College opened September 26 with a registration of 728 students. The freshman class numbers 208, and about twenty-two students have entered the upper classes. Several changes have been made in the faculty. Miss Frances M. Hazen, M. A., for many years professor of Latin and head of Mead hall, resigned last year and has the distinction of being the first member of the Mount Holyoke faculty to receive a grant from the Carnegie foundation. Miss Vivian B. Small, instructor in the department of Latin, has been appointed head of Mead hall, and Miss Caroline M. Galt, also instructor in the department of Latin, has been appointed head of Wilder hall. Miss Bertha K. Young, for several years associate professor in the department of English literature, has been made professor in that department. Miss Florence Purington, B. S., Mount Holyoke College, has been appointed dean of the college, the first appointment to that position. The following members of the faculty, formerly instructors, have been appointed associate professors: Latin, Miss Helen E. Hoag; botany, Miss Mary E. Kennedy; physiology, Miss Abbie H. Turner; Biblical history and literature, Miss Lilla F. Morse, Miss E. Olive Dutcher. New appointments as instructors are as follows: Romance languages, Miss Edith Fahnestock; English, Miss Elizabeth Evans; English literature, Miss Carrie A. Harper; politics and economics, Miss Emilie Hutchinson; mathematics, Miss Mary E. Wells; physics, Miss Louise Holcomb, Miss Margaret C. Shields. Miss Emilie Martin has returned as instructor in the department of mathematics, Miss Frances

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H. Rousmaniere, formerly an instructor in mathematics, has been appointed an instructor in philosophy. Miss Florence Foss and Miss Anna Morgan, formerly assistants in the departments of art and zoology, have been appointed instructors.

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Which is worse? to wear a wig or to brush seventeen lonely hairs carefully across the smooth white surface of your cranial dome?—Peoria Herald-Transcript.

THUDS FROM THE PADDED CELL.

How much did Philadelphia Pa? Whose grass did K. C. Mo? How many eggs could New Orleans La? How much does Cleveland O?

What was it made Chicago Ill? 'Twas Washington D. C? She would Tacoma Wash, in spite Of a Baltimore Md.

When Hartford and New Haven Conn What Reuben do they soak? Could Noah build a Little Rock Ark If he had no Guthrie Ok?

We call Minneapolis Minn. Why not Annapolis Ann? If you can't tell the reason why, I'll bet Topeka Kan.

But now you speak of lad'es, what A Butte Montana is, If I could borrow Memphis' Tenn I'd treat that Jackson Miss.

Would Denver Colo cop because Ottumwa Ia dore, And, tho my Portland Me doth love, I threw my Portland Ore. —Maurice Smiley, in March Lippincott's.

The Hungry Wood Folk.

One of the marked signs of the season is the hunger of the creatures of the wood while yet the snow covers many food treasures and when the long hard winter has exhausted every source of provision.

The juniper-tree makes an excellent feeding ground for these hungry creatures, because food bits are so conspicuous at a distance on the twig tips. One year, at this time, we tied bits of suet and open-work bags of sunflower seeds to the twigs of an old juniper, high up on the sunny side of the pasture. Corn bread, waste bits of bread, cake, and pastry adorned the boughs, doughnuts and partly decayed apples were tacked to the trunk, while under the tree, and far out around it, the children spread every sort of waste their several tables afforded.

The sight of this display of good'ies created a furore among starving creatures. From far and near came crows, jays, nuthatches, chickadees, woodpeckers, squirrels, rabbits.—Selected.

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Second Keeper—"Jist naething at all. If yin o' them's no explain'n' how he cam to miss them, the ither's mackin' me rin my dog off his legs lookin' for birds he's never touched at all!"—Punch.

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BOSTON THEATRES.

KEITH'S.

One of the most notable events in the history of vaudeville in Boston is due to occur next Monday. It is nothing less than the initial appearance at Keith's theatre of the distinguished actress, Nance O'Neil. Supported by a company headed by McKee Rankin, Miss O'Neil is to appear in a condensed version of "The Jewess," with the famous curse scene included in the action. Miss O'Neil's engagement is for one week only. One of the most novel comedy acts of the season will occupy a prominent place on the bill—Robert Dailey and company in a sketch depicting happenings on a trolley car, with Mr. Dailey as the conductor and the members of his company as the passengers. Many very funny character types are introduced. The European acts will include Kitty Trane, the Five Madcaps, and the Rigolito brothers. Kitty Trane has a most attractive turn that is much out of the ordinary run. She has a very handsome trained horse which she puts through his paces, and she also does some capital juggling. The Five Madcaps are English soubrettes, who do a specialty something on the order of that of the pony ballet, only they do much more acrobatic work. Sensational stunts on a revolving ladder make up the act of the Rigolito brothers. Dave Genaro and Ray Bailey in their singing and dancing skit; Waterbury brothers and Tenney, with their capital instrumental selections and droll comedy bits; Howard and Howard, "The Messenger Boy and the Thespian," in songs and imitations, and Jimmie Lucas, "The Boy with the Dialects," a capital character comedian, are among the standard American acts that will be in the bill. The Harlem brothers, acrobatic humorists; the Vaughners, in ragtime diversions; Blamphin and Hehr, playing a comedy skit; La Dent, a clever clown juggler, and new pictures by the kinetograph will fill out the program.

KIND OLD LADY.

"Gracious! Why do you allow that little boy to swear so?"

Policeman—"He's got a right to swear. He just missed his Sunday school picnic by ten minutes."—Montreal Star.

A fellow standing in the jam about the Soldiers' and Sailors' monument in New York on Decoration day remarked grumpily, "I'd rather be a live jackass than a dead soldier." An old gentleman turning on him said contemptuously: "You certainly embody your wish. You are to be congratulated. It is seldom that a man is what he would rather be."

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A. E. WINSHIP, Editor.

LOOKING ABOUT.

BY A. E. WINSHIP.

IN NORTH DAKOTA.

Three years ago George Kennan wrote in the *Outlook*, in trying to describe the horrors of Siberian exile, that it was as terrible as it would be for William Dean Howells to be exiled to North Dakota. Such an observation would be inconceivable did we not know that multitudes on the Atlantic coast know more of Russia than of their own country, have a greater desire to see Europe than the United States, and think they know this country when they have seen Royal Gorge, Colorado Canon, the Yosemite, and the Yellowstone. They then know no more of the far West than an Omahaan who merely came through Hoosac tunnel would know of New England.

Until our people know or desire to know the real life there, the East will be out of harmony politically, commercially, and industrially with the glorious West. Howells could live as comfortably and as luxuriously in North Dakota, in public or in private, as in Cambridge, Belmont, or Concord. It would be worse to "exile" a Boston man to hotel life in Cambridge, Belmont, or Concord than to send him to North Dakota, where he would find more first-class hotels than east of the Connecticut, outside of Boston, and New England has few town and country club grounds to match the luxuries of some in North Dakota.

North Dakota has a larger per capita wealth than has any state in New England. She has a higher average of scholarship than has New York or Pennsylvania; her citizens are more law-abiding than are those of Ohio or Illinois; the sale of liquor is excluded as it never was in Maine or Kansas; and there is, undoubtedly, a lower per cent. of rascals at the top and at the bottom than in any state of the union.

My tour from the South Dakotan to the Canadian border was a delightful revelation. I had been lengthwise of the state on the Northern Pacific flyer many times, but that signified nothing, while this criss-cross tour through the eastern part of the state signified much.

Talk of exile! Why, there are vast stretches of glorious views in the valley of the Red River of the North, whose waters empty into the Hudson Bay, that no single mile in New England can surpass.

Talk of beauty! There is nothing, aside from the golden poppy fields of southern California, to rival a mid-forenoon view in the flax country of the Dakotas. As far as the eye can carry in every direction you can see the waves of light blue flax blossoms floating upon the crest of the bright green. And, while the poppy is a weed, the flax blossom represents a fortune.

But the height of inspiration is at the wheat harvest, when a traction harvester clears up the wheat, a traction plough follows, cutting twelve deep,

broad furrows, a traction harrow smooths the field, and a seed-sowing machine plants the winter wheat so that within an hour one crop is removed, the ground prepared, and a new crop provided for. In all this broad land full of wonders I know of nothing quite as tonic as to see an army of men making this transformation.

This season I was at the State University, at the State College of Science, at the State Normal schools, and in various important cities. Each of these institutions is worthy a place beside kindred institutions in the older states.

The State University is a pioneer in some important lines of scholarly service to the public. For illustration the question is not merely how many subjects have you studied and how many recitations have you made, but how well have you studied, so that "marks" means something progressive as well as honorary. The scheme is a great one and works well. The State University is affiliating with itself some of the leading denominational colleges. For instance, the most prominent Methodist college, which was at Wahpeton, has sold the property there, come to Grand Forks, erected a fine college building on land adjoining the university, and many of the subjects are taken in the university.

Fargo and Grand Forks are the leading cities, each equipped with hotels, country club grounds, churches, and schools of the highest order. In Grand Forks it was refreshing to see the Boston Evening Transcript and the Atlantic Monthly upon the centre-table of my host, a man above sixty, a resident of North Dakota for a third of a century, a frontiersman by birth. He said he could not remember when they had not had these messengers of Eastern culture. He was not a professional man, and neither he nor his wife was "liberally educated," but they are cultivated people and widely influential. The East is inclined to think that when you find culture in the Far West it came from early or college life in the East or from professional association, while those of us who have known the West long and intimately are never surprised at any evidences of scholarship and culture in any section of the West.

Wahpeton is a charming little city, with homes of comfort, with broad and beautifully shaded streets, an attractive park, and the richest of farm lands. Here I first saw a traction plow steaming over the prairie, cutting ten deep fourteen-inch furrows. I tried to walk beside it and talk with the manager, but it was too fast for me.

At Mayville and Castleton are the great ranches of the Northwest. No language could make clear to an Eastern reader what farming is on one of these farms. It is not the vastness that is astonishing, but the style of doing things. A gilt-edged

Brookline estate is looked after no more skilfully than is one of these monster farms.

Devil's Lake, the westernmost city at which I lectured, is the boomiest of all boom towns. You can see it grow from day to day.

Valley City, however, is the winner for combination of enterprise and comfort. It is a charming city, with hotels of metropolitan features, with the best flour mill,—the Russell-Miller,—judged by the quality of the output, in the country.

Would I had the ability to describe the making of Occidental flour, that commands a higher price from Boston to San Francisco than any other brand. From the time the wheat goes into the mill till the perfected flour comes out, it has coursed through miles of machinery, almost literally. A suggestion or two may suffice to indicate the processes. Heretofore many weeks were required to give flour age; now, by dropping it through an electrically charged cylinder, it gets all the virtue of age in a few seconds. At the close of its rounds the flour is sifted through twenty sieves of finest silk.

NORMAL SCHOOL DEGREES.

BY ELLA FLAGG YOUNG, CHICAGO NORMAL SCHOOL.

[In her notable report at the Los Angeles meeting of the N. E. A. on "Two Years of Educational Progress."]

From different parts of the country, New York and Illinois, come reports of state action empowering the State Normal College of Albany and four of the state normal colleges in Illinois to confer degrees. This action will influence largely the preparation of teachers for secondary schools; and though complications will necessarily arise between the state university and the state normal college, it indicates an advance in the estimation in which preparation in the normal college is held by the commissioner of New York and the state superintendent of Illinois. In some quarters the prophecy is made that the granting of degrees and the fitting of teachers for either secondary or elementary work will increase the percentage of men students in the normal colleges of the city and state. A larger way of looking at the matter would be that which sees a strong, better equipped, and better paid teaching body in the elementary and secondary schools. Very generally the courses in normal schools are taking on more and more the fundamental characteristics of good college courses, instead of continuing the cast-iron system which prepared all teachers on the same narrow basis. The normal school, state and city, now has required and elective courses. If the subjects of manual training, construction work, nature study, and school gardening are ever organized so as to meet the requirements which we lay upon them in educational theory, this organizing will be done by the normal school. The evolution of the method of the arts will come not only through the intelligent effort of normal school instructors, but also through specialization by normal school students in those subjects. Too great stress cannot be laid upon the life-giving influence of recognizing and developing the talents of the future teacher.

THE FUNCTION OF THE HIGH SCHOOL.

BY CHARLES S. FOOS, READING, PA.

The functions of the high school should be varied. Neither the college-preparatory nor the purely practical school is the true high school, although the poor man's children should receive the same consideration in the preparation for life work as do those of the well-to-do, be that preparation for the carpenter-shop, for the home, for the bar, for the pulpit, or what not. In a word it is as right and just for the public schools to lay the foundation for a trade as it is to prepare for college. High schools must necessarily be the colleges or the "finishing" schools of the great majority of the pupils who attend them, consequently the aim should not only be to fit boys and girls for college and for the practical duties of life, but also to furnish that broad fundamental basis so necessary for life itself minus occupation and earning capacity. A high school education should help boys and girls to mingle more readily with their fellows, should impart greater intellectual power, and create a higher civic, moral, and spiritual responsibility. It should develop, above all, the man and the woman, the citizen and the patriot, even more than the mechanic or the business man, the professional man or the teacher.

It must be admitted that whatever ideals we have builded, whatever wishes and opinions we may have to the contrary, the twentieth century high school must differentiate in education. This differentiation or specialization is in accord with the spirit of the time. Rapidly multiplying normal schools, correspondence schools, Y. M. C. A. classes, trade schools, and technical schools verify this. In this commercial and industrial era, the drift of education is toward the development of young men and young women for the practical duties of life—domestic, pedagogical, business, and mechanical; and courses of study must be formulated to fit these conditions, hence the necessity for manual training, commercial drawing, science, normal, and other courses, that lead to the practical avenues of life. On the contrary, the college preparatory courses cannot be ignored, for in spite of protests to the contrary, no scheme of education for pure culture, for the development of taste, appreciation, and imagination, is equal to that made up of the old humanistic group, and all courses should more or less be correlated about the primary aims of school education—the development of intellectual power and the development of character.

Admitting that the functions of the high school are several, the work of forming a high school curriculum with varied courses must deal largely with the number of courses, the order, and the correlation of studies, and the question of election and non-election of studies.

An entirely elective curriculum where pupils may study what they please without suggestion or restraint is desirable, since boys and girls of high school age have scarcely sufficient experience entirely to decide what special branches are best suited to their development. In the curricula arranged, the courses are entirely elective, and, in the higher classes, where it is deemed proper, a

number of subjects are elective. In the first and second years pupils may shift from one course to another, if desirable or necessary. The courses are varied so that no one interferes with the other. Boys and girls not going to college need not govern their studies by those who intend to go. The classical or college preparatory classes are entirely divorced from the commercial and the scientific classes. Pupils may prepare for business, for teaching, for drawing, for laboratory pursuits, or pursue a general course, without regard to one another.

In arranging and assigning the branches of study to the several courses, their educational value must be carefully considered. This often is a subject of disagreement and dispute, but the order of importance in all sections of the country runs nearly as follows: English, mathematics, science, modern languages, ancient languages, and history. To be sure such a scale, while it should be fundamental, is necessarily tentative, as one may elect to make Greek or another branch the major subject, but in the modern high school all courses should have several constants required of all, such as a rigid English syllabus, a strong mathematical requirement, with some science, modern language, and history. History seems to be the most fluctuating factor in the scale

of importance, some placing it high, others low. The arrangement of English studies includes grammar, etymology, history of the English language, rhetoric, and literature, with composition—theme writing through the entire course. English in the high school curriculum has jumped, in a decade, from the most insignificant to the most important place, and those of us who a dozen or more years ago contended for the study of the mother-tongue have reason to feel gratified. Unless a pupil leaving the public schools can use the English language, whether it be in writing or speaking, with reasonable facility and correctness, he is at a decided disadvantage. In view of the importance and desirability of a thorough knowledge of the English language, all courses of study should contain work in English in nearly every term. Second to English is mathematics. As one writer has well said: "English is the key that unlocks the door to the storehouse of knowledge, while mathematics is the passport to the realm of reason." The usual order in the arrangement of mathematical topics is algebra, geometry, and trigonometry, although recent experience somewhat modifies this, and alternates geometry and algebra, and places the difficult work of these branches or assigns review work to the last year of the high school curriculum.—Report.

Teaching is always prophetic. It aims to describe the needs of the future, and to equip the childhood of the present for the mature life that is to be.—From "*The Making of a Teacher*," by Dr. Martin G. Brumbaugh.

EDUCATION AS AN ENTERPRISE.

BY DR. JAMES M. GREEN, TRENTON.

The development of the school system of New Jersey may be said to have been a struggle upward. The early residents of the state, whether by reason of old-world traditions or because they regarded education as a purely individual asset, were slow to undertake public instruction, and when they did undertake it, they regarded it as a public necessity, rather than a public enterprise. It was not until recently that the notion of public education as public co-operation became accepted.

There have always been two parties on the educational policy of the state; the one, liberal, placing no boundaries excepting those defining the needs of the people; the other, conservative, always questioning the prerogative of the state.

These two parties have contested every stage of our development through the primary, grammar, and high school grades, until the contest is pushed to the last field, namely, higher education.

In this field the lines of the contestants are perhaps more distinctly drawn than in any of the lower grades, the liberals holding that the action within this field can be determined only by the voice of the people; the conservatives holding that higher education is not common and therefore certainly not within the prerogative of the government.

The term state has two meanings: The one as applied to the general government; the other to the commonwealth. It will, perhaps, aid the discussion in hand to consider both the attitude of the general government and of the commonwealth on this question.

It is held by the best authorities that the government of the United States was formed with enumerated powers, and that, therefore, to support the power of Congress we must find in the federal constitution a grant of power broad enough to embrace the particular power exercised, but the power of a state legislature cannot be denied unless we find in the constitution of the United States or of the state that it is prohibited. If, therefore, the general government by explicit direction, or by practice direct or indirect, supports higher education, and a state constitution does not prohibit it, it is certainly within the prerogative of a state to support it.

The attitude of the general government may be learned from the documents leading up to the adoption of the constitution, from the constitution itself, and from decisions, interpretations, and enactments under the constitution.

The United States was practically settled by five colonies, namely, that at Jamestown in 1607; that of the Dutch New Netherlands, 1615; that of Plymouth, in 1620; that of Massachusetts Bay, in 1629; and that of Pennsylvania by the Quakers in 1682.

Of the purposes actuating these settlements, it may be said that those of Jamestown and New Amsterdam were commercial, while those of Plymouth, Massachusetts Bay, and Pennsylvania were political, and it is fair to say that these respective purposes manifested themselves in what may be termed a documentary history of the government. While the Jamestown and New Amsterdam colonies contained men of thought and affairs, it was left to the other colonies to be literally the government builders.—Address.

THE POWER OF PERSONALITY IN TEACHING.

BY ELIZABETH B. NOYES.

There is nothing so much needed in our schools as freedom of thought and utterance. Every teacher wishes her pupil to give full expression to his life and thought, yet this very thing is conspicuously lacking in most of our school work. We teachers feel this lack, and pupils frequently feel it more sorely than we realize.

Between the average teacher and her pupil there is a "great gulf fixed," and over this yawning chasm she is meting out tempting morsels of language, history, or science. She is an ideal teacher, so far as the usual tests of a teacher's ability go. Her pupils "pass" well and show a creditable knowledge of the branches she teaches in advanced work. But is she loved and remembered by her pupils? Has she put something of her own life and character into their lives to enrich and ennoble and make them "rise up and call her blessed"?

Look back into your own lives and see who of your teachers influenced you most; really educated you most. Was it she who was the most skilful instructor alone, or was it the one who loved you and sympathized with you and shed the benign influence of her own personality over your life and left a deep and lasting impression for good? It behooves us as teachers to think on these things. Our influence is more far-reaching than we realize, and a kind and thoughtful word means more in the lives of some of our young people than all the information the curriculum affords.

The old idea of education was that of a filling process, but the modern notion is quite the reverse. We are to draw out their young lives and encourage expression of their deepest thoughts and emotions. But will they spontaneously give you their personality if you draw yours into your shell and do not let them see you?

Does that unattractive, indifferent, indolent boy annoy you? Don't fret at him, don't threaten him, don't send him to higher authority. At your earliest opportunity make an appointment for a talk with him, consulting his convenience as to time and place as you would in making any business arrangement with another. When the time for the talk comes, feel your way carefully. Begin on his own level. Find out what he is most interested in, and, if you are a true teacher, you will be informed about things boys like most and can talk intelligently with him. Get him to talk freely about his school work. He may say he hates the study he has with you, but that is a point gained, as you have found out why he is inattentive. After letting him know that you are interested in him, your next step will be to get him interested in his work.

We need more interest, more real, genuine interest of teachers in boys and girls, more interest of teachers in their work, more interest of boys and girls in teachers, more interest of boys and girls in their school work. We need to dispense with some of the mechanism in our schools, and substitute therefor more live teaching.

But to resume our conversation with this proverbial "bad boy": Give him an opportunity to say something about his mother. This frequently will give you the key to his character, and perhaps you can appeal to him for his mother's sake when you find no other responsive chord. Don't give up with that boy, if it takes hours, until you are sure he knows that you are deeply interested in his welfare, and if this interest is genuine that boy will appear in his place the next morning with a new purpose and you will have found a friend who will have no further desire to annoy you.

These heart-to-heart talks with your pupils individually mean much in their young lives, and their reactionary influence upon your own character is marvelous. They give you a deeper insight into human nature, they broaden your experience, and make you better teachers.

But it takes time and tact, and some will ask: "Does it pay?" Ah, that is a very American question and doubtless explains why so many of our teachers are remiss in this particular. No; it does not pay, if you are time-servers, if you are teaching for the approval of your superiors alone. But, if you are teaching for your pupils, if you have the true sense of the dignity and importance of your chosen profession, it does pay. No salary will then be adequate for you, your work cannot then be measured by monetary standards; but your remuneration will be the loving and grateful remembrance of the countless precious souls whose lives have been touched by your own.

Ruskin says: "A good soldier wishes mainly to do his fighting well. He is glad of his pay—very properly so, and justly grumbles when you keep him ten years without it—still, his main notion of life is to win battles and not to be paid for winning them." "So," he says, "of clergymen and of doctors." And so also of teachers. It is the things we do that we don't get paid for, and that no principal or superintendent ever knows perhaps, that make our teaching effective where we most want it to be so; viz., in the character-building of boys and girls.

Thoroughness of work in the branches we teach is not to be underestimated, but if we win the love and true friendship of our pupils, the matter of holding them to their work becomes a comparatively simple task. The lesson cheerfully learned is the one well learned, and few pupils have the heart to go ill-prepared to the classroom where the teacher is the life and sunshine of an eager little coterie of learners.

Some will ask: "Will not this greater freedom result in the teacher's loss of dignity?" What is dignity? If there is anything of real worth in you character, there is everything to be gained and nothing to be lost by letting it come in close and loving contact with your pupils.

A schoolmaster in Germany confesses to having committed three murders in the past eight years. Teaching is the most nearly exempt from serious scandals of all professions. This is the first of its class, and this is not in America.

POEM FOR THE BRIGHTON (BOSTON) CENTENNIAL,
1807-1907.

BY FREDERIC ALLISON TUPPER,
Head Master Brighton High School, and President Massachusetts
Teachers' Association.

[Selected lines.]

The glistening Charles runs shining to the sea
Past Cambridge in whose glories Brighton shares,—
Cambridge our Stratford shall forever be,
The Charles, our Avon, as it seaward fares,
For by the banks of this our quiet stream
Poets have lived and won the world's applause,
Here unafraid each poet dreamed his dream,
Here thinkers fearless seek each hidden cause.
Tower of Mount Auburn, city of the dead,
The great, the good, the noble, and the free,
Whose gentle influence o'er earth hath spread,
And taught mankind the grace of truth to see,
Guard well, gray, granite tower, those storied graves
That draw our love as by enchanter's spell,
And long as Charles the Cambridge border laves,
At dawn, at sunset, murmur: "All is well."
And there Memorial hall looms towards the sky,
Vast as the gracious thought for which it stands,
To show that not in vain young heroes die
For freedom in our best of all the lands.
Truth, Freedom, Service are the watchwords high
Embodied in Memorial's solid tower,
And never shall the cherished memories die
Of those who kept our land from foeman's power.
Spirits of those who made our old town great,
Gardner who gave his life at Bunker Hill,
Allston, that glorious soul so loved by Fate,
That o'er the world his name is cherished still,
Sparhawk, and Warren, Winship, goodly names,
Dana, and Whitney, Worcester, known afar,
Foster and Breck and Baldwin, men whose aims
Were pure and noble as their memories are,
And all ye others who have helped our state
Grow nobly prosperous by unselfish toil,
Help us again ourselves to dedicate
To public service, selfishness to foil,
A vision of the future through the haze
Of coming years delights the gazing eyes,
Besides the wealth of these most prosperous days
A higher wealth shall waken glad surprise,
And civic virtue, as in olden times,
Shall heed the sacred brotherhood of man,
And public spirit worthy loftiest rhymes,
With courage fearless of the spoiler's ban,
With honor as its watchword true and tried,
Shall shun no duty at the people's call,
And justice shall be then exemplified,
And right shall be the common lot of all.

PERFECT THE WOMAN.

BY HON. SAMUEL B. DONELLEY,
Member Board of Education, New York City.

The purpose of a girl's education should be, first of all, the perfection of the woman herself. Let a girls' school assume that its graduates will marry and have homes of their own. Whatever you teach for culture or for self-support keep enough of womanly work prominently before all the girls that their natural instincts may be strengthened. To fill industrial or commercial or educational positions should not be the main aim of any girls' school. It should propose for its graduates the expectation of being a good woman, with all that this implies.—Address to teachers at Washington Irving high school.

A NEW COMMERCIAL HIGHWAY.

BY R. W. WALLACE.

Commerce is absolutely dependent upon transportation facilities. Expanding commerce necessitates readier means of reaching markets. New waterways must be opened, or old ones enlarged. Established railway lines must do a large business, or new ones must be built.

One of the chief aims of commerce is to reach the sea. Any nation that cannot readily get its products to tide-water is seriously handicapped as a world-trader. One leading element in Britain's commercial success lies in the fact that all her industries have easy access to the ocean. Germany is rapidly pushing to completion the Rhine-Emden canal so as to reach the open sea. With the same end in view our own Erie canal is being widened and deepened at an enormous outlay.

The expansion of the commerce of the great Mississippi valley is almost beyond belief. The twelve states that naturally are included in that section practically produce all the surplus grain of the country, while they have sixty per cent. of the farm live stock, and furnish all the iron ore for the Northern steel trade. It is a great world-depot of supplies, but how to get those supplies to the world markets is its increasingly perplexing problem.

The easiest way for the valley to reach the sea ought to be by her own mighty river. That is her most natural trade outlet. But up to the present that great waterway has never reached its possibilities. Its flood is wide enough to impress the eye by its apparent majesty, but as a highway for vessels of even moderate draft it is quite inadequate.

It is to see what can be done to render the river more serviceable to commerce that is engaging President Roosevelt's attention on his Western and Southern trip. From Iowa to Louisiana his eagle eye is observing conditions. He is hearing reports of the needs of the valley from merchants, governors, and engineers. The practically unanimous call for a fourteen-foot channel from Keokuk to New Orleans is not being addressed to listless ears. In what he may recommend to Congress in his next message as to improved navigation of the Mississippi millions of the dwellers in its great valley are profoundly interested. At present ocean-going vessels reach no higher than the wharves of New Orleans. Now the great Middle West is earnestly asking why they may not be allowed to reach the levees of St. Louis and the docks of Davenport and Dubuque.

As a corollary to the agitation for improved navigation of the Mississippi is the project for a ship-canal from Lake Michigan to the Mississippi. In geologic time, scientists believe, the surplus waters of the Great Lakes found their way through the Chicago, Desplaines, and Illinois rivers, instead of as now, through the weird Niagara gorge. Following this prehistoric lead, Chicago, for sanitary reasons, determined, in 1892, to turn the tide of its filthy river westward, by means of a canal and in 1900—to her own great delight, but to the great disgust of St. Louis—the canal was completed. This sanitary ditch is twenty-eight miles long, has a minimum depth of twenty-two feet, and carries a

flow of 300,000 cubic feet of water per minute. The state of Missouri entered suit in the United States supreme court against Chicago for polluting its waters, but the decision was, on the whole, favorable to the canal.

Now Chicago is busy incubating the thought that the canal may be made to serve more than sanitary purposes, and that it may be made a waterway for vessels of respectable draft, which may load at her vast warehouses and make their way down the deepened Mississippi to the Gulf and to the sea.

Chicago has long and persistently fostered the dream of being a port for ocean-going craft. Some time ago she tried the St. Lawrence route, but found it impracticable. Now, and with much better prospect of success, she is turning her thought to the possibility of reaching the ocean by the way of the Mississippi. To achieve this she would have to extend the present canal to Lake Joliet, and then deepen the channel of the Illinois river to its junction with the Father of Waters. To the engineers she has consulted the project is entirely feasible and not unduly costly. The present sanitary canal cost Chicago \$52,000,000, but it is believed that the additional expense to complete the work would be but \$27,000,000. This sum would not be prohibitive to the Windy City. And besides, the present canal is capable of a flow of double the capacity of that which courses it at present, so that the bulk of the work to make it available for ocean-going vessels is already done.

So far as Chicago is concerned, her canal project depends upon Congressional action towards deepening the channel of the Mississippi. Should that action be favorable, and a fourteen-foot channel be dredged in response to the unanimous desire of the people along the great river, then nothing can hinder Chicago's canal project, and she may yet realize her dream of loading vessels at her elevators that may carry her grain to Manchester or Hamburg without breaking bulk.

The present visit of President Roosevelt to the Mississippi valley, then, is of the deepest significance to that entire section, and transportation interests—marine and railway—are awaiting with no little interest the message with which he shall address the incoming Congress.

WORKING TOGETHER.

BY SUPERINTENDENT F. D. BOYNTON,
Ithaca, New York.

Institutions and laws are man made. They are the outgrowth of his associations with his fellows. They are designed for the preservation of the rights and liberty of all. Whenever laws are enacted, or whenever laws or institutions are administered so as not to conserve the general welfare, they are working against the foundation of civilized society.

Primitive man had little need of laws or institutions. When his hunger was satisfied with the wild fruits and herbs which he could gather and with what little meat he was able to kill; when he was contented to wear the skins of the chase and dwell in the caves which nature had provided; when his numbers were few and his associations with his fellows similar to that of the herd, he had scant need for laws and institutions.

But with his growth in numbers, his closer associations with his fellows, arose the manifold conditions demanding an understanding between the individuals concerned, in order that the rights of all might be conserved. Hence the origin and purpose of laws and institutions, government.

Our individual helplessness may be understood if we consider how very little of our food or clothing or other creature comforts we ourselves are able to produce; and our strength under law and institutions when we see in our mind's eye the army of workers who are producing our food and clothing.

At one time I belonged to a fire company. At a fire, we lined up from the burning building to the nearest water supply, each man with a pail. The man at the water end of the line filled his pail and exchanged it with the man with the empty pail who stood next to him, and so on until a stream of pails of water were being passed to the man at the fire end of the line. So the farmer, the miner, the mechanic, merchant, the common laborer in a thousand different fields are passing the loaded bucket from the producing to the consuming end of the line of civilization to the end that the life of all may be larger, and better, and stronger, and happier than it could otherwise be, thus justifying the existence of laws and institutions.

We as teachers are immediately concerned with that part of the scheme of society which puts into our hands the administration of one of its institutions known as the public schools.

"MAKE ME AN AMERICAN NEGRO."

BY BOOKER T. WASHINGTON.

It is sometimes a subject for complaint, in this country, that the two races are separated on trains, in the schools, and in other places. No doubt this is a disadvantage in so far as it leads to discrimination against Negroes, and this is true particularly in regard to the schools in the South, where there is a disposition to deny them the same opportunities in the schools that are granted to the white people. But this division of the races is an advantage to us as a people, in so far as it permits us to become the teachers of our own people. No better discipline can be given to a people than that which they gain by being their own teachers. They can have no greater opportunity than that of developing within themselves the ideals and the leadership which are to make them not merely in law, but in fact, the masters of their own fortunes.

It is sometimes spoken of as a special hardship that the world looks upon us, because of our color, as a people separate and apart, constituting a special problem in the body-politic. For my part, I can only repeat in regard to this what I have said elsewhere: "I would find no interest in living in any age when there were no weak parts of the human family to be helped, no wrongs to be righted. Men grow strong in proportion as they reach down and help others up. The farther down they reach in assisting and encouraging backward and unpopular races, the greater strength do they gather."

I cannot regard it as a misfortune to be identified with a people that has its place to make in the world. I know my people and believe in them, and am glad to have my share in the great task of building up the race to which I belong. I was never more proud of being a Negro than I am to-day. If I had the privilege of re-entering the world, and the Great Spirit should ask me to choose the people and the race to which I should belong, I would answer: "Make me an American Negro."—Putnam's Monthly for October.

A BUREAU OF GEOGRAPHY.

BY JANE PERRY COOK,
Chicago Normal School.

Within the last few years much use has been made of illustrative material in the teaching of geography. This has led to the collection of books, pictures, lantern slides, specimens of products of different countries, natural or manufactured, and to their arrangement into suitable and convenient form for use in schools. This collection or museum is known as the Bureau of Geography, and is now established in the new building of the Chicago normal school. The Bureau of Geography was organized by forty-four principals of the elementary schools of Chicago May, 1901. Each principal contributed the sum of ten dollars, and many business firms in the city and elsewhere were asked to make contributions of material suitable for geographic illustration. Much of this material was given free of charge, and a part of the money contributed by the principals was used to buy the proper cases in which the exhibits might be safely shipped to different parts of the city.

The principals gave the collection into the keeping of the Board of Education October, 1903.

The work of carrying on the bureau is in the hands of a salaried curator appointed by the school board. It is his duty to send out supplies on the written requisition of the principals of the elementary schools, to verify the contents of the boxes on their return, to collect material, to arrange such material in sets, to select from whatever sources he may suitable descriptive printed matter and pictures to illustrate these sets, and with the approval of the geography department to expend such sums as may be voted by the Board of Education for the maintenance of the bureau.

LIST OF COLLECTIONS.

Food Products of Vegetable Origin.—Wheat (15), corn (12), rice (10), other cereals (6), coconut (5), spices (4), coffee (8), tea (7), cocoa (5), sugar (10).

Food Products of Animal Origin.—Live stock and provisions (3).

Raw Materials of Vegetable Origin.—Cotton (8), flax (7), hemp (2), ramie (1), manila hemp (4), sisal hemp (2), pine needle (2).

Raw Materials of Animal Origin.—Wood (11), silk (10), mohair (3), sponge (3), by-products of the packing houses (3).

Mineral Products.—Gold and silver (7), lead (4), zinc (4), copper (5), asbestos (7), iron (5), coal (5), salt (7), petroleum (5), graphite (4), aluminum (3).

Geographical Collections.—Alaska (5), Hawaii

(4), Philippines (6), Cuba (5), Porto Rico (4), Argentina (4), Egypt (3), Japan (6), New Zealand (3), Haiti (4), Italy (4), India (3), Mexico (5), Spain (2).

Products of the Forest.—Cork (7), wood (9), yellow pine (1).

Products of Manufacture.—Leather (9).

Social Relations.—Transportation (6).

Miscellaneous.—Rubber (7), fruit (3), nuts (3), paper (4), rattan (1), jute (1), asphalt (4), gypsum (4), building stone (4). Numbers in parenthesis show the number of sets available.

CATALOG OF SILK COLLECTION.

Eggs of the silkworm moth on mulberry leaves.
Silkworm ten days old.
Silkworm twenty days old.
Silkworm thirty days old.
Chrysalis of the silkworm.
Silkworm moth.
Cocoon pierced by the escaping moth.
Cocoon as spun by the silkworm.
Cocoon with the floss removed, ready for reeling.
Pierced cocoons useless for reeling.
Cocoons after boiling with soap to remove gum.
Cocoons prepared for combing.
Raw silk.
Frisons: Waste made in reeling.
Frisons after boiling in soap to remove gum.
Frisons ready for combing.
Combed silk.
Roving (fine).
Roving (coarse).
Spun silk (fine).
Spun silk (coarse).
Spun silk (colored).
Silk thread.
Silk floss.
Raw silk from various countries.
Dress goods.
Pile fabrics.
Ribbons.

LITERATURE.

Silk, its origin, culture, and manufacture.
The silkworm and its silk.
A short description of silk and silk manufacture.

PICTURES.

The silkworm moth.
Chinese feeding the silkworm.
The mulberry tree.
Gathering the silk cocoons.
Chinese reeling silk by hand.
Spinning silk in an American factory.

As the index shows, the materials sent out are of three kinds (a) literature descriptive of the products, (b) pictures, and (c) the product itself in various stages of its growth, preparation, or manufacture. The descriptive literature is sometimes obtained from current publications. If it is possible to obtain enough copies of a publication containing a desired article, the pages containing the article are cut from the magazine and bound in manila covers. For this purpose publishers have often furnished a number of copies of a desired publication at greatly reduced rates. If it is impossible to obtain enough material in this way, the article or certain parts of it is typewritten and mimeographed. Sometimes the descriptive matter is

copied from commercial reports and encyclopedias of commerce not available to the average teacher. However obtained, the literature is always placed between covers of manila paper held in place by brass fasteners.

The pictures, which form a very important part of the sets, are variously obtained. They may be either magazine articles mounted on stiff cardboard or they may be taken from the very attractive booklets with which manufacturers advertise their wares. Oftentimes the use of photographic negatives may be obtained from private individuals. Many valuable photographs have thus been obtained for the Chicago Bureau of Geography.

The collection of the material is a work of time and patience. Many firms and individuals are glad to make contributions when the matter is properly presented to them. Sometimes the interest of the Chicago agents for foreign firms has been aroused in the work, and they have been instrumental in obtaining exhibits from their home countries.

MAXIMS FOR TEACHERS.—(I.)

ARRANGED BY A. C. SCAMMELL.

The following suggestions given to the pupils in Ipswich Seminary, where Mary Lyon was teacher sixty years ago, may be helpful to the teachers of to-day:—

Accustom yourselves to such entire control over your feelings that impudence from a pupil will not occasion a ruby cheek.

Adapt the length of your lessons to the capacity of your scholars.

Administer reproof kindly.

Aim to make every lesson interesting.

Always form a definite plan before you commence school.

Avoid having favorites in school.

Avoid such remarks concerning your scholars as could not safely be repeated to them.

Be careful not to have children feel that they are to be paid for doing well.

Be willing to devote your whole time to your school, and to make the best use of it.

Convince children that they have done wrong before you tell them that they have.

Convince the scholars by your conduct that you are their friend.

Cultivate in children a love for truth and honesty.

Deficiency in interest in a class may generally be traced to deficiency of interest in the teacher.

Deserve the confidence of your scholars.

Do not forbid play as a punishment, but rather forbid study.

Do not frequently mention particular faults.

Endeavor to make your scholars punctual to all appointments.

Endeavor to prepare each lesson so that you can make it plain and interesting to every individual.

Execute all your good plans, if possible.

Govern more by kindness than by precept.

Govern the large and small scholars alike.

Have as few conflicts as possible with those under your direction, even if you are sure of victory.

Have general exercises for the whole school daily which will secure the attention of every scholar. By this means you will cultivate social interest.

If a child is fretful, take special pains to save him from irritation, and in some indirect manner commend him for having been pleasant.

If a child is indolent, exercise your ingenuity to occupy him pleasantly in some useful employment, and then commend him for his industry.

If a pupil should be peculiarly deficient, never expose her even to the members of her class, but in recitations propose to her such questions as she can answer.

If you have a dull scholar, endeavor to gain his attention even to some neglect of the others.

HE FUMBLED.

BY DR. W. B. FORBUSH.

You know what that means in baseball. It is a little thing, but it is inexcusable because it means that a player's interest is not awake clear to the ends of his fingers.

One of my friends of sixteen years came to me the other day for help in getting a job. He had just lost his place in a large department store. He was perfectly honest, always polite, and invariably neat in his appearance. But he gave some change once to a customer instead of to the clerk. Nothing was said, but Saturday night he was discharged. He fumbled. The nerves in his fingers were not awake. If he knew the rule, he forgot it. If he did not know it, he did not know his business. It was a small start he had in that store. But it was a beginning.

It would have been money in his pocket and a year for his future if he had minded his small part of the business as well as if he were or expected to be the boss of the whole store.

He knows now.—"Men of To-morrow."

HE DIDD NOT PASS.

he didd not pass ann so he kannot go too the neckst
room with am y joans uno
butt hasstoo stay in the fifth grade wile shee
goze on ahedd a room ware shee will be
a faverit with awl the boys, ann wen he gets up thare
shee will be gone agenn
ann hennry beamus sedd it onley shoze how one fals
stepp leeds up to awl or woze
ann he kann neaver be in hur saim klass
in awl his life becaws he didd not pass.

hee didd not think befor uv'wot it mennt
if he shood fale but now his hedd is bennt
becaws he noze heel haffto sitt awl day in skool an no
that she is gone away foreavurmoar, purhaps heel
haffto look at sum redhedded gurl hoo kame ann
took
the seet she yoostoo have ann it will be only a source uv
hollow mockery
ann while his eyes with bitter tears awl blurr
the sixth grade boys are passen noats to hur.

he looks intoo the bigg geogafee
ware am y rote hur naim on the dedd sea
a year ago ann then he thinks uv how his happiness is
over now ann hennry beamus sedd his broken hart
from loozen her ann bein toarn apart shood be a
sollum lesun too us awl
to doo ovr verry best fore feer we fawl a victim ann
doant pass ann awl ovr yeers
be filled with vane regrets ann bittur tears.

—New York Times.

SAVE THE CHILD.

And all hail to the young teacher who believes that there is nothing in all the world so important as children, nothing so interesting. If you wish to be of any real use in the world, do something for children. We can dress the sore, bandage the wounded, imprison the criminal, heal the sick, and bury the dead; but there is always a chance that we can save a child.—Ohio Educational Monthly.

VENTILATING RURAL SCHOOLS.

BY GEORGE D. CARRINGTON,
Auburn, Neb.

The problem of adequately heating and ventilating our schoolrooms has been a troublesome one. The school buildings which are in use in most of the school districts to-day were built with absolutely no thought or provision for ventilation. By ventilation I mean the supplying of pure air, warmed, to the room, and taking out of the impure air. Anything else is not ventilation; and any system of heating that does not heat the room with an even temperature and furnish a means for such ventilation has no claim for the consideration of any school board.

A school board or superintendent has no right, whatever, to demand or even expect successful teaching on the part of the teacher when conditions and surroundings are decidedly unfavorable to the children's health and comfort. An adult, leaving out of consideration a child, can make little progress in study when his surroundings are such as to cause him physical discomfort. I have visited school after school in the cold weather of winter, both in country and town, in which the oxygen—that life-giving property of the air—was nearly exhausted. This was noticeable by the foul odor, the restlessness, drowsiness, disorder, and flushed faces of the children; and by the nervous tension and fatigue of the teacher, who was straining every effort to do her work well. Good work is impossible under such conditions, and no school officer, superintendent, or patron has any right to expect it. The teacher and children do have the right, however, to expect and demand conditions favorable to health and comfort. The number of ever-increasing cases of tuberculosis and other pulmonary troubles is of great concern to us all. The causes for these diseases can, in so many cases, be traced to the bad state of ventilation in school, home, and office. The number of cases of la grippe, sore throats, colds, etc., among the school children in winter can be reduced to a minimum by maintaining means of adequate heating and ventilating in the schoolroom.

With the common stoves there is no way of heating the rooms evenly. The children sitting close to the stove suffer with the heat and those far away will be too cold. When the windows are opened, or the cold air is allowed to come in through any opening, it (the cold air) being heavier, falls immediately to the floor, striking the children as it comes in, causing sickness as mentioned in such cases as cited above. We must choose between the cold draught and air which has already been impoverished by the over heating, then poisoned by the carbonic acid gas from the

breath, and other impurities from the perspiration, to say nothing of the particles of dust, chalk, and gas from the stove. To expect children to study and learn, grow and develop, mentally and morally, under such conditions is beyond all reason. It is perfectly appalling to contemplate. The children who are the finest flowers of God's creation! It is they who should have the first consideration and all of the advantages of our age of enlightenment. And these conditions are no idle, imagined dreams. They actually exist in thousands of schoolrooms in this country. In fact, a school provided with proper heating and ventilating facilities, and all conditions most favorable to the physical, mental, and moral growth of the child, is an exception.—Bulletin.

DIRECTED HOME READING IN THE ELEMENTARY SCHOOLS.—(I.)

BY GERTRUDE F. GREENE,
Belcher School, Milton, Mass.

[The books with * should be recommended in every grade.]

SIXTH GRADE.
SEPTEMBER.

1. Beric the Briton. Henty.
2. Wood Folks at School. Long.
3. Knights of the Round Table. Frost.
4. * Uncle Remus. Joel Chandler Harris.
5. Two Years Before the Mast. Dana.
6. Church's Story of the Old World.

OCTOBER.

1. Following the Deer. Long.
2. Old Town Folks. H. B. Stowe.
3. * Gulliver's Travels. Dean Swift.
4. * Mrs. Wiggs of the Cabbage Patch. Alice Hegan Rice.
5. A Little Girl of Old New York. Amanda Douglass.
6. The Boys of Templeton. T. B. Reed.
7. * Heroic Ballads. Mary W. Tileston.

NOVEMBER.

1. In the Days of Alfred the Great. Eva March Tappan.
2. The Story Book House. Honor Walsh.
3. Innocent Industries. O. Von Gottschalk.
4. Wild Animals I Have Known. E. T. Seton.
5. Tom Brown's School Days. Hughes.
6. Greek Heroes. Charles Kingsley.
7. A Boy of the First Empire. Brooks.

DECEMBER.

1. Lamb's Tales of Ulysses.
2. The Training of Wild Animals. Frank C. Bostock.
3. A Christmas Boy. Mrs. Molesworth.
4. The First Christmas Tree.
The Coming of the Prince. Eugene Field.
The Mouse and the Moonbeam.
5. Boys' Book of Inventions. Ray Stannard Baker.
6. Wally Wanderoon and His Story-Telling Machine.
J. C. Harris.

JANUARY.

1. Rip Van Winkle. Washington Irving.
2. Young Puritans in King Philip's War. M. P. W. Smith.
3. Lars, A Story of Norway. Bayard Taylor.
4. Norway. John L. Stoddard.
5. Weatherbee's Inning. Barbour.
6. For the Honor of the School. Barbour.
7. Custer's Last Rally. Mrs. Custer.

SEVENTH GRADE.

SEPTEMBER.

1. Being a Boy. Charles Dudley Warner.
2. Rebecca of Sunny Brook Farm. Kate Douglas Wiggin.
3. * The Pathfinder. Cooper.
4. * Captains Courageous. Kipling.
5. Magellan; or, The First Voyage Round the World. George M. Towle.
6. Under Drake's Flag. Henty.

OCTOBER.

1. The Lamplighter. Martha Cummins.
2. Father and Mother. Roy Rolfe Gilson.
3. Their Canoe Trip. Mary P. Wells Smith.
4. Boy Tramps. Oxley.
5. In Freedom's Cause. Henty.
6. Forest Neighbors. William Davenport Hulbert.

NOVEMBER.

1. The Dutch Founding of New York. Thomas A. Zanvier.
2. Her First Appearance. Richard H. Davis.
3. The Deerslayer. J. Fenimore Cooper.
4. Little Journeys to the Homes of Great Musicians. Elbert Hubbard.
5. The Boy Craftsman. Albert M. Hall.
6. The Heroes. Charles Kingsley.
7. Stories of Gorilla Country. Paul du Chaillu.

DECEMBER.

1. A Christmas Carol. Dickens.
2. My Apenji Kingdom. Paul du Chaillu.
3. * Aesop's Fables.
4. Myths that Every Child Should Know. Hamilton W. Mabie.
5. The Making of an American. Jacob Riis.
6. Red Fox. Charles G. D. Roberts.
7. Queechy. Susan Warner.

JANUARY.

1. In the Polar Regions. Dale.
2. Master Skylark. John Bennett.
3. Marjorie Daw. Thomas Bailey Aldrich.
4. Zigzag Journeys in Classical Lands. Hezekiah Butterworth.
5. Last of the Mohicans. Cooper.
6. How to Know Pictures. E. S. Emery.
7. Life of Livingstone (African explorer).

EIGHTH GRADE.

SEPTEMBER.

1. Timothy's Quest. Kate Douglas Wiggin.
2. Aesop's Fables.
3. * How the Other Half Lives. Jacob Riis.
4. Tales from Tennyson. Mollie K. Bellev.
5. Life of Benjamin Franklin.
6. * Emmy Lou. George M. Martin.

OCTOBER.

1. Lamb's Tales from Shakespeare.
2. The Oak Stair Case.
3. History of Mexico. Prescott.
4. The Fair God. Lew Wallace.
5. A Lieutenant Under Washington. Tomlinson.
6. The Bar Sholster. Richard Harding Davis.

NOVEMBER.

1. Fife and Drum at Louisburg. Oxley.
2. Ye Little Salem Maid. Mary P. Wells Smith.
3. Half a Dozen Housekeepers. Kate Douglas Wiggin.
4. The Spy. Cooper.
5. Aunt Jimmie's Will. Mabel Osgood Wright.
6. The Lives of the Presidents (simple).
7. The Succession of Forest Trees. Thoreau.

DECEMBER.

1. The First Christmas. Lew Wallace.
2. A Christmas Carol. Dickens.
3. Pickwick Papers. Dickens.
4. Age of Fable. Bulfinch (revised by E. E. Hale).
5. Christopher Columbus. Washington Irving.
6. Little Dorrit. Dickens.
7. Square Pegs. Mrs. A. D. T. Whitney.

JANUARY.

1. The Fur Seal's Tooth. Kirk Munroe.
2. Their Canoe Trip. M. P. W. Smith.
3. The History of Milton. A. K. Teele.
4. Bracebridge Hall. Washington Irving.
5. The Last Days of Pompeii. Bulwer Lytton.
6. The Call of the Wild. Jack London.

—Milton School Journal.

SHAKESPEARE STUDIES.

BY MARY E. FERRIS-GETTEMY,
Galesburg, Ill.

"MACBETH."—(III.)

CHARACTERIZATION.

FIRST MOVEMENT.

1. In this movement, from first to last, Macbeth is under the spell of the supernatural; he responds to the witches; not satisfied with what they tell him, he asks for more; when they have vanished he says, "Would they had stayed." He sees the air-drawn dagger. He hears the voice cry, "Sleep no more, Macbeth does murder sleep." "Macbeth shall sleep no more." To him the ghost of Banquo appears. Why is this? Is it due to any natural characteristic of heart or mind?

2. Macbeth calls the witches Weird Sisters, they call themselves Weird Sisters, otherwise they are spoken of as witches; can you see any significance in this?

3. Why does he so at once respond to the Weird Sisters? In what lies the secret of their influence over him?

4. Had Macbeth any claim to the Scottish crown? Is the thought of the murder of Duncan new to him?

5. Interpret his speech (aside) beginning "Two truths are told," etc. (Act I., scene 3.)

6. "If chance will have me king, why, chance may crown me, without my stir." What subjective conflict is he having?

7. What obstacles does he see lying in his way to the crown?

"Yet let that be

Which the eye fears, when it is done, to see."

Interpret. Did the time come when he was afraid to think what he had done and did not dare "look on't again"?

8. Why does he hasten to confide the news to Lady Macbeth by letter, instead of waiting to tell her when he was to see her so soon? Do you see any dramatic purpose in it?

9. Does the promise of the crown at all imply the necessity of the murder of the king?

10. What are his arguments against committing the deed; what does he acknowledge to be his only cause?

11. How does he argue with Lady Macbeth?

12. Give the steps in his subjective conflict from his first meeting with the Weird Sisters until Macduff and Lenox enter after the murder? Does he in any way hold the Weird Sisters responsible for what he does?

13. Having performed a laudible deed, why does he yield to this black temptation instead of responding to Duncan's spirit of love and gratitude?

14. In Act II., scene 2, where is Macbeth when he calls "Who's there? What, ho!" Why does he call? Is it before or after he has committed the deed?

15. Would he have committed the deed had it not been for Lady Macbeth?

16. Is his subjective conflict caused by remorse or fear of consequences? If the latter, would you call it conscience?

17. "Wake Duncan with thy knocking! I would thou couldst!" Is Macbeth sincere?

18. In Act II., scenes 2 and 3, compare Macbeth and Lady Macbeth.

19. When Lady Macbeth calls for help, how does Macbeth respond? How do you account for his indifference?

20. Can you see that at the banquet Macbeth calls up the spirit of Banquo both times that it appears?

21. Macbeth once seated upon the throne with but little opposition, why does he not rest?

"There's not a one of them but in his house

I keep a servant fee'd."

Explain. What state of mind does this show?

SECOND MOVEMENT.

1. At the opening of the play, or first movement, which develops guilt, the Weird Sisters meet Macbeth in the day of his "success." He has now all that they promised, he is king, with seemingly but little opposition. Banquo is dead; Fleance has not been heard from; Duncan's sons have exiled

[Continued on page 410.]

MEMORIZING.

WHAT IS THE REAL GOOD?

"What is the real good?"

I asked in musing mood.

Order, said the law court;

Knowledge, said the school;

Truth, said the wise man;

Pleasure, said the fool;

Love, said the maiden;

Beauty, said the page;

Freedom, said the dreamer;

Home, said the sage;

Fame, said the soldier;

Equity, the seer.

Spake my heart full sadly—

"The answer is not here."

Then within my bosom

Softly this I heard—

"Each heart holds the secret—

Kindness is the word."

—John Boyle O'Reilly.

The world is too much with us; late and soon,
Getting and spending, we lay waste our powers;
Little we see in nature that is ours;
We have given our hearts away, a sordid boon!
This sea that bares her bosom to the moon;
The winds that will be howling at all hours,
And are up-gathered now like sleeping flowers;
For this, for everything, we are out of tune;
It moves us not.—Great God! I'd rather be
A Pagan suckled in a creed outworn,
So might I, standing on this pleasant lea,
Have glimpses that would make me less forlorn;
Have sight of Proteus rising from the sea,
Or hear old Triton blow his wreathed horn.

—William Wordsworth.

That best portion of a good man's life,
His little, nameless, unremembered acts
Of kindness and of love.

—Wordsworth.

BE NOT AN IDLER.

Be not an idler in the busy world;

Fill every day with sweetness to the brim;

Keep all thy radiant flags of hope unfurled,

And lift along the way a joyous hymn.

Strive valiantly, since right must vanquish wrong,

But ever rush to battle with a song.

—Margaret Sangster.

Indeed I would, if I were you,

Indeed I would.

I'd have the best that life can give,

If I were you;

And use it hourly while I live,

If I were you.

I'd glean joy from waning years,

I'd cull laughter from my tears,

And a courage build on fears,

If I were you.

—R. W. Norwood.

"Art thou afraid His power shall fail

When comes the evil day,

And can an all-sufficient arm

Grow weary or decay?"

Don't think your lot the worst because

Some griefs your joy assail;

There aren't so very many saws

That never strike a nail.

Our lives are well worth the living

When we lose our small selves in the whole,

And feel the strong surges of being

Throb through us, one heart and one soul.

Eternity bears up each honest endeavor;

The life lost for love is life saved and forever.

—Lucy Larcom.

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WHAT THE SCHOOLS SIGNIFY.—(XI.)

THE PIVOTAL PERIOD.—(IV.)

SIXTH GRADE.—(III.)

(Bear in mind that no attempt is made to establish a body of doctrine but rather to embody suggestions for wide-awake, thoughtful school people to act upon.)

The school in the pivotal period has two main missions, first, to conserve all the fundamental knowledge of processes secured in the earlier years, and second, to make school work so attractive that the boys will prefer to stay in school than to go out into life.

Mark, we say school "work," not school life.

There is no evidence up to date that it is adequate to merely make the school interesting,—that is good as far as it goes, but she is an exceptional being who can compete with the outside world in the race for excitement for boys of eleven, twelve, thirteen, and fourteen.

In the art of making intellectual work attractive she has the advantage. The boy who learns to enjoy intellectual conquests may be drawn away from physical excitement and from the fascination of chance. She has every advantage if she meets the problem as early as the sixth grade. There are four lines of school appeal to the sixth-grader—nature study, geography, history, and industrial work.

Action is the keynote.

Activities in nature and in human nature attract the boy.

The acts of others and of oneself appeal differently to different boys.

That a boy prefers life in the world rather than in school is often due to the fact that he is more in

interested in inconsequential things about him than in nobler deeds in a broader arena. The mission of the school is to widen his interest, to heighten his ideals, to deepen his purpose.

We must always start where the boy is. He must be doing and thinking things himself. A boy of twelve likes to be on stilts, but he must be on them himself. He has no interest in seeing the other fellow on stilts. He had rather wobble round slowly on stilts than to run like a deer on the ground,—that is, when the stilt fever is on.

Everything in school is more or less stilted to him, and he must come to feel that he is doing and thinking on the stilts himself. This is why there should be much work done by the boys and girls at home, by themselves, for school.

The best domestic science work is not done in a school kitchen, with every conceivable aid, but at home, under every disadvantage, but under school direction. A rural teacher, a young woman of the ordinary kind, with a first-class cook book, talking about making muffins for two or three days, then loaning her cook book for every big girl to copy the receipt for the making of muffins, each in her own home, with her mother's stove and with the flour from the home barrel, has an interest in her effort and in her achievement largely unknown to the girl who walks on the teacher's stilts in the school kitchen.

The domestic science teacher who has a sample bed at school for the girls to make up ideally is not doing for them what the teacher does who has her girls make beds and tidy rooms as best they can in their own homes, for her to come and see them just as they are.

I have known a domestic science teacher who had all class work done in real homes, in real kitchens, prevailing upon some woman to surrender a home to her and her class for a week on condition that all the housework in laundry, chamber, kitchen, and dining-room should be done for her for a week by the class. After a little while, there were more homes offered than could be accepted. Interest was not lacking. Achievement was not doubtful.

THE ATLANTIC MONTHLY'S JUBILEE.

The foundation of knowledge must be laid by reading.
—Johnson.

Just fifty years ago this autumntide, and in a period of dire financial stringency that boded ill for any new venture, a new and rather unique magazine came from the press of a Boston publishing house, and was offered for the inspection and estimate of American lovers of literature.

The wits of its promoters had long been exercised to find a fitting title for the new publication, but without avail. At last—and none too soon—a happy thought came to Oliver Wendell Holmes to name it "The Atlantic Monthly," a suggestion that at once met with unanimous favor and relief.

Literary circles in Boston had for some time been meditating a magazine that should enshrine New England thought and culture; and that especially because New York and Philadelphia had already moved along similar lines, and with every

promise of success. True, Emerson and his able aids had founded *The Dial* in 1840, but it was overloaded with transcendentalism, and sank exhausted under its burden. Then, three years later, Robert Carter and Lowell established *The Pioneer*, to which, among others, Edgar Allan Poe and Nathaniel Hawthorne were contributors; but it also perished by the way.

Subsequently the thought of a publication that should live and thrive came to Francis Henry Underwood, an editor of manuscripts in the publishing house of Phillips, Sampson & Co. A man of fine literary acumen and aspirations, he thought out the project, counseled with the circle of literati in Cambridge, where his home was; and at last, probably more than any one man, he was instrumental in making the new magazine a reality.

James Russell Lowell was its first editor-in-chief, and so far as its literary character was concerned the new *Monthly* was in good hands. His aim was high. It must be "scholarly and gentlemanlike,"—features which it has never lost in the half-century of its publication. Lowell was importuned to "popularize" it, but this suggestion he never welcomed. Nor through subsequent editorial management—of Fields, or Howells, or Aldrich, or Scudder, or Perry—has any clamor for popularization been heeded. It was intended to be largely a monthly clearing house for the finest and freest literary opinion; and it holds to that intention to the present. While many other magazines have made several alterations in their form, the *Atlantic* has had the minimum of change. And in this age of illustrated articles, when it almost seems that more attention is given to pictures than to text, the *Atlantic* has declined the use of pictorial embellishment.

Looking back to its earlier issues, the reader of to-day is surprised to find that its articles both in prose and poem had no hint of their author's name. Its first issue, for example, has contributions—so we have since learned—from Emerson, Longfellow, Whittier, Lowell, Holmes, and Mrs. Stowe, but no names accompany the articles. And this was intentional, as it was the text, and not the name of its author that was to carry weight with the reader. However, this plan gave rise to so much grotesque guessing and such confusion as to authorship that it was afterwards altered, and the author's name appended to his or her article.

It was thought at first by some of its critics,—for these clansmen are always with us,—that it was too harsh with its would-be contributors, and returned more manuscripts than charity would dictate. But its literary aim was high. It wished the best, and could fill its columns with the best. How Lowell, for example, did use the editorial sieve! In a letter to Emerson, he wrote: "Out of 297 manuscripts only at most six are accepted." This may seem an extravagant case of winnowing, but it saved the *Atlantic* from much literary chaff, while it preserved for it much literary grain. And it is grain, not chaff, that is transformed into nourishing bread.

It is absolutely impossible to look over the files of the *Atlantic* for half a century and commend

everything that is commendable. But what a literary treasure-house it has become in these fifty years! On one page Agassiz is telling us all about "Glaciers"; on another Bryant is telling us about "The Planting of the Apple Tree." Here Browning is reciting for us his "Prospice," while there Longfellow is charming us with "The Children's Hour." Mrs. Stowe finds ample room in its columns for "The Minister's Wooing," and "Charles Egbert Craddock" (Miss Murfree) for "The Prophet of the Great Smoky Mountain." Aldrich leads us on guessing about "Marjorie Daw," while Holmes acts out for us "The Autocrat," or "The Professor," or "The Poet of the Breakfast-Table." Burroughs takes us out into the open to spend a morning "With the Birds," and Mark Twain pilots us through "Old Times on the Mississippi." Hale tells us about "The Man Without a Country," and Julia Ward Howe stirs our patriotic pulse by her "Battle Hymn of the Republic." But, as with the author of the *Book of Hebrews*, time fails us to recount all the estimable people who have served us through the pages of the *Atlantic*, by fostering within us patriotic, ethical, religious, as well as purely literary inspirations.

The *Atlantic* has passed through the hands of several publishers. Phillips, Sampson & Co., were its first sponsors. Upon the dissolution of that firm, it was passed over to Fields, Osgood & Co., and afterwards to J. R. Osgood & Co. But in 1873 it came into the possession of Houghton, Mifflin & Co., and has remained there ever since. Mr. Houghton of this firm was, in 1857, the printer to whom the promoters of the *Atlantic* turned to set up the first issue. From being its printer at first, he became subsequently one of its possessors. And the magazine has been a good asset to all its owners. To its present owners we present our hearty felicitations on the *Atlantic's* having rounded out its full fifty years.

HOW LONG, O YE COLLEGES, HOW LONG!

One of the notable signs of the new century is the winter school for farmers now open in most of the state agricultural colleges, and it is eminently useful. They usually run at least four sections, for dairying, raising crops, horticulture, and live stock. The good accomplished is beyond expression. Thousands of intelligent, progressive men come in from the farm and spend six weeks or more in a college atmosphere. They have the use of the libraries and laboratories. They learn in that time very much that tends to put them in a class by themselves in that in which they would like to be specialists. But in addition, they have a comradeship with studious persons which gives them something to think of and talk about for months to come, and they read thereafter as they have never read before. It gives life to life. The advantage of such provision is inestimable and inexpressible. But why should not every collegiate institution make provision for persons who have never been "prepared" for college, or who cannot come to college by day? There are twice as many persons who would like to study in Harvard,

Columbia, and other universities as there are enrolled. The thirst for the Y. M. C. A. evening collegiate courses proves this. The equipment of the university is vastly better than the Y. M. C. A. can offer, and it is little short of criminal for these institutions to make no provision for the hungering masses.

There is nothing more inexcusable in American life to-day than the assumption that colleges and universities are only for lads who know nothing of life, who have done nothing in life but to "get ready" for college, who go to college as a continuation of their preparatory work, and who go to college largely because it is the thing to do for those who are in "their social class."

A greater service could be rendered those who do not learn how much they need college until they try to get along in life without it. Food is infinitely more appreciated by a hungry man than by one who is surfeited, as so many college young men are. How long, O ye college authorities, will you refuse to listen to the cry of the multitude!

A TRUE INCIDENT.

An Ohio teacher had a girl pupil that was filthy. She repeatedly told the child to tell her mother that she must be bathed—washed clean all over.

As no notice was taken of it, she sent the girl home one day to tell her mother she couldn't come to school again until she had been washed.

Back came the irate mother with the child.

"What's this ye say?"

"Your child must be clean before she comes to school."

"Who says she ain't clean?"

"I say she is dirty and filthy."

"How do you know it?"

"I smell it."

"My girl comes to school to larnt, not to be smelt."

Nevertheless the teacher insisted and persisted until she succeeded.

KINSHIP OF MANAGERS AND TEACHERS.

"It is very undesirable that any manager should be a near relative of a teacher or other officer in any school under his management. Divisional members are requested to take steps to prevent such cases occurring." This is a quotation from an official utterance of the London Board of Education. It is not easy for the ordinary American to think of England as doing anything in a public education way better than we do it, and yet in many things they are far ahead of us.

Hon. Francis G. Blair, state superintendent of public instruction, of Illinois was superintendent of the training department of the Eastern Illinois state normal school at Charleston at the time of his election as state superintendent. He is a native Illinoisan, having been born at Nashville forty-two years ago. He is a graduate of the Illinois State Normal University and of Swarthmore College, Pennsylvania. Mr. Blair's first notable appointment after teaching in the country

schools was as principal of a school at Buffalo, New York. Later he was appointed to a fellowship in Columbia University.

Twenty-one German universities have issued 3,131 scholastic doctors' degrees—not including medical—this year, on an average of 150. American universities are exceedingly conservative from that standpoint. One of the German universities made 470 doctors.

"Save the forests" should go up as an appeal from every school in the land. The forests should be saved for the next generation. At the present rate of destruction there will be none for them.

Corn crop is \$1,100,000,000; cotton, \$640,000,000; hay, \$600,000,000; wheat, \$450,000,000; oats, \$300,000,000; potatoes, \$150,000,000; even sugar beets reach \$34,000,000.

In twenty-five years Massachusetts has increased in wealth 90 per cent., and in educational expenditure 230 per cent., or two and a half times as fast as the gain in wealth.

Three educational Monroes: Will S. of Westfield, James Phinney of Boston, and Paul of Columbia University. They all do things and write things.

Many more Americans than Englishmen speak English, and we are fast making it the "American language," says a prominent English writer.

The state of Washington employs 1,297 men teachers and 4,480 women teachers; 27 per cent. men. Next!

There is something lacking in the teacher who does not know that the reaping is determined by the sowing.

The term "rural" officially applies to all townships with less than 8,000 population.

Language lessons have no better pastures for foraging than in school gardens.

A trifle more than one-fifth of the American people are enrolled in the schools.

Michigan was the great original and pioneer in agricultural teaching.

Contentment is impossible as long as the impossible is one's ambition.

No live teacher will long tolerate either petrified or putrefied methods.

Commend most highly the common deed of the common day.

Mt. McKinley, 20,464 feet, highest American mountain.

There are 256,826 schoolhouses in the United States.

Teaching is nourishing hope.

THE WEEK IN REVIEW.

THE TWO-CENT FARE LAWS.

Those railway officials who have been contending, in the courts and out of them, that compulsory two-cent-fare laws are no better than confiscation, will be considerably embarrassed by the statistics of Ohio railways which have just been published. Ohio was one of the first states to make the two-cent enactment, and the law went into effect there March 10, 1906. For the year ending June 30, 1907, the net increase in passenger earnings on the railways of Ohio over the preceding twelve months amounted to \$1,387,927. There were only ten small roads which showed a falling off, and these are roads which make a specialty of freight business. It would appear that the cutting off of free transportation and the doing away with special excursion rates have more than made good the enforced reduction in regular fares.

THE LAKES-TO-THE-GULF SCHEME.

The President's trip down the Mississippi and his attendance at the Deep Waterways convention at Memphis have served to direct national attention to the Great-Lakes-to-the-Gulf scheme, in which the interests of the middle West are so vitally concerned. The scheme involves enormous expense and great engineering difficulties; but if it were accomplished, it would give cheap freight rates to the West and Northwest, by permitting the direct shipment of their products by water to the Gulf and thence to foreign ports. The project contemplates a fourteen-foot channel from Chicago to the Gulf of Mexico, a nine-foot channel up the Ohio to Pittsburg, a six-foot channel up the Mississippi to Minneapolis, and a six-foot channel up the Missouri to Sioux City. It is a tremendous scheme,—with millions in it; and also the certainty of taking many millions out of the national treasury.

AN ARMY AIRSHIP.

Not only military men, but those fashionable folk who are already finding the motor-car too slow, and are longingly contemplating the possibility of the navigation of the air, will be interested in the remarkable success of the new British army airship, somewhat confidently named "Nulli Secundus." On its experimental flight the airship traveled to London from a point thirty-two miles distant, sailed around the dome of St. Paul's, circled about a number of government buildings in the West End, crossed the river to Surrey, and finally descended on the grounds of the Crystal Palace. It proved to be easily dirigible, and traveled at a speed of about fifteen miles an hour. The chief difficulty is in making headway against an adverse wind. The airship is a sausage-shaped affair, about 100 feet long by thirty feet in diameter, and it has a lifting capacity of about one ton.

COMPULSORY ARBITRATION.

The arbitration committee of the Peace Conference at The Hague has decided in favor of the principle of obligatory arbitration by the somewhat surprising vote of thirty to eight,—five countries

abstaining from voting, and two being absent when the vote was taken. Germany, Austria-Hungary, Roumania, China, and Belgium are among the countries which voted in the negative. It would appear from the speech made by the head of the German delegation that Germany is not opposed to obligatory arbitration, but is opposed to including all nations in the proposed treaty. It is proposed that juridical and not political questions shall be included in the proposed treaty, but juridical questions may easily become political.

ENGLAND AND JAPAN.

There has always been a considerable body of English sentiment which has regarded with disfavor the alliance with Japan, partly because it is an arrangement which implies more obligation than benefit. The anti-Asiatic demonstrations in Canada, and the pronounced hostility to Asiatic immigration in Australia and the Transvaal naturally strengthen this sentiment. Another circumstance, tending in the same direction, is the treaty just concluded between England and Russia regarding Asiatic questions. The only possible gain to England from the alliance with Japan was a certain degree of assurance against Russian aggressions. But under the new treaty, Russia abandons all the designs which are threatening to British peace of mind; and there is left no clear quid pro quo for the responsibilities entailed on England by the alliance with Japan. The Japanese treaty, however, stands until 1915.

LORDS AND COMMONS AGAIN

It is clear, from the tone of Liberal speeches in England since the recess of Parliament, that there is to be no abandonment of the war against the House of Lords. The premier, Sir Henry Campbell Bannerman, is particularly uncompromising. In a recent address before a great gathering of Scottish Liberals, he reviewed the measures which had been rejected by the Lords, charged that body with arrogance and highhandedness, and said that he hoped to see them in sackcloth and ashes before another session had gone by. He announced the intention of the government to send certain bills back again to the Lords after their passage, pro forma, by the Commons, and expressed his belief that on the main issue the government must ultimately go to the country, and that it would not appeal in vain. These are not the accents of compromise.

A LONG SQUABBLE ENDED.

It is announced from Vienna that the Ausgleich, or financial arrangement, between Austria and Hungary has at last been perfected. This is the question which for several years has been the occasion of angry contention, and which seemed at one time likely to be the cause of the disruption of the dual monarchy. The surprising growth of Hungary, in prosperity and in national spirit, since the previous agreement expired, made its renewal without material modifications impossible. The

SHAKESPEARE STUDIES.

[Continued from page 405.]

themselves; but Macduff, the powerful Thane of Fife, refuses to respond to his bidding, at least Macbeth hears so; his peace of mind is disturbed; he resolves to consult the Weird Sisters, and the second movement, retribution, begins.

Evidently the first meeting with these creatures of darkness is objective, that is, it comes to him from without, he does not consciously will it; although he has that within which responds to their call; the second is subjective; the thought originates in his mind, the interview is of his own seeking. Why?

2. How does Macbeth know where to find the Weird Sisters?

3. He visits them in their cavern, when the interview closes they vanish, he says, "Where have they gone?" Evidently hearing some one, he calls: "Come in, without there!" and Lenox enters; he is sure Lenox must have seen them as they passed, but, "No indeed, my Lord." Where was Macbeth?

4. What point in his mental career has Macbeth reached when he can say:—

"I am in blood

Stepp'd in so far, that should I wade no more,
Returning were as tedious as go o'er."

5. In this final interview, what are the two prophecies which finally

"By the strength of their illusion
... draw him on to his confusion."

6. When the prophecies of the Weird Sisters accord with Macbeth's desires, what is his attitude toward them? When contrary to his desires, what does he do?

7. Compare the two interviews. What does the first predict? What the second?

8. When and why does he discard the Weird Sisters altogether? Has he made his own witch-world?

9. After the final interview he hears no more voices, he sees no ghosts, the supernatural world seems to have lost its hold upon him. Why?

10. After the interview, what did he do?

11. Compare his attitude toward Lady Macbeth in the second movement with that in the first. How is he affected by her death?

12. Why does he murder Lady Macduff and her children? Does he give a reason?

13. At what point in his career does he resolve to murder them?

14. Is the rebellion against him a natural outcome of his course of conduct? From an ethical standpoint show how it must follow.

15. In what does he put confidence at last?

16. Why does the news of the queen's death come in conjunction with the news of the approaching army?

17. How is he affected by the news that "Birnam wood now is moving"?

18. What does he mean by "they have tied me to a stake"? Who has tied him?

19. Does he fear Macduff?

20. Does Macbeth reach a point where he defies

retribution? What is the spiritual condition of a man who reaches this point?

21. Is there any ethical reason why Macbeth should come to his death at the hands of Macduff?

22. Show in Macbeth's case how "the deed returns upon the doer," and the law of tragedy is fulfilled.

GENERAL QUESTIONS.

1. Trace Macbeth's career and his subjective conflicts through the first movement and through the second and compare.

2. Is he suspected of the murder of Duncan? If you think so, give your proof.

3. Is he suspected of the murder of Banquo?

4. He is willing to use the murderers for his own purposes; at the same time in what catalog does he class them?

5. Make a list of the murders committed by Macbeth which take place in the presence of the audience. Why are not Duncan and the grooms murdered on the stage?

6. He "murders sleep"—Is he guilty of any other "subjective" murders?

7. What was Macbeth's philosophy of life and death? References: Act I., scene 7; Act II., scene 3; Act III., scene 2; Act V., scenes 3 and 5.

8. What is the lesson of Macbeth's life and death?

9. Which shows the greater affection the one for the other, Macbeth or Lady Macbeth?

10. Make a list of the times Macbeth uses the word fear or alludes to fear in the play.

11. How many times does he use the word blood or bloody?

12. How many times used by Lady Macbeth? How many by others?

BREAKER BOYS IN PENNSYLVANIA.

BY OWEN R. LOVEJOY.

In nearly all these mining centres evening schools are established for the breaker-boys. These, from the educational standpoint, are a farce, for not only are the boys too weary in body and mind to profit by classroom work after a day in the breaker, but the books and equipment are too poor and the courses too meagre to be of interest. Year after year they will receive the same tattered old books, cast off by the day school as unfit for further use, and the attendance drops near the vanishing point before the winter is ended. School boards complain that they have not funds to maintain proper night schools. This is doubtless true—but not from lack of local wealth. Here is a section of American territory which, with the exception of a few of our largest cities, has more wealth to the area than any other part of the country. One township has thirteen large collieries, one of which was valued by its owner on the witness stand at \$10,000,000. Yet the total tax valuation of this township is but \$985,000. If the heroic efforts of the school authorities fail to make their pitifully small budget cover the necessary expenses, the "Tax-Payers' Association," composed of the owners of these thirteen coal properties, hushes local

criticism, and even earns a reputation for philanthropy, by contributing to the school board the amount of the deficit. Equally unfair valuations were discovered in many parts of the coal region.

Naturally the evening schools suffer most from this system. They are poorly equipped, the teachers are underpaid and overworked, and the books used for the boys in the evening schools are an insult to American youth. The evening schools, as maintained, are a cheap and shabby extravagance. Better facilities are needed, both in these and in the day schools. Children in one township, with schools especially directed, travel nine miles to attend the high school, and in the graduating class is one ex-breaker boy, who, having lost one leg in the

breaker, has ceased to yield any return to those who would employ him.

The anthracite region could well afford to pension every breaker-boy from Forest City to Shamokin to the extent of giving him a first-class school course until he is sixteen years old. To-day he is looked upon as of a special class, to be neglected or patronized. In the cities of the region one will hear the wildest tales of the savagery of the breaker-boys, and there are old residents in Wilkesbarre and Hazleton who absurdly consider it unsafe for a stranger to visit a miners' patch unprotected. As everywhere else in America, local ignorance and prejudice are the chief bars to progress.—Woman's Home Companion.

Every pupil on entering school or college is met by the *genius loci*, and this has more influence in moulding his character than the formal work.—Noah Porter.

PESSIMIST.

Since they were reprinted the other day, everybody has been repeating the lines:—

“Twixt pessimist and optimist
The difference is droll;
The optimist the doughnut sees—
The pessimist the hole.”

Yesterday the lines came back from Providence, amended in all probability by some Brown University man:—

“Twixt pessimist and optimist
Wide seas of difference roll;
But both alike the truth have missed,
Unless they see the whole.”

Pretty well done since the final line, which, of course, should read:—

“They doughnut see the whole.”

It remains, however, for a Boston bard—true disciple of the renowned Omar—to put the final touch to these variations. His version runs as follows:—

“The pessimistic optimist
Who sees the storm-clouds roll,
The thunder-heads by sunshine kissed—
He, only, sees the whole.”

—Transcript.

SCHOOLS OF NEW MEXICO

TERRITORY'S GRATIFYING PROGRESS IN EDUCATIONAL LINES SHOWN IN GOVERNMENT REPORT.
BY WALTER J. BALLARD.

New Mexico makes a good showing in the matter of public schools considering the difficulty she experiences, in common with Arizona, in getting the Mexican parents to compel the attendance of their children at school.

Following is New Mexico's school status, according to the latest published report (1905) of Dr. Elmer Ellsworth Brown, United States commissioner of education:—

Estimated total population.....	212 825
Estimated population of school age (5 to 18 years).....	65.167
School enrollment.....	37.670
Per cent. of adult illiterate males:	
Native white.....	23.6
Foreign white.....	30.9
Negroes.....	16.3
Age for free attendance at public schools.....	5 to 21
Age for compulsory attendance.....	7 to 14

School census:

Boys	36,602	
Girls	33,317	
		69,919
Total enrollment in public and private schools..		41,821
Boys enrolled in public schools.....		20,901
Girls enrolled in public schools.....		16,769
Pupils enrolled in private schools.....		4,151
Per cent. of total population enrollment.....		17.79
Average daily attendance.....		25,705
Male teachers in public schools.....		406
Female teachers in public schools.....		4.2
Total number of public school teachers.....		828
Average monthly salary of teachers.....		\$54.23
Number of buildings used as public schoolhouses		697
Estimated value of all public school property, \$800,777		
Total school revenue.....		\$367,641
Total school expenditure.....		\$362,225

THE ORIGINAL GRAFT.

The first use of the word “graft” in New York occurred two hundred and fifty years ago. A small stream that led from a swamp through what is now Broad street was made into a ditch with the sides planked to form what is known in Holland as a “graft” or a canal. Three laborers were employed on this job by the burgomasters, and a committee of five was appointed to supervise their operations and see that they gave full value for their pay. The completed graft was turned over to the under sheriff with these orders:—

“He is ordered to take good care and superintendence of the newly constructed graft and also that the boats, canoes, and skiffs be authorized to operate therein.”

F. B., Idaho: The Journal of Education is helpful, instructive, and inspiring. I have never seen its equal.

E. F. P., Texas: I certainly do enjoy the Journal of Education.

J. F., Iowa: I could not do without the Journal of Education.

A. J. C., New York: Every wide-awake teacher who wants to be up with the times should have your Journal.

BOOK TABLE.

THE CHILDREN'S HOUR. By Eva March Tappan. Ten volumes: "Folk Stories and Fables," "Myths from Many Lands," "Stories from the Classics," "Legendary Heroes," "Seven Old Favorites," "Old Fashioned Stories," "Out-of-Door Book," "Adventures and Achievements," "Poems and Rhymes," "Modern Stories." Boston: Houghton, Mifflin & Co.

This set of books is of surpassing merit and comes at a time when it is greatly needed. Many books for children have been written; some of them good, some harmful, and many which are neither good nor harmful, but of which little else can be said. Many stories which children ought to read are practically inaccessible. That good literature exists which children can and ought to read, is undeniably true; but to make a list of such books is quite a difficult matter, and to secure copies of them still more so. An excellent authority on the subject of stories for children submits a list of books, from which those who are interested may make selections. Her list, which is not a long one, includes books from many different publishers, and the aggregate cost of the volumes recommended amounts to many times the sum which any one but a specialist would care to invest. In other words, the average parent does not know what are the best books and has no means of knowing, and does not possess the facilities for collecting them, and, moreover, would be likely to find the process so expensive as to cause the effort to be abandoned. The work of selection has been done under the direction of Miss Eva March Tappan, who is well known as a writer of stories for children and as an author possessing exceptional ability and fitness for a work of this kind. Her selections have been made with the co-operation of other experts under the direction of the publishers. The aim has been to construct a set of books for children in which the parents may have a feeling of confidence that the literature here provided is that which every child really ought to have. "The Children's Hour" takes its name from the beautiful poem of Longfellow's, beginning:—

"Between the dark and the daylight,
When the night is beginning to lower,
Comes a pause in the day's occupations,
That is known as the children's hour."

YOUTH, ITS EDUCATION, REGIMEN, AND HYGIENE. By G. Stanley Hall, Ph. D., LL. D. New York: D. Appleton & Co. Cloth. 380 pp. Price, \$1.50.

This book presents in brief and popular form the conclusions and vital features of Dr. Hall's two massive and majestic volumes on "Adolescence," the selecting and adapting having been done by the advice and assistance of C. L. Kendall of Indianapolis. This brings these great studies of Dr. Hall within the reach of every student and teacher. One does not need to agree with his conclusions or to reverence his methods of investigation to rejoice in the fact that he has made these studies available to all thoughtful teachers, and we urge most earnestly that they be universally read. If there be those who cannot enjoy the reading of these pages, so much the worse for the profession. All honor to those who can and will read them. Never has Dr. Hall done the cause a greater service than in bringing these great studies within the comprehension of all teachers. This is a book the reading of which reading circles should promote vigorously.

SCHOOL AND FESTIVAL SONGS. By John B. Shirley, supervisor of music, Upper Troy, N. Y. New York: American Book Company. Cloth. 8vo. 64 pp. Price, 25 cents.

This little book contains a collection of songs suitable for school use, so arranged as to be well adapted for children's choruses. The words are simple, and the melodies well marked. The subjects are such as will appeal to the young pupil. Besides patriotic songs, and songs for special occasions such as Christmas, the contents include such titles as "September," "Autumn Lullaby," "Rain and Sunshine," "Fairy Tales," "Good Morning," and "Spring Time." The order of arrangement is appropriate to the seasons, commencing with the fall.

AFIELD WITH THE SEASONS. By James Buckham. New York: Thomas Y. Crowell & Co. With illustrations from photographs. Price, \$1.25, net.

Mr. Buckham has given us a delightful book with

somewhat of the glow and delicate sentiment of John Burroughs. It is a thoroughly fresh impression of nature in all her varying moods, written with the calm sincerity of one who is an old-time confidant and friend of that fickle mistress. Take this characteristic bit: "Truly, Neighbor Nature is but half-loved by us as yet. We have only a calling acquaintance with her, an intimacy of certain parlor days and seasons. We have not achieved that perfect friendship which thinks nothing of running into Nature's kitchen while she is up to her elbows in the wash-tub, or making the walls steam with her scrubbing-brush. Now and then, but only now and then, Nature has a friendly neighbor, of whom she makes much, and to whom she tells her most intimate secrets. But most of us she puts off with what we deserve—a little of the formal talk of her parlor."

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SONGS OF THE CHILD WORLD, NO. 2. By Mrs. Alice C. D. Riley and Mrs. Jessie L. Gaynor. Cincinnati: John Church Company. Cloth (7½ x 10½).

Mrs. Riley has written the words and Mrs. Gaynor the music for all of these songs, in which words and music blend delightfully. Some of the scores of songs will hint at the variety of personification, as in the case of "Mr. Wind and Madam Rain," "Mr. and Mrs. Sparrow," "Piggie Wig and Piggie Wee," "The Sweet Pea Ladies," "Why Mr. Gobbler Changed His Tune"; varieties in games and amusements in action, as in the case of "The Top," "The Stepping Stones," "The Swing," "A Set of Games," "Prison Game," "Salute the Flag," "Feather Game," and "Valentines"; varieties of nature attractions, as in the case of "Moon Phases," "Autumn," "Buttercups," "Cat-tails," "Daisies," "The Morning-Glory Bells," "Milkweed Seeds," "Poppies," "Water Lilies," "The Bobolink," "The Crow," "The Frog," "The Night Moth," "The Lady Bug," "The Pigeon," and "The Woodpecker." In their two books, Nos. 1 and 2, there is more that is wholly new in words and music for little people, more that they like, more that their teachers like to have them like, than has been written by all other makers of verse and music in many a day. These books have been in use for three years, but we call attention to them once more in the desire to help to make their use universal.

BOOKS RECEIVED.

Pioneers in Education Series: "Jean Frederic Herbart."—Horace Mann.—"Jean Jacques Rousseau."—Herbert Spencer.—"Johann Heinrich Pestalozzi." By Gabriel Compayre. Price, 90 cents each. New York: T. Y. Crowell & Co.
"A First Latin Book." By William Gardner Hale. Price, \$1.00. Chicago: Atkinson, Mentzer & Grover.
"Pleasures of Literature." By Robert Aris Willmott. G. P. Putnam's Sons.
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By Paul Monroe, Ph. D., Professor of Education in Teachers College, Columbia University. 12vo. Cloth. xviii+409 pages. \$1.25 net.

A condensation of Professor Monroe's "Text-Book in the History of Education." The abbreviation has been made in answer to the demands of normal schools and teachers' training classes which have not the time to devote to the study of the larger text. Nevertheless, it treats of all the general periods, and most of the topics discussed in the larger text.

METHODS IN TEACHING

Being the Stockton Methods in Elementary Schools. By Rosa V. Winterburn, Including a Chapter on Nature Study by Edward Hughes. Cloth. xxii+355 pages. Index, 12mo. \$1.25 net.

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CLASSROOM MANAGEMENT: ITS PRINCIPLES AND TECHNIQUE

By William Chandler Bagley, Superintendent of the Training Department, State Normal School, Oswego, New York. 12mo. Cloth. xvii+352 pages. \$1.25 net.

This book considers the problems that are involved in the massing of children together for purposes of instruction and training. It aims to discover how the unit-group of the school system, the class, can be most effectively handled. In addition to the topics commonly considered under school management, several new subjects, such as the Batavia System of Class-Individual Instruction, are treated.

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EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

- October 17, 18, 19: University Convocation of State of New York, Albany.
- October 17-19: Vermont State Teachers' Association, Burlington, Vt.
- October 17-19: Northwestern Iowa Teachers' Association, Cedar Rapids, Iowa.
- October 18: Massachusetts Superintendents' Association, city hall, Worcester, Frank M. Marsh, secretary, Fairhaven.
- October 17, 18, 19: Rhode Island Inst. of Instruction, Infantry Hall, Providence, R. I.
- October 18: Connecticut State Teachers' Association, Hartford and New Haven.
- October 18-19: New Hampshire State Teachers' Association, Concord.
- October 24-25-26: Maine State Teachers' Association, Bangor.
- October 25: Middlesex County Association, Tremont Temple, Boston. Superintendent U. G. Wheeler, Everett, president.
- October 25: Franklin County Teachers' Association, Turners Falls, Mass., Frank P. Davison, chairman executive committee.
- November 1: Norfolk County (Mass.) Teachers' Association, Boston.
- November 1: Essex County (Mass.) Teachers' Association, Peabody.
- November 1: Hampshire County (Mass.) Teachers' Association, Northampton.
- November 7-9: Wisconsin State Teachers' Association, Milwaukee.
- November 8: Berkshire County Teachers' Association, Pittsfield, Mass.
- November 8: New England Association of School Superintendents, in Latin School Hall, Warren avenue, Boston.
- December 26, 27, 28: Montana State Teachers' Association, Missoula.
- December 26, 27, 28: New Jersey State Teachers' Association, Atlantic City.
- December 31-January 1, 2, 3, 1908: Iowa State Teachers' Association, Des Moines, F. E. Lark, president, Onawa; Frederick E. Bolton, chairman of executive committee, Iowa City.
- December 31-January 1, 2, 3, 1908: Colorado State Teachers' Association.
- January 1-3, 1908: Minnesota Educational Association, St. Paul.

NEW ENGLAND STATES.

MASSACHUSETTS.

NORTHAMPTON. The next annual meeting of the Hampshire County Teachers' Association will be held in Northampton on Friday, November 1.

PITTSFIELD. The Berkshire County Association will meet here on November 8. Among the chief attractions will be a joint lecture by Mrs. Jessie L. Gaynor of St. Joseph, Missouri, and Mrs. Alice C. D. Riley of Evanston, Illinois.

ESSEX COUNTY. The County Association will meet in Peabody November 1 with the most captivating program in its history: Hon. Elmer Ellsworth Brown, United States commissioner of education, Mrs. Jessie L. Gaynor of St. Joseph, Missouri; Mrs. Alice C. D. Riley, Evanston, Illinois; James L. Hughes of Toronto, and Alfred S. Roe of Worcester.

NORFOLK COUNTY. The county association is to have a strong program for its meeting in November. Among the speakers will be United States Commissioner of Education Elmer Ellsworth Brown of Washington; James L. Hughes of Toronto, and Alfred S. Roe of Worcester.

SALEM. The normal school is doing many things of exceptional interest under the leadership of J. Asbury Pitman. It has an entering class of ninety-eight. The class for college graduates has six entering this year and the department is sure to be prosperous. There are several new members of the faculty, all both college and normal school graduates with successful experience. Professor Moore is to have a year's leave of absence for post-graduate work at Harvard. In illustration of this we note the following new teachers: Louise C. Wellman, Radcliffe and New Hampshire normal school; S. W. Cushing, Harvard, Brown, and Bridgewater normal; Harriet El. Peet, one of the best teachers with Florence Holbrook at Forestville school, Chicago, Radcliffe, and School of Education, Chicago University; Charles E. Newell, Normal Art school, Boston. But most important of all is the proposed introduction of a normal commercial course, the most elaborate of any normal course in the country. The whole movement for the highest training of the teachers is one of the notable advances in the Massachusetts normal schools.

CONNECTICUT.

UNION. A teachers' meeting will be held in the town hall at Union on Saturday, October 19, at 10 a. m. The subject will be "Reading, Course of Study, Average Attendance, and Registers." The speaker will be Secretary Charles D. Hine of the state board of education.

STAFFORD. Miss Josephine Newell, who for the past ten years has had charge of the intermediate department of the West Stafford public school has resigned to teach in Chicago.

NEWTOWN. At the high school Curtis E. Cook is principal, assisted by Miss Ruth C. Snow and Miss Marguerite G. Lawton.

STONINGTON. Owing to the increase of pupils at the borough schools the committee has engaged Miss Alice Miller of Middletown to assist in the third and fourth grades and Miss Sally Leahy to assist in grade one.

NEW BRITAIN. The teachers' club held its annual meeting recently and elected the following officers and directors: President, W. C. Akers, principal of the high school; vice-

president, Miss Sarah A. Townson of the grammar school; secretary, Professor Herbert N. Loomis of the normal school; treasurer, Professor Kenneth L. Morse of the high school; directors, Miss Margaret C. Lee of the high school; Miss Bloomer of the grammar school; Miss Silliman of the Model school; Miss Christine North of the Lincoln; Miss Agnes D. Parsons of the Monroe; Miss Kendall of the Burritt; Principal Wilson of the East; Miss Edith Hurlbut of the Northend; Miss Bertha Bancroft of the Smith; Miss Bertha L. Sheldon of the Rockwell; Miss Margaret C. McMahon of the Bartlett; Miss Jane Darlington of the normal school. The directors arrange for the season's program. There is \$38 in the treasury.

CENTRAL STATES.

IOWA.

CHARLES CITY has very much improved its manual training equipment, and the superintendent is satisfied that many boys will be held in school that otherwise would be enticed to go out to earn money with a much weaker education than they will now get. The high school, under direction of Miss Wilson, is most prosperous.

NORA SPRINGS. Since the board of education purchased the academy building and placed Professor Edward Balm as superintendent of schools and principal of the academy, the educational advance has been very gratifying to all the patrons of both schools. With efficient teachers in the grades the system is good throughout and Nora Springs is to be congratulated educationally.

MASON CITY. Superintendent W. A. Brandenburg is one of the comfortable, efficient, and very active superintendents of Iowa. Teachers who come into his corps if nervous, irritable, or cranky soon change in harmony with the spirit of good cheer which is a characteristic in all the schools.

"ROUGH ON MRS. WIGGIN."

Kate Douglas Wiggin, author of "Rebecca," was giving a reading from her works at Chautauqua. After the reading was over an old man approached the author. He wore no collar, his trousers were very short, and every indication told of the "way-back farmer."

"I cum forty miles," he said to Mrs. Wiggin, "to hear ye read."

At which the author beamed her joy, when he continued:—

"Yes, mum; I ain't a readin' man at all. Fact is, I can't read anything that is what ye call real good or 'mounts to much. I'm what ye wud call an ignorant man, for yur books is 'bout the only books I kin read."—Selected.

Edward, aged four, prided himself on his bravery. Suddenly meeting a strange dog in a vacant lot near his home, he unceremoniously fled to the house. Upon being questioned as to whether he was afraid, he said: "No; I just thought it was a good time to see how fast I could run."—Harper's Magazine.

She (coming up suddenly)—"Where did that wave go?"

He (coughing and strangling)—"I swallowed it."—Dublin World.

College Notes.

President Hadley of Yale sailed on October 8 for a trip abroad, returning to this country early in March. He will go direct to Berlin, where he will deliver a course of lectures on "The Industrial Organization in the United States." While there he will also conduct special classes in American industrial history at the University of Berlin. His lectures are a part of a system of interchange of instructors between American and German universities.

The University of Virginia, Charlottesville, commences its eighty-eighth college year with a total enrollment so far of 736 students, an increase of fifteen over the total of last year.

Jackerman Coles of New York intends to present to the university a life-size bronze bust of Thomas Jefferson, the founder of the college. H. Daniel Webster, nephew of the great statesman, Daniel Webster, is the sculptor in charge of the work. The donation is expected to reach the university soon.

The following appointments to professorships have been made in various departments: Dr. T. L. Watson, professor of economic geology; Dr. R. M. Bird, professor of chemistry; Dr. Theodore Hough, professor of physiology and chemistry; Dr. S. V. Waits of Johns Hopkins University, professor of general surgery and director of the university hospital; Dr. H. L. Stone of Johns Hopkins, house surgeon at the hospital; Dr. R. A. Jordan, adjunct professor of anatomy.

Among the corps of new professors and assistants are: D. E. P. Dargan of Johns Hopkins, adjunct professor of Roman language; A. M. Dobie, adjunct professor in the law department; C. M. Paul of Emerson College of Oratory, instructor in public speaking; M. H. Arnold, instructor in rhetoric and English literature; W. L. Leighton, instructor in English literature and rhetoric; H. M. Hayes, instructor in Greek, and C. B. Glvens, instructor in mathematics.

Professor William North Rice, who was appointed acting president of Wesleyan University, has just assumed charge. Professor J. M. Van Vleck, senior member of the faculty, has been made professor emeritus. It is now certain that North College, one of the most historic dormitory structures in America, will be ready for occupancy when college opens, in two weeks. The dormitory was partly destroyed by fire last spring. The new fraternity house erected by Phi Nu Theta will be ready for occupancy this fall.

Trinity College began its academic year September 26 with examinations for entrance. The vacancies caused by the resignations of Professors Martin and Lavell have been filled by the election of Professor Roscoe J. Ham, formerly of Bowdoin College, to the chair in Romance languages, and the appointment of Professor Raymond G. Gettell, lately professor at Bates College, to the department of history. Professor Ibsen T. Beckwith, who was a member of the Trinity faculty from 1879 to 1898, has returned and will give electives in Biblical literature. The preliminary registration indicated increased membership.

The fall term of the University of Maine opened September 19, with

WHAT SHALL I RECITE?

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many changes in the faculty. One new department has been added to the university course, the chair of botany to be occupied by Associate Professor Mintin Asbury Chryster, Ph. D. During the past years the course in this study has been associated with that of biology under Professor Drew. In the department of chemistry there is a vacancy caused by the illness of Dr. M. H. Bedford. This position will be filled by R. E. Clayton, University of Maine, '07. Mr. Clayton was a graduate in the course of chemistry. There is a vacancy in the department of mechanical engineering caused by the resignation of Assistant Professor Gunn. This position is filled by Mr. Curtis, assistant professor in the mechanical engineering. A most important change was made this year in the natural history department and museum. Cyrus S. Winch has been employed as taxidermist and collector of specimens for the museum. Mr. Winch for ten years was foreman of the S. L. Crosby Company's shop in Bangor and before that time collected specimens in the West Indies for the Boston Society of Natural History.

A memorial service in honor of the late Professor Albert Harkness will be held in Sayles hall, Brown University, on the afternoon of Thursday, October 31. Addresses will be delivered by Professor Seymour of Yale, Professor Everett of Brown, and President Faunce.

The adjourned meeting of the corporation of Brown University was held Wednesday, October 9, in the Administration building. At this meeting there was elected a new chancellor, Arnold B. Chace of Providence, to take the place of the late Colonel William Goddard. In place of the late Professor Harkness on the board of fellows was elected Dr. Edward Judson of New York. Theodore Green resigning from the board of managers of the Brown union, H. R. Palmer, '90, was elected to fill the position. It was voted that at the next commencement there should be made, under the direction of President Faunce, formal recognition of the services of the late Colonel Goddard to the university.

Senator Everett Colby of New Jersey and Professor John M. English from Newton Seminary, Mass., took the oath of office as members of the corporation.

A new college custom has been adopted by the Cammarian Club and approved by the senior and junior classes, whereby the freshmen at Brown University are to wear brown skull caps with a white button from

October 15 until Decoration day. These caps are to be worn at all times upon the college campus, and at all times except on Sunday, within the city limits. It is expected that this new custom which has worked so well in other colleges will prove very efficient here in strengthening the class spirit and organization of the freshmen, and thereby college spirit as a whole.

Professor G. G. Wilson of the department of political and social science at Brown is to lecture this year, as last, at Harvard on international law. Professor Huntington of the English department is to have a course at Harvard in argumentation. Professor Everett of the department of philosophy has been invited, as last year, to give a series of five lectures on philosophical subjects at the University of Illinois.

The College of Education at the University of Minnesota is opening this fall a small practice school for use in connection with its courses in the theory and practice of elementary and secondary teaching. The school will be under the charge of Professor A. W. Rankin, for many years state inspector of graded schools.

The college has started also some special Saturday morning courses in the history of education, school management, and high school organization, which are open to the teachers of Minneapolis.

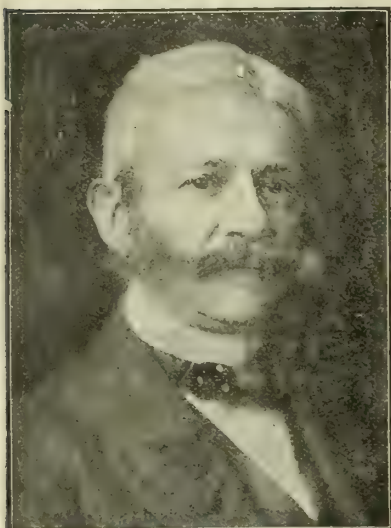
In connection with a committee of citizens in St. Paul, Dean James has organized five series of weekly lectures running through the year, in general psychology, educational psychology, sociology, history of education, and English literature. Superintendent S. L. Heeter of St. Paul has arranged in addition for an elaborate and very effective program of evening work, both of elementary grade and of high school grade, and including many courses in drawing and other manual work of a technical nature for the benefit of those employed in various occupations. All of this work will be carried on throughout the year, and, by the generosity of the committee in charge, at nominal expense to the students enrolled.

IN DOUBT.

The New York politician had gone into journalism.

"I suppose," remarked a clerical caller, "that your desire is to assist in the great uplift?"

"Uplift?" replied the editor, doubtfully. "Uplift? Is that anything like a holdup?"—Philadelphia Public Record.



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THE WEEK IN REVIEW.

(Continued from page 409.)

new agreement waits the ratification of both the Austrian and Hungarian parliaments, but no serious difficulty seems to be apprehended in either. It takes the form of a treaty instead of a commercial and customs alliance as heretofore. It is to run until 1917; and it permits the ratification of commercial treaties separately made with foreign countries by Austria or Hungary.

WHAT THE RUSSIAN TERROR HAS COST.

Little attention seems to be paid, in Russia or out of it, to the elections for the third Duma, which have been for some time in progress; for the election of an unrepresentative and reactionary body, under the changed and restricted suffrage conditions, is accepted as a foregone conclusion. But every day, the record of assassinations, summary executions, and bloody reprisals, murders, and massacres is lengthening. The latest compilation of statistics showing the cost in human life of the Russian Terror is that of the Novoe Vremya. From this it appears that from the announcement of the first Duma in February, 1905, down to the second dissolution last June, 44,020 persons suffered through the regime of Terrorism and the reaction against it, of whom 19,144 were killed, 2,381 were executed or lynched, 1,350 committed suicide, 20,704 were wounded, and 441 were the objects of fruitless assaults. About one-fifth of the total were representatives of the government or of the capitalistic classes.

MODEST TOMMY.

The camel has nine stomachs—
I heard it at the zoo.
Now, wouldn't I be happy
If I had only two!

Oh, yes, I'd brim with gladness
And call my life a dream,
With one for just roast turkey
And one for just ice cream.
—Exchange.

The true critic is one who can appreciate something he doesn't like.—
Life.

AS SHE WAS SAYING.

"John, the cook has left!"——
"Now, Gwendolyn, is it right to meet me with such news when I return home late from the office all tired out and hungry?"——
"But John, dear, I merely want to say the cook has left!"——
"Yes, I know you 'merely want to say.' And I merely want to say that it's a great shame that this household is eternally disorganized. Other women manage to keep their servants. Why can't you? Why?"——
"John Smith, I tell you that the cook knew you would be late, so she left a cold chicken, a custard pudding, and a pint of claret on the dining-room table for you."
"Well, Gwendolyn, why in the name of common intelligence, didn't you say that at first?"——Tit-Bits.

MUSINGS OF THE GENTLE CYNIC.

We are constantly adding wings to our castles in the air.
A girl doesn't need a fountain pen to write a gushing letter.
The trouble with the average bread-winner is that he wants cake.
Small boys are divided into two classes—the bad ones and the dead ones.
You couldn't broaden out some men by running over them with a steam roller.
When a girl refuses a fellow and he doesn't go to the bad it is a bitter blow to her pride.
When a man likes to be different from other people, the other people are generally quite satisfied to have him so.
Many a statesman loves his country with the disinterested affection felt by a foreign nobleman for an American heiress.
Besides gathering no moss, a rolling stone gravitates down hill.—New York Times.

NOT EVEN THE CLOCK.

Two ladies were being shown through the State Hospital for the Insane. As they entered a ward, one turned to the other and said: "I wonder if that clock is right?"
An inmate standing near overheard her and instantly replied:

"Great Scott, no! It wouldn't be here if it was!"——Lippincott's.

FROM THE SOURED CYNIC.

The new "love of our neighbor" consists in having the earliest, latest, and fullest information of his misfortunes.

The members of our "upper class" are not working; their efforts might be described as idleness in motion.

Darwin maintained that man is descended from the ape; the sons of some of our newly-rich make it obvious that the ape is descended from man.

"I am on the side of the Angels," said Lord Beaconsfield; most of our well-connected men now live on commissions, and each one cries: "I am on the side of the Agents."

The wife in the past was regarded as portable property; she is now regarded as insupportable property.

There are the Dick Turpins of Piccadilly; their formula is, "Your money or your wife."——Exchange.

KITTY'S LITTLE SUPPER.

When Kitty brings her chafing-dish
To make an oyster stew,
It bubbles once—a hasty stir—
And lo! the task is through.
My share I eat with relish, and
I'm careful not to grin;
Dear Kitty's mother made that stew
Ere Kitty brought it in.
—Woman's Home Companion.

HER FAVORITE.

Margaret and her little playmate, Elizabeth, chanced to be overheard as they were walking home from school.

"What's your very favorite color?" Elizabeth was asking.

Margaret looked thoughtful for a moment and then she said enthusiastically: "Plaid!"——Harper's Magazine.

A SPECIALIST.

Mistress—"Bridget, have you cemented the handle on the water-jug which you dropped yesterday?"

Bridget—"I started to, mum, but most unfortunately I dropped the cement bottle."——Punch.

ARBOR DAY IN STATES AND TERRITORIES.

[The following table, prepared in the Bureau of Forestry, shows the growth of sentiment in favor of a State Arbor Day.]

ARBOR DAY IN THE SEVERAL STATES AND TERRITORIES.

States and Territories.	When First Observed.	Annual Observance.
Alabama	1887	February 22.
Alaska		Not observed.
Arizona	February, 1895	Friday following 1st day of April, also Friday following 1st day of February.
Arkansas	December 15, 1895	December 15 (irregularly observed).
California		Observed by separate counties, but not generally.
Colorado	1890	Third Friday in April.
Connecticut	1886	Appointed by governor, last Friday in April or 1st in May.
Delaware	1901	Appointed by governor, usually in April.
District of Columbia.		Not observed.
Florida	February 9, 1886	First Friday in February.
Georgia	1890	First Friday in December.
Idaho	1886	Last Monday in April.
Illinois	1888	Date fixed by governor and superintendent of public instruction.
Indian Territory		Not observed.
Indiana	1887	Last Friday in October.
Iowa	1887	Date fixed by proclamation of Congress.
Kansas	1875	Date fixed by proclamation of Congress.
Kentucky	1894	Not regularly observed.
Louisiana		Not observed.
Maine	1887	Date fixed by proclamation of governor, usually early in May.
Maryland	April 10, 1889	In April; date fixed by proclamation of governor.
Massachusetts	1886	Last Saturday in April.
Michigan	April, 1885	Last Friday in April.
Minnesota	1895	Date fixed by proclamation of governor, usually last of April, or first of May.
Mississippi	December 10, 1902	December 10.
Missouri	April 16, 1886	Friday after first Tuesday in April.
Montana	March 11, 1895	Second Tuesday in May.
Nebraska	April 10, 1872	April 22.
Nevada	1887	Date fixed by proclamation of governor, usually in April.
New Hampshire	1885	No date fixed, usually in May.
New Jersey	April 18, 1884	Usually third Friday in April, appointed by governor.
New Mexico	February 16, 1891	Second Friday in March.
New York	May 3, 1889	Friday following first day of May.
North Carolina		October 12, usually observed.
North Dakota	May, 1890	First Friday in May.
Ohio	April 27, 1882	Second or third Friday in April.
Oklahoma		Second Friday in April.
Oregon	April, 1887	Appointment by governor in April or May.
Pennsylvania	1887	In October. Appointment by superintendent of instruction.
Rhode Island	April 29, 1886	Second Friday in May.
South Carolina	November, 1889	Third Friday in November.
South Dakota		Date fixed by governor.
Tennessee	1887	Date fixed annually in November.
Texas	February 22, 1889	February 22.
Utah	1896	April 15.
Vermont	1885	Latter part of April or first of May.
Virginia	1892	
Washington		Irregularly observed; date set by governor, different dates east and west of the Cascades.
West Virginia	1881	Third Friday in April and third Friday in November.
Wisconsin	1889	Date fixed by governor.
Wyoming	1888	Date fixed by governor.

EXPLAINED.

"How do acrobats get such elastic muscles?"

"They practice for hours at a stretch."—Cleveland Leader.

A merchant died suddenly just as he had finished a letter, and his clerk added:—

"P. S. Since writing the above I have died."

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"Is it far from here to the next town?" asked a tourist of a man he met on a rural road.

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THE ONE AND THE OTHER.

"How did Jones make all his money?"

"Judicious speculation."

"And how did Brown lose his fortune?"

"Dabbling in stocks."—Cleveland Leader.

GRADUALLY.

First Student—"How did he get to be a college president?"

Second Student—"Oh, by degrees."—Lippincott's.

Among the many amusing anecdotes told by John Burroughs in his new book, "Camping and Tramping with Roosevelt," is the following: "The rough riders, wherever they are, always look to President Roosevelt when in trouble. One had come to grief in Arizona. He was in jail. So he wrote the President, and his letter ran something like this: 'Dear Colonel, I am in trouble. I shot a lady in the eye, but I did not intend to hit the lady. I was shooting at my wife.'"

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THE BUMPER BUMPED.

"Your bump of destructiveness," said the phrenologist, "is large. Are you a soldier?"

"No," was the reply. "I am a chauffeur."—The Independent.

"Papa," said an inquisitive boy, "don't fishes have legs?" "They do not," answered papa. "Why don't they, papa?" "Because fishes swim and don't require legs." Then he asked: "Papa, ducks have legs, don't they?" "Why, yes, ducks have legs." "Well, ducks swim, don't they?" "Yes." "Then why don't fishes have legs, if ducks do? Or why don't ducks not have any legs, if fishes don't?" Papa gave up.

"I believe," said Mrs. Strongmind to her clubmates, "in treating husbands humanely. Now I allow mine to carry a latchkey. It doesn't fit the door, but he gets a lot of innocent pleasure in boasting about it to his friends."—Cleveland Leader.

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Some one asked Whistler if he was acquainted with King Edward. He said: "No, I have not that pleasure." "But the king says he knows you." "Oh, well," responded Whistler, "you know he's always bragging."

"Well?" said the assistant in a chemist's shop to an Irishman, who pointed to a pile of soap. "I want a lump of that," answered the Irishman. "Thank you. Will you have it scented or unscented?" "I'll take it with me."

THE MAGAZINES.

—The special features of the American Review of Reviews for October are a discriminating estimate of Richard Mansfield's influence on the American drama, by Franklin Fyles; a sketch of Edvard Grieg, "the Chopin of the North," by G. W. Harris; a timely article on "India: a Nation in the Making," by W. M. Zumbro; "A Yankee Engineer on Five Continents," being an illustrated summary, by David F. St. Clair, of the remarkable achievements of James G. White, the American engineer, in North and South America, Europe, Asia, and Australia; "The President's Mississippi Journey," by W. F. Saunders; "McKinley Memorials in Sculpture," by E. H. Brush; "Three Hundred Years of the Episcopal Church in America," by Charles Johnston; and a frank statement of the Japanese case in Korea by Adachi Kinnosuke. In the editorial department, "The Progress of the World," there are suggestive comments on the movement for inland waterway improvement, on the industrial situation, on the race problems of the British colonies, and on the developing Presidential candidacies now in evidence, besides the usual comprehensive survey of foreign affairs.

"OH, SAY!"

Englishman—"I wouldn't want to hear more than the first line of 'The Star-Spangled Banner' to know that it was written by an American."

American—"Why so?"

Englishman—"The first two words tell me that."—Exchange.

AT THE PUBLIC LIBRARY.

A wise woman lifted up her voice and instructed her companion, pointing also to certain of the recently placed panels by Puvis de Chavannes on the great stairway. "Look, dear," she said, "they have papered this side, too."—Transcript.

EXPLAINS.

"Why does the professor have all of those letters tacked on to his name?"

"That shows that he got there by degrees."—Nashville American.

Two friends returning from a late evening gathering, says a writer in the New Orleans Times-Democrat, noticed a Chinaman. The following exchange of remarks followed:—

"I wonder what that Chinaman is doing up so late," said one.

"Shirts, I suppose," came the answer.

"What can be more perfect, in its way," says the Buffalo Commercial, "than the remark of Tommy (hampered with a conscience and home from an afternoon party)? 'Mamma, darling, I've a great favor to ask of you. Please don't ask me how I behaved!'"

Teacher (in a kindergarten physiology class)—"Harry, can you tell me the function of the pores of our bodies?"

Harry—"They are things we use to catch cold with."

BOSTON THEATRES.

KEITH'S.

Coming to Keith's next week is the most elaborate act yet presented in vaudeville. It is known as "The Song Birds" and requires the services of thirty people. Originally produced by the members of the Lambs' Club, New York, the most famous of American theatrical clubs, it is a travesty on last season's operatic war between Conreid's Metropolitan opera house and Hammerstein's Manhattan opera house, with words and lyrics by George V. Hobart and music by Victor Herbert. William Burress plays the leading role, that of "Oscar Hammershine." A welcome return will be that of Arthur Dunn, the little comedian of "Babes in the Wood" fame. He is to play the sketch he originally presented with the assistance of Jennie Dunn, "The Messenger Boy," one of vaudeville's merriest skits. Miss Marie Glazier will give him adequate support. Julian Eltinge has an entirely new series of impersonations this season, with which he has scored a great hit in the West. Of course, he will prove a great drawing card in his home town, where he won so many triumphs with the Cadets and the Bankers. Amelia Summerville, the original "Merry Little Mountain Maid" with Dixey in "Adonis," has developed into one of the cleverest female monologue entertainers on the stage. She has a number of new songs and stories. Donald and Carson, with their droll Scotch sketch, one of the big hits of last season; Irving Jones, the real coon singer of real coon songs; the Juggling Burkes, great Indian club jugglers; Carletta, a European performer with a strikingly novel act; the Delmore sisters, singers and instrumentalists; the DeVoie trio, Roman ring experts; Sperry and Ray in a bright sketch; Rowland and Dugan, parodists and jesters; Chester Johnson, trick bicyclist, and the kinetograph's usual quota of new motion pictures will fill out the show.

A middle-aged farmer accosted a serious-faced youth outside the Grand Central station in New York the other day. "Young man," he said, plucking his sleeve, "I want to go to Central park." The youth seemed lost in consideration for a moment. "Well," he said finally, "you may just this once. But I don't want you ever, ever to ask me again."—Everybody's Magazine.

A lady in Europe was approached by an old beggar, who tried to plead old age as a reason for accepting alms. "Why, I'm seventy-two, though you wouldn't take me for that now, would you?" he asked with proud humility. To his surprise the traveler replied: "Seventy-two! why I'm seventy-seven myself!" His quick retort almost wheedled the dole from her pocket: "Well, you look it!"

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A. E. WINSHIP, Editor.

WHAT IS THE SCHOOL FOR?—(I.)

BY A. E. WINSHIP.

[Address before the Boston Principals' Association.]

The time was when I should have lain awake o' nights to avoid ending that question with a preposition, when there would have been a weary wrestling to determine whether to twist the question into: "For what is the school?" or "The school is for what?"; neither of which is good English, though either is appropriately stupid and stilty.

A woman who is bringing up children with eminent success says that it is exceedingly uncomfortable to be a daughter and a mother at the same time. A grandmother knows all about what the granddaughters should do and how they should do it, and reversely the granddaughters are entirely certain as to the mistaken point of view of the grandmother, but alas, the generation between becomes socially cross-eyed trying to look from both points of view at the same time. Which I am led to say because of the difficulty of discussing what the school is for from the point of view of the East and the West, of conventionality and personality, of sixty and thirty.

It is a calamity to grow old if one lives in the past, if one thinks that his youth was better than the youth of to-day, if he thinks that every funeral robs the world of wisdom, the like of which it can never enjoy again.

Speaking of an enthusiastic young school-master recently, a man, not himself old, said: "Oh, if I could only tell him when to stop!" That is the misfortune of being older than youth in all its glow and glory. We would so like to have youth beautiful and obedient, affectionate and vigorous, provided only that it would never get ahead of us. But where would progress be under such circumstances? No child would walk if he did not tumble down and get bruises, would never talk if he did not mumble incoherent expressions that are clear to him and that we guess at from the way he uses them.

Oh, that a merciful Providence could in some way deliver the world from that prince of angelized sons of Satan who lives to see the mistakes of others, but who never did a constructively good thing in his life.

It was a great American who said: "It is entirely easy for any man to carry a pail of milk without slopping over. All that is needed is to carry a pint in a ten-quart pail." It is a terrible thing for the world to have these men live in the presence of youth who are learning to walk the paths of righteousness and talk the language of the masters as the infant learns to toddle and prattle.

Oh, but it is a luxury to grow old if one realizes that he has seen brighter and better years with each birthday, that at sixty the world has had sixty years of improvement in a geometrical ratio.

It was not my privilege to know Horace Mann, David P. Page, Emma Willard, or Mary Lyon, but it has been my joy to know practically every eminent educator since their day, from Bronson Alcott, George B. Emerson, and James Pyle Wickersham to the bright young men of to-day, the Suzzalos and Heeters.

No sane man would pretend that the schools of fifty years ago were as good as those of to-day, and yet there are many men and women from sixty-five to seventy-five who think their educational wisdom is greater than that of any man or woman from thirty-five to forty-five can possibly be. They seem not to know that a man above sixty, who isn't sitting at the feet of men under forty, is petrifying mighty fast. An old man's comrades must be twenty years his junior or he will wither and shrivel before his time. A woman never looks old who consults her daughters about her dress. Many a woman of sixty looks as though she were forty because of her comradeship with her daughters, while many a woman of forty, who respects not the opinion of her daughters, looks like sixty.

Now the moral of this is that the East represents age and the West youth, and it is decidedly uncomfortable for a man to be at each focus so often that he has to adjust himself to both points of view. I am here to-night, and within a week, back and forward. I shall make twelve public addresses in Boston and vicinity, and, in the next three months I shall lecture in nineteen states from South Carolina, Mississippi, Louisiana, Kentucky, and Tennessee in the South to Nebraska and North Dakota in the West.

Each state has its distinct point of view psychologically and pedagogically, socially and politically. The woman who tries to adjust her mother and her daughter has an easy time in comparison with the man who tries to say what the school is for from the point of view of three score cities in a score of states in thirteen weeks.

Here we talk of masters and school committees, but in 95 per cent. of the United States I must talk of principals and boards of education. Suppose I should once say when I cross the Hudson: "It is a pleasure to meet these masters." At Grand Rapids some years ago I said in a lecture: "It was my privilege to meet the school committee of this city last evening." They thought I had been before some anarchistic or socialistic body. One man said after the lecture, in all seriousness: "Where did you say you were last evening?"

Even in pronunciation one needs to realize where he is. Here it is easy to say "carl parth" in reciting Sam Walter Foss's verses, but after

crossing the Alleghanies I say "caf path" without knowing that I make the change.

Several years ago I quoted some verses in which were these lines:—

"There'll always be a parth of blue
Where the sunbeams sparkle through."

In all sincerity there was a request to repeat it. Then came a request for an explanation of the line, when someone said: "He means 'path.'" Now I flatten my a's to the taste of my hearers upon crossing the Alleghanies, just as I talk of principals and boards of education.

In discussing the question: "What is the school for?" the East and the West, the old and the young, the conventionalists and the individualists will be ever in mind.

[The remainder of the address will be given in a series of editorials which will follow from week to week.]

THE CONCRETE IN EDUCATION.—(I.)

BY HANNAH ASHLEY FOX, PHILADELPHIA.

PART I.—NATURE'S WAY OF TEACHING.

Mothers say that glittering objects are the first to attract a baby's notice. The time soon comes, however, when he is eager to examine anything within his reach. He handles things roughly, and if they are not indestructible, breaks, racks, or rends them in pieces. The marks of his fingers deface treasured photographs, the prints of his teeth are graven on the bridal silver, and nicks and cracks, the effects of falls and blows, mar the beauty of the choicest household bric-a-brac. He is void of judgment. He attempts to lift articles too heavy for him to move; he would lay hold of live coals if he were not hindered. He is cruel. He swings the kitten by its tail with as little compunction as he would whirl his shoe by its string; he plucks handfuls of hair from a human head with no more conception that he is inflicting pangs than if he were pulling fistfuls of grass from a sod. After proving by myriad tests, from the use of each of his five senses, that matter has inherent properties, he desires to demonstrate what he has learned in the specific ways he sees them applied in his environment. He is satisfied no longer simply to pound with a hammer, he now wants a nail to drive. The sound made by the poker against a ringing substance ceases to amuse him; he wills to rake the fire. In brief, he essays to do every act that he sees done. He welcomes toys, because, as they are proportioned to his size and strength, he can more fully precipitate himself into activities for which they are suited. He prefers them to be plain miniatures of the articles they represent, rather than ornate, or complicated devices. But should playthings be denied him, his imagination will then supply the want. The broomstick, which he strides, becomes a prancing steed; a row of chairs, as fine a train of cars as ever ran on rails.

These first years of spontaneous and indefatigable activity are of extraordinary development,—never again equaled in the same number of

subsequent ones. He has doubled and re-doubled his weight. His muscles have increased in strength, and the movements of the larger ones are well under his control. He has attained a degree of reason, acquired through progressive mental steps begun in his taking possession gradually of his senses. Through the pain he has suffered from the little hurts incident to his experiences he now apprehends the sensitivity of other organisms which resemble his own. Play, with the objects within reach of his hands, has been of inestimable value in his advancement.

In these early years, or so long as the child has no concern about results, the doing alone claiming his attention, his activities are called play. When he comes to have a purpose in view, and all endeavors are toward the accomplishment of it, they are called work. As he grows older, he inclines to pursuits that partake more and more of the nature of work. He desires to see effects follow after efforts. The exercises that invite the young child are those which offer free and diversified movements of the large muscles. Exactness in execution, perfection of finish should not be expected from him. The perception of detail is a reward of culture. It grows slowly, and as the latent small muscles develop, coaxes them into service. At first there is a flitting from one employment to another, but as a goal becomes more and more the desideratum, the periods of application wax longer.

Pursuits are followed in common by very little children, but the time comes when the boy wishes to engage only in those in which he sees interest manifested by older boys and men. The girl prefers to do what she observes older girls and women doing. Where children play under no supervision, as on the "common" in villages, or in the street, or in the poorer sections of large cities, each sex holds to its own set of games. The surroundings of city children, beyond the home precincts, are so complex, and restraint so necessary, that they cannot continue in their investigatings as country children do. And here the girl's advantages are inferior to those of the boy. She is restricted to the house and garden. He ranges at will. He learns how to climb, swim, skate, row a boat, drive and ride a horse, and to do many kinds of farm work. He obtains much real knowledge of plants and animals. He knows a natural product from an artificial one. He becomes acquainted with the conditions under which the natural product is found. He takes a hand in the simple processes which change it to a manufactured article. Consequently he understands the use of tools, and the qualities and limits of the materials from which they are made. By its heft he can approximate the number of pounds in the objects he handles, and by a glance, their length in feet and inches. He sees that he is living in a world governed by natural laws, and that in every undertaking he should search them out that he may work with and not against them. His physical and

mental proficiencies are evidences of the drill he has had in self-control and application. From his sports and labors in his environment, the country boy extracts for himself a wholesome and hardy equipment for future usefulness, and a base for ethical upbuilding.

PART II.—THE DEVELOPMENT OF THE CONCRETE IN EDUCATION BY EDUCATORS.

It is passing strange that elementary schools were not patterned after the copy set by nature, as exemplified in the baby's development through play with things, to which mothers,—the first teachers,—always lent their assistance—mayhap instinctively—or in the country boy's cultivation by play and work with objects,—a more contemporary stage to school life. Probably the universities, established in the twelfth century, in which books were believed to be the depository where all wisdom lay lodged, were employed as the model.

In the seventeenth century master minds recognized education as a development of man's threefold faculties, by means of self-activity. On this foundation Ratich and Comenius promulgated pedagogical principles that have withstood the test of time. But the schools were so imbued with the idea that book-learning was their one vocation that they looked upon all innovation with suspicion, and ages were consumed in establishing the new principles.

John Milton, the poet, in his booklet, "A Tractate on Education,"—a scheme for the framing of a university which is so prodigious that the span of time measured out to mortal man, however talented, seems short for its accomplishment,—expresses his appreciation of the value of the concrete as an assistance in the apprehension of the abstract in the following reflections: "But because our understanding cannot in this body find itself but on sensible things, nor arrive so clearly to the knowledge of God and things invisible as by orderly conning over the visible and inferior creature, the same method is necessarily to be followed in all discreet teaching." Further on in his discourse he advises practical demonstration in the arts and sciences of the age. He says: "To set forward all these proceedings in nature and mathematics, what hinders but that they (the students) may procure as oft as shall be needful the helpful experiences of hunters, fowlers, fishermen, shepherds, gardeners, apothecaries, and in the other sciences, architects, engineers, mariners, anatomists?"

Yet Milton's "Tractate on Education" was not the instrument that disturbed the schools' contentment in the memorizing of words. It was Jean Jacques Rousseau's "Emile," that pre-eminent book of pedagogy, that occasioned an unrest that led to the investigating of the merit that lies in the study of things. By its brilliant and sympathetic treatment of education from infancy to maturity, and in spite of its paradoxes, exaggerations, and low and therefore false estimate of the value of

book-lore, its influence was profound. Indeed, many of the recent improvements in teaching are anticipated in the theories of Rousseau. The essence of "Emile" is contained in its reiterated precept: Return to Nature. That is, follow Nature's indications. Every faculty reaches its highest development through timely exercise. She teaches slowly, but accurately, through the activity of the senses. Assist her by presenting opportunities for gaining experience.

John Henry Pestalozzi, the education reformer, began his lifework with an attempt to practice in teaching the theories of Rousseau. He tried to adapt principles, designated by his master for the development of the individual and the aristocrat, in the uplifting of the many and the poor. He believed that in sense impressions, made from the common happenings of daily life, begin the education of every faculty of the child. He lived with his pauper pupils, and strove to direct their simple life so that selected sense impressions were received by them. This experience led him to the discovery,—whereon his fame as an educational reformer rests,—that each of the threefold faculties of a human being is an organism; that just as truly as the growth of the body depends upon the action of inherent laws, as surely the unfolding of the impalpable mental and moral endowments is governed by rules within their nature; that as outer conditions affect the operation of these laws by helping or hindering the body in realizing its estate, so they do the mind and soul. Pestalozzi tried evermore to formulate the code of psychological development. In practice he was a successful teacher of the rudiments, and at times his institute was thronged with pupils. Philosophers, teachers, and even sightseers came from all parts of the civilized world to observe his "method." But it seemed impossible for Pestalozzi to elucidate his doctrines to them. The majority either misunderstood him, or became lost in the labyrinth of his detail. He travestied one of his own principles; namely, that if knowledge is thoroughly comprehended, the language to express it clearly is never wanting. Probably the confusion arose from an erroneous meaning that he grew unwittingly to attach to words. In his old age, after the opprobrious closing of his last institute, he admitted that in forty years he had not read a book. Yet one disciple, Friedrich Froebel, grasped the fundamental idea, around which so many groped, and made it the basis of a system of education that still endures. He observed that the children who are bred most naturally,—the country children,—with never a thought expended upon them beyond that for their physical necessities, develop well the faculties of body, mind, and soul so long as play is their only employment. The amusements that engross them are songs, games, and pastimes that typify the life and labors of the world. In effecting their mimic schemes they use all sorts of natural and manufactured material that are accessible. Froebel classi-

fied the universal amusements of little children, and arranged in sequence the material employed by them, keeping in view the object of augmenting their worth in educating. And so unobtrusive was the philosopher's actual invasion of the realm of childhood that its denizens remained quite unaware of their captive state, and fancied that their conqueror was the merriest playfellow who had ever joined them in their pleasures. At the suitable season of the year the gardener transplants the wild sprout from its habitat to his flower bed, and under scientific plant conditions cultivates the unfolding of growths within it in embryo. So at the auspicious time Froebel transferred the young child to the child garden, or kindergarten, as he called it, and under regulated natural methods bestowed fostering care on the development of each latent faculty.

That the system should need adjusting to the American child and the present day reveals no defect in its underlying principle. Its methods are pedagogically sound, and its arrangements logical; but it was planned for the children of a particular environment and an earlier time. The writings of Frederick Froebel are abstruse, but his disciples may follow his illustrious example and read for themselves from "Nature's infinite book of secrecy," where his transcriptions from it fail in perspicuity.

The underlying principle of the kindergarten,—self-activity, with the concrete as an instrument,—has proved of value wherever application of it has been made in hand-work that is introduced as a branch in the curriculum, or in manual training schools in which the aim is not only acquisition of knowledge and technical skill, but culture of the threefold faculties as well.

CLASS EXCURSIONS.

BY W. A. BALDWIN, PRINCIPAL STATE NORMAL SCHOOL, HYANNIS, MASS.

The reader of this article doubtless already appreciates the value of expeditions. It will, however, do no harm to consider two of the reasons why such work is very important.

First, expeditions are necessary if, in accordance with the principles of modern pedagogy, the child is to be made the centre of all school work.

Second, expedition work, properly conducted, insures the happiest relationship between the teacher and her pupils, and thus solves most of the problems of school management.

At Hyannis we say that to educate is to help the child to develop through reaction upon his physical and social environment, and that the study of books is valuable only in so far as it helps to this end. It at once becomes apparent that for the purposes of such an education the child must be in the presence and a very part of the environment upon which he is reacting. Life in school must be a continuation of the life outside of school. Only so can his life be unified.

"The world exists for the education of each man. . .

"There is nothing but is related to us,
nothing that does not interest us."

—Emerson.

"Go forth, under the open sky, and list
To Nature's teachings, while from all around—
Earth and her waters, and the depths of air—
Comes a still voice."

—Bryant.

As the modern school is construed this becomes impossible except as teachers and children go out to the fields, the shops, and the market places. For

example, if the bluebird is the subject of study, this kind of education demands that the child shall go often to the fields in which a pair of bluebirds are making their home and rearing their young. If



RETURNING FROM A BOTANICAL EXCURSION.

the blacksmith is the subject of study, then frequent visits to a nearby blacksmith shop are necessary. If they are to study business methods, they may earn some money and take it to the bank for deposit.

Expeditions, then, help to furnish a proper basis for intelligent and appreciative thinking, for enthusiastic discussion, and for the use of books. The second reason is not so often mentioned, namely, the improved relation which comes about between teacher and children. There grows up a kind of good fellowship, a better understanding, greater sympathy, and so much greater possibilities of helpfulness. The question may here occur, if this expedition work is so important, why is it not more common? The following reasons occur to me—

First, because it is so different from what we have been accustomed to do.

Second, because it has never yet been generally appreciated for its real worth in this country.

Third, because it seems so difficult.

As has been already hinted, this article has been

work, and is really enthusiastic over something which she desires to have the children know, then she will look forward to the close of school as longingly as do the children themselves. As soon as the regular school duties have been finished, she, with her enthusiastic followers, will be out of the foul, dusty air of the schoolroom into the clear, bracing air of the fields. With joy they will go forth to grow, not only in intelligence, but in bodily vigor and in spiritual uplift.

"My heart is awed within me when I think
Of the great miracle that still goes on,
In silence, round me."

—Bryant.



THE SKATING PARTY.

written to strengthen the faith of those who already believe, and to show the timid how such work may be successfully conducted.

The first and most important thing for the teacher who is to undertake this work is a deep and abiding belief in its value. The second is like unto the first, a burning enthusiasm for that subject of study which is to be the object of the expedition. The third requisite is a good fund of common sense which will keep the enthusiasm working off in legitimate channels and command the respect of other teachers who have not the energy to undertake this form of school work. Any intelligent person does not need to think long to appreciate the importance of such work. It is easy to see that one cannot go far in nature study without expeditions. They are absolutely necessary for live drawing work. Language work and reading becomes a juggling with words without them. The same is true of geography, and arithmetic itself can have little vital connection with the life of the child unless it grows out of the life about him.

I am in the habit of saying to our students something like the following: When you go into your own schools, do not confine your work to your schoolroom. Know your children in their homes and in their favorite haunts. Join with them in their favorite occupations. Go with them to skate in winter, and to boat and swim in summer. Help them to gather Mayflowers in spring and chestnuts in the fall. Know with them the plants and animals of the locality each in its season. Visit with them men and women of the neighborhood in workshops, in stores, and in the fields or on the shore. If the teacher really believes in this kind of

mind. This aim may well correspond to the suggestions on this subject as found in McMurry's "Method of the Recitation": "The several requirements of the aim, therefore, are as follows: It shall be concrete; definite; simple; short; and attractive." To take a concrete example, let us suppose that the purposes of the expedition are, first, to learn something of the life of the bluebird; second, to become better acquainted with the children; and third, to influence them in their attitude toward bird life. The teacher may very well question the children so as to give them an opportunity to tell all that they know about bluebirds. She may next say: "I know where two bluebirds have their home; how many would like to see it?" She may then arrange, in any way that seems best, as to who shall go for the first visit. A good way would be to let the children themselves select the desired number who shall have the honor of the first visit to the distinguished family.

Now comes the question, Shall the subject be studied before the expedition, so that the expedition will yield more definite knowledge? That depends upon whether the subject is new or old. If it is old, then a little review of previous observations may prove helpful. If it is new, then certainly the first hand study, which is the real object of the expedition, should not be forestalled by the study of the subject from books or from a mounted specimen.

To return to our bluebird illustration. It would be very unfortunate for the child to get his first impressions regarding the bluebird from a mounted specimen. His basal concept would always be a dead specimen. He might know more facts regarding the form, size, and the real color of the

different parts of its body, but his feeling about the bluebird would be all wrong. And when the feeling is wrong the thinking, too, is wrong. The very purpose of the expedition work is to correct all this.

"You shall not tell me by languages
and titles a catalog of the volumes
you have read. You shall make me
feel what periods you have lived."

—Emerson.

The child should first see the bluebird in his native habitat. There only can the real bird be seen and appreciated. Then the child will be glad to supplement this first-hand knowledge by observations of mounted specimens, by good pictures, and by the reading of good descriptions and poems. The bluebird in his mind will always be the real live, fitting bluebird of the fields.

The expedition may be formal and carefully planned or informal and incidental. The former should, from the child's standpoint, be for work, and the latter may be for play or for a good time. An expedition does not need to be extended in time nor distance. It may consist of a visit to the school garden, or to a bird's nest on the school grounds, or to see a neighbor's chickens, or to study a little brook just down the road.

If you have never tried an expedition, the following advice may not be amiss: Go at first very quietly and alone to see something in which you are very much interested. Next tell two or three of your more substantial pupils about what you have seen, and invite them to visit the place with you. Let this first expedition be made after school hours and, if possible, on the way to the homes of the children who are invited. Be sure that these children have a good time. They will tell the other children, who will begin to ask if they may not go, too. Now your movement is inaugurated, and you will need to be careful not to make mistakes.

First increase the size of your group very slowly and only as you are certain of your power to interest and control. As a rule, the group should never be larger than twelve for one teacher.

Second, be sure that the work is popular with all who go.

Third, use the observations made and the experiences gained in your schoolroom, but in such a way as to add to the enthusiasm, not to retard it. For instance, do not feel that all of the facts gained must be tabulated or even put into written form.

Fourth, have the children understand that the expedition is for work, and must be conducted in an orderly way.

Fifth, have the kind of order appropriate for the out-of-door work, and not such as is required in the classroom.

Sixth, after the work has proved its worth to the minds of those in authority, try to arrange to go for your formal expeditions during school hours or, at least, to start a half-hour or an hour before the close of school.

The time will come when it will be considered

worth while to spend the whole afternoon or even the whole day on a geography expedition, in visiting an art gallery, in building a fence, or just out of doors learning to appreciate the joys of the love of nature.

I have not now time nor space for the discussion of details regarding such matters as the proper arrangements for going out with a part of a class during school hours; the securing of special privileges by electric or steam cars; the transportation by hay wagons or sail-boats. All such matters will work themselves out as you come to them. The teacher who has really made a success of expeditions will never give them up but will rather find ways of increasing their number and the time devoted to them.

"The air is full of sound; the sky, of tokens;
the ground is all memoranda and signa-
tures; and every object covered over with
hints, which speak to the intelligent."

—Emerson.

If any reader is inclined to say, "You have pictured ideal and impossible conditions," I must plead guilty to the first, but will reply to the latter that hundreds of teachers are proving the possibility of realizing these ideals by really doing the things here suggested each in his own way. Let us then have faith and move forward.—Reprinted by permission from the School Arts Book.

MAXIMS FOR TEACHERS.—(II.)

ARRANGED BY A. C. SCAMMELL.

If a scholar ask a favor, examine the propriety of granting or denying the request before you decide, and abide by the answer you first give unless there is an obvious reason for altering it.

If possible, root out the "proud spirit" from school.

In case a pupil is troublesome, show him you place confidence in him by giving him something to do.

Lead children to govern themselves.

Lead children to feel that when they wear an unpleasant countenance they diminish the happiness of those around them.

Lead children to understand that you can judge of their feelings by their looks.

Lead them to consider it a privilege to study.

Let reason be your guide in making laws and in executing them.

Manifest a lively interest in all the exercises of the school.

Never allow your children to hold their books idly.

Never allow your children to direct their own studies.

Never allow yourself to speak in an angry or fretful manner.

Never appeal to the principle of shame unless as a last resort.

Never be in haste to believe that a pupil has done wrong.

Never compare one child with another.

Never congratulate yourself because your pupils manifest for you a fondness of attachment.

Never discourage a scholar by telling him his lesson is easy.

Never let your pupils think you are watching them.

Never make an employment in which a child should delight a punishment.

Never magnify failings.

Never provoke children.

Never reprove a pupil before the school unless the good of the school requires it.

Punish rather than threaten.

So instruct your pupils that the best among them will see that the diffident and the dull will never be neglected or feel solitary.

Take an interest in the amusements of your scholars, contrive such as are suitable for them, and occasionally join in them yourself.

Teach children to bear disappointments with cheerfulness.

Treat a refractory child with great kindness.

Treat a forward child with apparent indifference.

When scholars are in the habit of being tardy, have some interesting exercise a few minutes before the regular hour for commencing school.

OUR WICKED JAIL SYSTEM.

[Boston Traveler.]

At the meeting of the National Prison Association in Chicago, the satanic recipe for manufacturing crime which is literally and systematically followed in this country, whereby a man is forced into idleness and then given thieves and degenerates for companions, was called by its proper name. At the last annual meeting of the Prison Congress, a committee was selected to investigate and report on the condition of county jails, and the committee finds and reports this year that the condition in the county jails all over the United States rivals Dickens' descriptions in "Little Dorrit" and the "Pickwick Papers." Filthiness and immorality, unsanitary surroundings, poor food and opportunity for communicating venereal diseases, consumption and pneumonia, exist practically in every state, without due apprehension of the peril to society.

The committee quotes the absurd structure of the average jail, which from ocean to ocean has been slavishly copied after one model—a cell or a cage of cells surrounded by a corridor into which empties the foul breath and foul language from each cell. No man builds a pig pen or a hen coop on such a monstrous plan, much less a living place for human beings. The modern barn or chicken house has an open space for daily exercise, but the reports received from the county jails seldom vary the monotonous phrase that "the prisoners walk in the corridor."

Healthy and moral men require a useful occupation to keep them so, but in the county jails, unproductive, defiling idleness is the rule. Sick men, witnesses, persons arrested by error, are

compelled to live in hearing of moral lepers. The best European jails give each prisoner a cell; no boy sentenced for his first crime, perhaps an accident, is shut in with fellows; fallen women are not permitted to even converse through the bars with those who are not yet depraved.

There is no work more important than that being done by the National Prison Association. Take the crime of drunkenness for example. By our way of treating it, the wife and children and not the drunkard are made to suffer, and in most cases when the drunkard is released from prison, the reformation system in vogue has made him a worse instead of a better man.

The modern idea is that men committed to jail may be summarily released by wise judges under suspended sentence, or under parole to probation officers, under condition that they work and pay their earnings for the support of their families and keep out of vicious company; the theory being that if a man refuses the chance thus given to prove that he is not a criminal, then let the course of judgment be taken, but with improved means of reformation where industry is compulsory.

NAILING IT FAST.

Once, when I was a little schoolgirl, a teacher said something in a speech he made which I shall never forget.

"Suppose," he said, "you were building a house, and instead of putting the shingles and weatherboards on with nails you fastened them in place with tacks. It would be a foolish way to work, would it not? For the first high wind would send them flying off in all directions. None of you would do so silly a thing as that, I am sure. But how are you doing your school work day by day? Are you just tacking the lessons on so they will stay long enough for the recitation and then drop off your memory, or are you nailing them fast so that they will stay on for life and become a good, sound part of your education?"—King's Own.

SUPPLEMENTARY READING.

BY SUPERINTENDENT CHARLES A. KENT,

Charles City, Ia.

The effort made to stimulate thought in children along the lines which most merit and reward application, that they may use the common arts of expression for the conveyance of thought thus stimulated, has led to securing an abundance of good reading material. Through the sets of supplementary reading provided, each class of the elementary schools throughout the city has had access to from two to four sets of books on subjects kindred to those taught in the room, and there are several classes, notably in the primary grades, which read more in a half-year now than was once thought possible to do in a whole year. The results are shown in the more intelligent and ready use of other texts as pupils come to them. The effort is being made to have the pupil master the "mechanics" of learning to read while in the primary grades. But two

purposes, indeed, should prompt a general reading after that—to get needed information, and the enjoyment of reading as literature. Moreover, the children are showing an increasing eagerness in searching the school and public libraries for materials for the lessons and their better preparation. The methods of teaching reading had resulted in the ability to call words, in so far as memory work is concerned, but in many cases there was neither power to analyze words into syllables and employ the accent, nor ability to read sentences as wholes. The getting at the thought of the printed page,

which only is reading, had not been sufficiently mastered for many children to read the text-books on geography or history fluently or intelligently. The final and crowning success of the work of the primary grades will be realized when each class has formed the "reading habit," and mastered the fundamentals of number so that naturally, fluently, and with minimum effort the work of succeeding grades may be taken up without the hampering drag of incomplete and imperfect early drill in expression and calculation.—Report.

SHAKESPEARE STUDIES.

BY MARY E. FERRIS-GETTEMY, GALESBURG, ILL.

"MACBETH."—(IV.)

LADY MACBETH.

FIRST MOVEMENT.

1. We are first introduced to Lady Macbeth reading the letter from her husband; in her remarks, how does she interpret him, and what does she determine to do?

2. From this can you determine her function or dramatic purpose in the play? Dramatically, in what relation does she stand to Macbeth and the Weird Sisters?

3. The Weird Sisters are not objective to Lady Macbeth, that is, she does not see them physically as Macbeth does. Are they subjective? Are they within her?

4. Does she work in conjunction with them or in opposition to them?

5. Her first speech as a keynote to her character indicates what?

6. In her next soliloquy upon what spirits does she call? When she would unsex herself what does she really become?

7. Interpret her greeting of Macbeth.

8. How does Macbeth greet her? Compare.

9. What responsibility does Lady Macbeth crave?

10. Has she a conscience?

11. Compare Macbeth's first greeting of his wife with the speech beginning "Bring forth men-children only."

Is there any change in his attitude toward her? In the last speech do you think he really admires her?

12. Does she show courage? If so, what kind? At what point does she begin to show nervousness? When does she first use an endearing term for Macbeth?

13. How does she bear herself after the deed has been committed?

14. Macduff says: "Our royal master's murdered," and Lady Macbeth replies: "Woe, alas! What, in our house?" Interpret.

15. How do you account for her fainting and having to be carried out?

16. She next appears when Macbeth is planning the murder of Banquo; does she comprehend him? Why does he not, as before, seek her aid in his plans?

17. What characteristics does she show in the

banquet scene? Compare with the "knocking at the gate" scene. Does she know of Banquo's murder?

18. Why does she quiet the guests and urge them to sit the first time that Macbeth sees the ghost, and urge them to go the second time?

19. When Macbeth decides to visit the Weird Sisters, and discusses his crime, how does she meet him?

20. Compare her attitude toward Macbeth before and after the murder.

21. By the close of the first movement do you notice any softening of her nature?

SECOND MOVEMENT.

1. Lady Macbeth has no active part in this movement; can you explain why she so suddenly drops out?

2. What dramatic purpose does she serve in Act V.?

3. Why does the gentlewoman refuse to tell the doctor what Lady Macbeth says in her night-walking?

4. What has brought her into this condition?

5. Give the points which she is evidently reviewing in her mind.

6. Is there any evidence that she is implicated in any of the murders except that of Duncan?

7. Compare Lady Macbeth with herself before and after the murder of Duncan.

8. Scene 1, Act V., is called the "night-walking scene." Name it from Lady Macbeth's mental condition; what does it portray?

GENERAL QUESTIONS.

1. Make lists of Lady Macbeth's characteristics as shown before and after the murder, placing the strongest first.

2. In preparation for her bloody work, Lady Macbeth calls upon the "spirits" to unsex her; here she murders her womanhood. Complete the list of these "subjective" murders.

3. From the characteristics shown in the first movement, would you expect Lady Macbeth to break down "unto death" as she does at the last? Why does Shakespeare make her do so?

4. Did Lady Macbeth truly repent? If so, why was she not saved? Do you find any evidence of conscience conflict?

5. From an ethical standpoint, what brings her to her tragic end; was it love for her husband, or

ambition for herself, or what was it? What do you think of her as a wife?

6. Show in Lady Macbeth's case how the "deed returns upon the doer," and the law of tragedy is fulfilled.

7. What is the first really womanly expression that Lady Macbeth makes?

8. Did she take her own life? Is there any evidence?

BANQUO.

1. What is Banquo's first impression of the witches? He sees them, hence they are objective; are they subjective?

2. What is his attitude toward them? Is he quite sure himself? Discuss his speech beginning "Good sir, why do you start?" etc.

3. Interpret their message: "Lesser than Macbeth," etc.

4. Interpret his speech: "That trusted home," etc. Do you see any evidence that Banquo thinks the message of the Weird Sisters to Macbeth may tempt him to crime?

5. "A heavy summons lies like lead upon me,
And yet I could not sleep. Merciful powers,
Restrain in me the cursed thoughts that nature
Gives way to in repose!" (Act II., Scene 1).

What cursed thoughts? Why does he dream of the witches?

6. Act III., scene 1. Does Banquo suspect Macbeth's guilt? What is his attitude now toward the witches? What does he mean by "But hush! no more"?

7. Is it a natural thing for a man to use his last hour before a royal banquet for a ride? What is the dramatic purpose of Banquo's ride?

8. In Act III., scene 3, why introduce the third murderer? Some think it is Macbeth himself. Do you see any evidence? If so, is he recognized by the others, and is there a dramatic purpose in it?

9. Banquo is killed. Why does Fleance escape? What is the dramatic purpose in having him escape?

10. From the ethical standpoint of tragedy, can you see why Banquo should come to this tragic end? Of what has he been guilty?

11. Had he conquered the "cursed thoughts" to which he referred in Act II., scene 1?

12. If we know that a crime has been committed, are we held accountable if we take no steps to expose it?

13. Discuss sins of omission and sins of commission.

GENERAL QUESTIONS.

1. Was it wise for Malcolm and Donalbain to flee the country?

2. In Act IV., scene 3, what is the object of the conversation between the doctor, Malcolm, and Macduff just before Ross enters?

3. What is Macduff's greatest inspiration to lead an army against Macbeth?

4. What dramatic purpose does Ross play? Does he seem to have any especial mission?

5. Is the play relieved by any traces of sweetness, or charms of nature, any traces of humor or of religion? Find the word angel. How many times does it occur?

6. Compare the night of the murder with the night before the assassination of Caesar.

7. Compare the motives for the killing of Caesar and the killing of Duncan.

8. By whom is the institution of the family represented in this play? Compare the domestic relations of the families of Brutus and Macbeth.

9. Compare Macbeth and Lady Macbeth with Brutus and Portia.

10. What is the moral lesson of the drama?

PICTURE STUDY.

BY ELIZABETH MAILMAN,

Rice School, Boston.

THE VALUE OF PICTURE STUDY.

Picture study furnishes interesting, rich, and delightful material for oral and written expression. It trains the powers of observation and stimulates the imagination. It gives variety and spontaneity to both oral and written work. It affords opportunities for description, at the same time cultivating the taste, developing appreciation and love for the beautiful, touching the heart and exerting a powerful, though possibly unconscious, influence for good upon the life of the child.

THE SELECTION OF PICTURES.

Life and motion appeal strongly to children; next to pictures with human interest they enjoy those containing animals and those in which child life is associated with familiar animal life. Therefore, in selecting pictures for the primary and lower grammar grades preference should be given to

1. Pictures that "tell a story."

2. Pictures that show action, motion.

3. Pictures of animals, and of child life with animals.

4. Pictures illustrating legend and fancy—"King Midas and his Daughter"—"Pandora."

5. Pictures with religious themes.

6. Historical pictures.

Landscapes, many historical pictures and celebrated portraits might more properly be left for the higher grades.

As in literature, so in picture study, masterpieces should be chosen, the work of the master best repaying effort. Two admirable courses of pictures suitable for and recommended for both primary and grammar grades have been prepared, one by Mr. Henry Turner Bailey, the other by Mr. James Frederick Hopkins.

METHOD.

Better work is obtained when each child is provided with a picture from which to study. A large picture in front of the class is an added help. It may be carefully observed, silently studied, and the child requested to tell the story suggested.

Or, a series of skilfully planned questions used by the teacher may serve to bring out the story, direct the thought, and help to its better expression. This is the method used by Mrs. L. L. Wilson in her valuable books on "Picture Study in Elementary Schools," each picture being accompanied by a set of questions.

Another method is to invite questions by the pupils.

Sometimes they may decide which picture of several they like best, stating why they prefer it to the others. These may be pictures by the same artist or pictures with a similar subject but with a different treatment. This affords material for good work in comparison and judgment. Teachers can obtain excellent pictures, photographs, clear and of good size, from the Fine Arts Department of the Boston Public Library.

Class visits for the study and examination of pictures to the Public Library, Art Museum, and the State House are recommended.

Still another method may be used as an introduction to picture study. A short story may be read to the class, in a monotone, with no pauses for punctuation, and with little expression. Then the same story is read again, naturally, with emphasis, expression, and with variety of tone and inflection. The class decide that the second reading of the story is better and why.

They are then told that just as an author tells his story in words, so an artist tells his story in lines, in form, or may be in color. As an author must rely upon arrangement of words and to punctuation to render his thought clear and emphatic, or to tone, significant gesture, or skilful pauses, if the story be told instead of written, so an artist must have ways of emphasizing his thought and of making his meaning clear.

To the question, "What means can he employ?" one gets readily the answers:—

1. Objects of special interest are made large.
2. Objects of special interest are placed near the centre.
3. Objects made distinct; placed in bright light.

4. If form is to be emphasized, face is blurred or in shadow; or vice-versa.

Pictures are then shown illustrating these points. For instance, in Millet's "The Gleaners" the pupils quickly decide that Millet wished to tell the story of the hard life of the peasants because he has made prominent the forms of the peasants; to this end he has placed them in the foreground near the centre, in high light; the faces are in the shadow, they decide, because unimportant to this particular story. They readily contrast the clear drawing of the hands with the blurred, indistinct faces, showing that Millet wished to concentrate attention upon the toilsome, tedious work of gleanings.

They discover the skill of the artist in the contrast of the heavily laden wagons and the prosperous harvesters in the background with the scanty gleanings of the poor women in front.

The pupils are then asked to suppose that the picture is too large and to suggest how it might be made smaller. To the proposition to cut it either at the sides or top or bottom they answer that the story would lose this, that, or the other detail that is necessary for its completeness, and that nothing can be sacrificed without injury to the picture—a tribute, of course, to the power and skill of the artist. In the interest of the subject the conversation is free, spontaneous, and unconscious, and the resulting written work shows these excellences.

BOOKS ON PICTURE STUDY.

- "Picture Study in Elementary Schools." Books I. II., III.L. L. Wilson, Macmillan Co.
 "How to Enjoy Pictures".....M. S. Emery
 "The Mother Tongue," Book I.....Arnold & Kittredge
 "Elementary Composition".....W. F. Webster
 "Language Lessons from Literature".....A. W. Cooley

THE WORLD'S NERVE CENTRES.—(XXXIX.)

BY RALPH WARBURTON.

NORTHERN AFRICA.

Those who have followed with any care recent occurrences at Casablanca in Morocco must have noticed the desperate courage of the Moorish tribesmen as they flung themselves against the French and Spanish troops, and faced the accurate and decimating fire from the naval vessels in the harbor. Gathering up their dead and wounded, they retired to the hills, only to return in a few days for another sanguinary engagement.

One would naturally infer that some more than common native was inspiring these Moors, that some excess of hatred was urging them to attempt the complete destruction of the trespassing and unwelcome European. And so there is. The very fierceness of these Moorish tribesmen is but the logical outcome of that Pan-Islamism which is being fanatically nursed in the Mohammedan heart throughout all Northern Africa, from the Atlantic to the Red Sea.

It is a fact with which Europe is slowly, but surely, becoming acquainted, that North Africa today, more than any other section of the Mohammedan world, is bitterly hostile to the white race, and is but awaiting the favorable moment to exterminate it. And this Moslem hatred is particu-

larly focused upon England and France, because of the dominance they have secured in Egypt and Algeria. All the beneficent effects of their rule are swamped by the thought that the favored sons of Allah are in subjection to the European Christian and infidel.

It is not generally known that ever since 1835 there has been a sect among the Mohammedans known as the "Senussia," one of whose strongest tenets is the complete expulsion of the white race from Africa. The sect was organized by an Algerian Arab named Senussi, who after a number of experiences established himself at Jarabub on the frontier between Egypt and Benghazi. Here he founded a Moslem zawia, or monastery, and here have been through his administration and that of his son the headquarters of the sect.

This Senussia is a rigidly secret society, and not only does it not disclose its tenets or its aims, but it also hides away its chief fortress from the approach of any infidel visitor. It is even more exclusive than Mecca. Captain Wilson says that 'no European foot has so far trodden its streets, and no European eye has lighted on its wall.' Three daring travelers tried to near it, but were turned back on pain of death; while of native spies

employed by European governments none have secured the coveted information about it.

But this is known as the primary object of the Senussia's desire, to free all Moslem countries, more particularly those in Africa, from the dominion of the infidel. It is also known that this aim is being pressed with indomitable courage, with intense devotion, and with untiring perseverance, among Moslems everywhere. It has its propaganda in all Mohammedan lands, and works in secret, much as Mormon missionaries do in Europe. It is believed by those in charge of the Anglo-Egyptian troops that the Senussia are at present busily at work endeavoring to enroll these soldiers among its adherents. The singular restlessness in Egypt recently is, with or without a reason, attributed to the work of this hostile sect.

With a patience peculiar to the Oriental, the Senussia bides its time for action. Usually postponement under such circumstances makes men careless and cool. But not so with the Moslem. He can wait and wait without losing sight of his ultimate ambition, and without losing one degree of the heat of his passion. Yet he holds himself in readiness for immediate action when the call comes to him for the Jihad—or Holy War.

Just what may come from all the ferment in North Africa, a ferment which only a self-intoxicated European would fail to see or believe in, no one can say with anything like confident prediction. Yet some usually well-informed men who have had more than ordinary opportunities of studying the situation are decidedly pessimistic over it. Dr. Carl Peters regards it as an "occasion of grave anxiety and danger in the future, if not of the total expulsion of the white man." And Captain Wilson affirms it as his "absolute and certain conviction" that "the day is steadily drawing nearer when we (Europeans) shall stand face to face with a wave of Mohammedan fanaticism, thoroughly organized and amply prepared, compared to which all previous wars with black races will be the merest child's play."

Recent events at Casablanca have been but an incident, but from the passion displayed they form a significant incident. The Moor has not the slightest regard for the Christian infidel, for it was that enemy to his prophet that drove his sires out of Spain; and he will never submit placidly to have that European come over and rout him from his African home, to rob him of his patrimony and to defile his temples.

**Faster the race is run,
As one by one
Our selfish handicaps away we fling.**

—EDWARD EVERETT HALE.

TALKS ON SCULPTURE.—(XXIII.)

BY LORADO TAFT.

Vesuvius must have been an awe-inspiring sight recently, especially nights, yet some find the mountain's sinister work at Pompeii even more impres-



LORENZO DE MEDICI, BY MICHAEL ANGELO.

sive. To many the Coliseum is the greatest spectacle in Italy; others remember only St. Peter's, while yet others find nothing to compare with the grandeur of Milan cathedral. Not a few, however, will agree with the writer that they felt more profound sensations in the Sistine chapel at Rome and

in the Medici chapel at Florence than anywhere else in all that wonderful, beautiful land.

They are both the work of Michael Angelo, the greatest artist of the Renaissance, perhaps the greatest of all time. To what other man has it been given to create two such sanctuaries as these? In the Sistine chapel one sees the master's tremendous thoughts expressed in painting. The lofty vault is covered with his sublime pictures of Scriptural scenes and characters, while the end of the hall is like a window opening into a vast panorama of the "Last Judgment," a terrible vision sketched by an inexorable hand.

In that other chapel in Florence we find the triumphant work of Michael Angelo in the field which was his own by divine right. Here his sceptre is the chisel, and his sway is undisputed. The majesty of these giant creations is almost overpowering. Their magnificent bodies are indeed adequate, but upon us the burden of their world-weary souls rests heavily—we are no giants.

What a power was his to conceive, to feel! What a gift to convey this feeling to others! No one can enter that marble hall and gaze without a thrill of emotion upon the massive forms of "Day" and "Night"; of "Morning" and "Evening." And although we know that the sculptor had no thought of portraying in the faces of those two seated war-

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RESCUING RASCALS.—(V.)

The institution more and more plays a vital part in American life. What the corporation and the trust have come to be in business, the institution has come to be in good works.

Sixty years ago most business was done by individuals. A workman made a shoe. An individual had a store for the sale of shoes, and often of other things as well. Later came a gang for making shoes and a partnership for selling them. Then a team for making and a corporation for selling them, with branch stores in all the cities in the country for the sale of one make and one price shoe.

In former days one's charity or uplifting of the needy was a personal matter, and the one helped was a neighbor well known as to needs and deserts. All that is changed. Even a local church cannot know the merits of a "deserving" case in its own parish, since the chances are that a family is getting help from the Congregational church through the father's traditional affiliation therewith, from the Baptist through the mother's early membership in the denomination, from the Methodists because the girls are in that Sunday school, and from the Episcopalians because the boys are in that choir. The Associated Charities is a great trust, but it is indispensable because of conditions, and a church must administer its charity even to its own people through that organization to prevent wholesale beggar swindling.

This has led to all sorts of institutions for meeting the demands of the weakness and wickedness of humanity—institutions for orphans, for soldiers' orphans, for neglected children, for incorrigible boys, for unmanageable girls, for truants, for waywards, for delinquents, for foundlings, for

unfortunate women, for released prisoners, for blacks, for whites, for reds, for imbeciles, for chronic insane, the acute insane, for deaf, blind, and cripples, for epileptics, for tuberculosis patients, for those with the drink habit, the morphine habit, or the cocaine tendency, and so on to the end of the chapter. And these must be supported by the public, the Catholics, the Hebrews, the Presbyterians, the Salvation Armyists, the Volunteers, the Methodists, the Baptists, the Masons, the Odd Fellows, and so on to the end of the chapter.

All this became mechanical in the extreme. Most public institutional positions went to weak politicians in need of party charity, and church and fraternal institutional offices went to indigent members of church or fraternity who were out of a job because they could not hold one down in competition with the world's workers, so that these institutions at the top, as well as the bottom, were for the weak or the wicked, or both.

Too often rascals were set to rescue rascals.

Fortunately a better day has dawned in the institutional life of the country, in public, endowed, ecclesiastical, fraternal, and private. Hereafter rascals are not to be set to rescue rascals.

WHAT THE SCHOOLS SIGNIFY.—(XII.)

THE PIVOTAL PERIOD.—(V.)

SIXTH GRADE.—(IV.)

Get above the fundamentals for most of the work in the sixth grade. Use them as fundamentals for other work, as fundamental to other work.

Much reading by the pupils at home for the school is now essential. There need have been none heretofore. The story side of nature study, of geography, and of history should find a large place in this year.

Thompson Seton, William J. Long, and George B. Roberts should be read by every sixth-grade boy, not all of each, but enough of each to stir the sentiment for natural nature. Let them read the geography of various lands without statistics, without the utilities, without boundaries or capitals; let them read of the customs, habits, heroes of far-away lands until they realize that geography is as fascinating as the conundrums in which they revel, as the jokes they like to get off on their seniors.

To make geography delightful is vastly more important than to make it informing. If they have an appetite for it they will be getting the information as long as they live, and will remember that which is important, but to fill the mind with information when there is no adhesiveness of magnetism is like pouring it through a sieve. The virtue of geography, aside from a few principles of latitude, longitude, etc., is the desire to learn through life and a knowledge of the sources from which they may learn.

History is of much the same nature in its relation to the sixth grade. The children will not all read an equal amount, because they differ in interest and in facility in reading, but they may all read a great deal in this year. To most of them it will

be no burden to read a book each week. The slowest should average a book in two weeks, so that from twenty to forty notable books in nature, geography, and history may be read enjoyably in the sixth grade.

A child in the sixth, seventh, and eighth grades should have little time for the miscellaneous and undirected use of library books. Rightly directed and led there is enough material in nature, geography, and history that is fascinating to employ all the time that a sixth-grade pupil should give to reading.

It must be understood that literature is not to be neglected, as it need not be, for nowhere is there better fiction, essay, or poetry than in the relation of nature, history, and geography. Where are better essays than in Howells' "Venetian Days," better nature than in "The Vision of Sir Launfal," better romance than in "Ivanhoe"? Nor need ethics or aesthetics be slighted. "Black Beauty" and a "Life of Washington" will furnish every opportunity for inspiring a noble purpose in a child.

Having established a child in the fundamental processes in the years when there is slight temptation for parents to allow him to leave school and when it is easy to enforce child labor laws, it is of the utmost importance that the sixth grade be used, as well as the two grades that follow, for making school attractive.

It is infinitely easier to retain a child in school than to get him back after he has gone, to keep him interested than to create an interest even if he is brought back later.

Something may be done by way of manual work, but it is less important than in the seventh grades.

EDUCATIONAL VALUE OF FAIRS.

There is cause for universal regret over the lack of financial success at Jamestown. It will have a depressing effect upon other great enterprises of this kind.

An exposition is of inestimable value to the cause of education, both from its influence upon pupils and teachers. This is true of even a local affair. I have recently been in attendance upon the state fairs of North Dakota and Alabama, extremes to be sure, but all the more edifying because so unlike in their exhibits. It was apparent in both instances that local educators did not fully appreciate their significance. One who has seen such fairs all the way from Prince Edward Island to California, both North and South, both of province and state, can but realize how much there is to be learned, how much there is that one cannot escape from learning, if he will but see the exhibits of products and processes, of facts and figures, of growth and development.

In a way, there is even more to be learned from a purely local exhibition like that of the food and furniture fair in Boston just now. After a run about among the latest and best methods and devices for producing appetizing and relishing "pure" foods and drinks and delightfully beautiful comforts and adornments for the home, one can but exclaim upon the revelation this fair is of the inventive

genius and promotive skill, of applied science and artistic mastery in household arts.

It were well for teachers to fully appreciate the fact that for themselves and their pupils a fair is the bringing of the fruits of travel, of science, and of industry to one building or enclosure, is making learning easy.

THE STORY THAT GROWTH TELLS.

Forestry is a revelation from which the teacher can learn much, from which he can be inspired, for it is, indeed, a divine record. Here is an account of what a forester may know and how he may know it:—

"With a slight basis, the forester reads the history of a tree in great detail. After taking out a few 'borings' to the centre of the tree at different heights and counting the rings on them, he may spin such a yarn as this: 'This tree is 150 years old (150 rings at the base). During its first five years it grew only seven inches (145 rings seven inches from the base). Evidently it then began to touch crowns with other saplings, for it took a spurt and put on fifteen inches a year steadily till it was forty years old (forty rings forty-four and one-half feet above ground). It was not growing as fast as its neighbors, however, for at this point it began to be overshadowed, and its growth declined for the next ten years to as little as four inches a year. Just in time to save its life, something happened to its big neighbors, presumably a wind storm—let's see, that would be 1806—and it resumed a steady growth of about six inches a year, having passed its fastest growing time. Here's a false ring—twenty—forty—forty-six years back. Two very thin rings—see? instead of one thick one. Means that something interrupted the growing season—probably a late frost. Let's ask the oldest inhabitant.' And the chances are ten to one the oldest inhabitant remembers the hard spring of 1860 and has heard tales of the great wind in 1806." How interesting it would be to take intellectual and moral borings of a man to see what the record was in the third, sixth, or eighth grade. The story of intellectual growth is as unerring as that of the tree, only we do not know how to read it.

USE OF SCHOOL BUILDINGS AND CHAIRS.

London has a safe, and yet generous, provision for the use of the school buildings by the public.

Permission to use the school for the purpose of holding prize distributions, school concerts, and entertainments may be obtained from the divisional member in charge of the school. The application must be returned to the head office, duly filled up, at least two days before the date of the proposed occupation. Applications for the use of schools or rooms for any other purpose than those detailed in this paragraph must be made by letter to the head office.

Where chairs or a platform are stored at the school, and their use is required for a particular occupation, a separate application for such use must be made to the furniture superintendent at the head office.

In the case of prize distributions and entertainments to the children where no charge for admission is made, if a sufficient number of chairs is not stored at the school where the meeting is to be held, arrangements will be made for the use of chairs from other schools in the neighborhood, but a fortnight's notice must be given. A similar application must be made in the case of entertainments, etc., where a charge is to be made for admission, but in these cases the cost of cartage of chairs is not defrayed by the board.

All departments of a school may be let for the use of children, but no rooms fitted with desks for children can be let for the use of adults; this restriction, however, does not apply to committee meetings or small meetings of clubs, friendly societies, and other kindred associations.

All information with reference to the letting of schools can be obtained from the head office.

No occupation of the school after school hours is allowed except upon authority from the head office, or (in the case of an "occasional" letting in connection with the work of the day school, such as an entertainment or prize distribution) by permission of the divisional member in charge of the school.

RURAL DISADVANTAGES.

Ernest Burnham of Kalamazoo presents these startling figures:—

"A study of 100 of the smaller (not the smallest) rural districts selected from thirty-seven counties in Michigan shows: Average number in each district, 21; average enrollment, 15; average attendance, 10; average number months school, 8.3; average wages per month, \$25.33; average cost of instruction per month per pupil, based upon enrollment, \$1.69; based upon average attendance, \$2.53. The significance of these figures for per capita cost is enhanced when they are compared with the corresponding items in the maintenance of graded schools in incorporated villages and cities, where the average per capita cost of instruction per month in grades below the high school is, based upon enrollment, \$1.14, \$.55 less than in the country and based upon average attendance \$1.44, \$1.09 less than in the country."

STATUS OF MANUAL TRAINING.

More than 70 per cent. of the cities of more than 8,000 inhabitants in the United States have manual training or industrial arts in some form in the public schools, according to Professor Frank W. Balou of the Cincinnati technical high school. It is usually begun in the eighth grade with simple bench work—to the students the most interesting and in a certain way the most valuable form. There are twenty-four cities in the United States that have technical schools or manual training high schools.

EXPENSES PER CAPITA.

Colorado expends on her public schools \$6.75 per capita of the population; North Dakota, \$6.60; Nevada, \$6.08; California, \$6.03; New York, \$5.98; Massachusetts, \$5.87; Utah, \$5.47; Washington, \$5.38; South Dakota, \$5.29; Idaho, \$4.60; Rhode

Island, \$4.56; Nebraska, \$4.47; Montana, \$4.46; Oregon, \$4.45; Iowa, \$4.31; Minnesota, \$4.30; Indiana, \$4.29; Illinois, \$4.29; Connecticut, \$4.23.

One of the most highly esteemed principals of New York city says this of the editor of the *Journal of Education*. It represents what the editor would like most of all to have true and also that toward which he will ever strive: "The editor of the *Journal of Education* represents the quite unusual phenomenon of the cultivated literary instinct along with a most remarkable experience in studying and passing judgment on educational conditions all over America."

Professor Oscar Erf of the Kansas State Agricultural College takes buttermilk, converts it into powder, and feeds it back to the cows. He thinks he will save Kansas farmers \$400,000 a year. The next professor may demonstrate the value of education.

The scholarship and professional training of the newly elected teachers are vastly higher than ever before. This is so notably true that superintendents and school boards usually publish the facts in this regard of each newly elected teacher.

California alone has 19,000,000 acres of forest reserves set apart by the United States. In all, the United States plans to reserve 150,000,000 acres of forest reserves in the near future.

If you expect absolute perfection you will need to hasten to the perfect eternity, and those who hasten there never get to the perfect end of eternity, apparently.

The school has not done its complete work with the child until it has influenced for good his reading habit for life.

President Dabney has set a fast pace for university leadership of the education and educators of a municipality.

In so far as Christian Science eliminates worry, it is a blessing of highest order to the teacher and the school.

Many cities and towns have had ten times as many teachers in summer schools as they had five years ago.

It is entirely clear now that the Chicago Teachers' Federation has no idea of going out of business.

School life as a whole should be interesting to a child even though not everything in it is interesting.

Toledo is doing more for newsboys and their associates than any other city in the country.

The school garden is the handmaid of geography and the bride of nature study.

Mississippi's great educational awakening is highly to her credit.

THE WEEK IN REVIEW.

A TERRIFIC EXPLOSION.

Seldom has a more appalling catastrophe of the kind been recorded than that which overtook the little town of Fontanet, Ind., on October 15. The plant of the Dupont Powder Company, located near the town, exploded, mill by mill, the culmination of the horror being reached when the great magazine, containing 40,000 kegs of powder, blew up. Then came fire, sweeping through the debris, and burning to death some of the victims who were caught in the wreckage. Two churches, three schoolhouses, all the business blocks, and nearly all the dwellings in this town of 1,200 to 1,500 inhabitants, were leveled to the ground. The dead number about eighty, the injured, 500, and no one knows how many of the 300 miners who were underground when the shock of the explosion broke down the mine walls may have perished.

SMASHING THE OCEAN RECORDS.

The latest performance of the Cunard steamship *Lusitania*, on her second voyage westward, smashed all the ocean speed records. The great ship made the trip from Queenstown to Sandy Hook in four days, nineteen hours, fifty-eight minutes. Her best run in one hour was 24.76 knots, and she averaged just twenty-four knots an hour for the whole voyage, which was a remarkably sustained performance. Her best day's run was 617 miles. This gives her the coveted blue ribbon hitherto held by the North German Lloyd Company, for it marks the shortest time from any European port to New York, the fastest average speed for any transatlantic voyage, and the longest run in a single day.

THE FRENCH RADICALS SPLIT.

The most interesting movement in French politics for a long time is the unanimous decision of the Radical and Radical-Socialist parties, which between them control the Republican majority in the French parliament, to break away from the Unified or Extreme Socialists, who have gone into the anti-militarist movement for the disorganization of the army. The breach is made more complete by an appeal to the French electors to withdraw their support from all candidates who are identified with the anti-militarism agitation. Naturally, this action is bitterly resented by the extreme Socialists, but in the end it will strengthen rather than weaken the government.

NOT SO CALM IN MOROCCO.

The recent drift of events in Morocco fully sustains the suggestion recently made in this column that the French were quite too sanguine in concluding that the whole trouble had been ended by the submission of seven of the most powerful tribes. Some of the tribesmen who submitted have been attacked by their less compliant neighbors, and have been refused aid by the French; the rival Sultan of the South has secured arms and ammunition by raiding the custom-houses, and has massed a large force to move upon Casablanca; the reigning Sultan is apparently on his last legs, both as regards finances and military resources; and there

have been ugly differences between the French and Spanish commanders at Casablanca, which tend to weaken the alliance for the restoration of order.

TAFT IN THE FAR EAST.

Secretary Taft's reception by the Chinese merchants and officials at Shanghai was hardly less significant than his welcome at Tokio. The very Chinese merchants who, not many months ago, were urging a general boycott of American manufactures gave Mr. Taft such a greeting as has never before been accorded to a foreign statesman; and his frank and genial statement of American sympathy and good will made a very favorable impression upon a people already touched by the generous aid given the Chinese famine sufferers by Americans and by the American renunciation of the Boxer indemnity. At Manila Mr. Taft had, if possible, a warmer welcome still, for the more intelligent Filipinos have grateful recollections of Mr. Taft as governor-general.

THE FARCICAL RUSSIAN ELECTIONS.

The elections for the third Russian Duma continue with few signs of interest. The process is a cumbrous one, for the candidates are not voted for directly, but through intermediary electors, who meet later in electoral colleges to make the actual choice. As no public assemblages are permitted, and as political discussion is tabooed in the papers, there is an entire absence of the open agitation and discussion usually attendant on elections in a free country. The most interesting manifestation thus far is the almost complete abstention of the small landowners. Little doubt is felt that the government will secure a Duma as subservient as it wants, and as it intended to get through the restricted suffrage provided by last June's electoral law.

THE HAGUE CONFERENCE.

The Hague Conference is drawing toward a close. It may be said to have settled little or nothing beyond establishing the extreme difficulty of getting the nations of the earth to make a definite agreement looking toward peace. Beyond the recommendation of a third conference some years from now to take up the questions left open by this one, and the framing of a few conventions regulating rules of war, the conference has been practically futile and fruitless. Even the attempt to frame a convention looking to obligatory obligation was finally abandoned, and the committee on arbitration adopted, instead, a compromise declaration in favor of the general principle which was so colorless that Mr. Choate, as the spokesman of the American delegation, refused to vote upon it, and was joined by the delegates of Japan and one or two other countries.

ENGLISH POLITICS.

There are lively times ahead in English politics. Following the example of the premier, Sir Henry Campbell-Bannerman, to which reference was made in this column last week, the Liberal speak-

TALKS ON SCULPTURE.—(XXIII.)

[Continued from page 433.]

riors the features of the unworthy dukes whose memory these monuments so disdainfully, yet so gloriously, celebrate, it is impossible not to feel in them living presences. The "Lorenzo," particularly, which we illustrate to-day, is a masterpiece of suggestion. It is called "The Thinker," and it is almost impossible to divest one's self of the feeling that behind that gloomy face a round of slow-revolving thoughts is marking the flight of the ages. It was of this head that our own Hawthorne wrote in eloquent words how the master's magic chisel had left the block and fairly carved in air the shadowy features, seemingly dependent no longer upon material.

The great French sculptor, Rodin, once said that his idea of a statue was the same as Michael Angelo's—a figure that could be rolled down hill without breaking anything off. See how well the lines of "The Thinker" illustrate such an ideal of compactness. As the master foresaw the figure within the block, so we in turn feel that there still remains in the statue somewhat of the mass and immobility of the stone. Quiet and self-centred it is, yet full of potent energy. Michael Angelo never wished to give his statues motion, but he always charged them with life, so that they seem to need but the word in order to arise and use their strength.

How did this man become so great? Who shall say? His parents were not even interested in art, his father being bitterly opposed to his choice of profession. But the boy could not do otherwise; the vocation was laid upon him; a sculptor he was to be. His teachers were mediocre men. It mattered not; they gave him what he required—the use of tools. He supplied the rest. Some have to learn painfully, step by step. His was a mind which leaped, or rather flew, and recognized at once the best. All that others had done served as his lessons; their experiments were his, and he needed not to do them over again. Their failures and faults he avoided, their best points—the poses of Donatello, the massing of Della Quercia—he adopted and made his own. He began his professional career with the skill and knowledge of experienced age coupled with the energy of youth.

At twenty-five Michael Angelo had completed his "Pieta," one of his most perfect works; at thirty, his "David" won for him the grateful homage of his native city and made his name famous throughout all Italy. Torn from his favorite art and the colossal project of his tomb for St. Peter's, and forced by the whim of an erratic pope to paint the ceiling of the Sistine chapel, he produced in this unfamiliar field the grandest decoration in the world, doing the entire work with his own hands. Again and again he returned to that majestic vision of the tomb of Julius II., only to be thwarted. The struggle of those sombre years has been called "The Tragedy of the Tomb." Later came these

other tombs, destined like most of his works to remain unfinished. But what splendid fragments there are! It is a liberal education to know these sculptures and their story.—Used by permission of the Chicago Record-Herald.

SCHOOL CATALOGS.

BY A. W. ABRAMS,

Illion, New York.

One of the interesting features of the modern public school is the "annual catalog." This very frequently shows decided lack of perspective and the want of an ordinary sense of the fitness of things on the part of the person responsible for it.

The catalog, naturally enough though inexcusably, is often modeled after those of the older private boarding school. These earlier institutions drew students from far and near, and there was a solid reason for giving a description of the location of the school. Now that every village has its high school, the necessity for telling prospective students where such school is located and how to get there hardly exists. Nevertheless the first paragraph of the catalog is almost certain to assure the reader that the town in which the school is situated is on the railroad, that the citizens of the community are cultured and enterprising, and that the scenery, healthfulness, and moral tone of this place are unsurpassed.

Then follows the altogether unnecessary statement that the "object" of the school is—"to furnish students with a sound, practical education." The discipline of the school is of course "salutary, tending to the upbuilding of the moral nature of the boys and girls." The school always "possesses a well-selected library," and surely "such a collection of books is of inestimable value to both students and teachers." The laboratory and general equipment of the school is most complete and satisfactory. Indeed, it is strange that the people of the district, after reading this catalog, should ever suspect that any further expenditures for equipment were needed.

The results of the work are magnificent, and students are very successful in passing examinations. These results, if not directly brought about, must be greatly encouraged by the very definite "rules and regulations" which still consume printer's ink. "The principal is to have general supervision of the school"—of course. The teachers are to keep their records, to teach the pupils, to maintain order, to "teach thoroughly," "in every recitation to insist upon erect position," "never to accept careless work," etc. The janitor, properly enough, is to look after the buildings and grounds. "Pupils are to conform to the rules and regulations of the school, to obey promptly all directions of the teachers, and to be diligent in study." They "shall occupy the seats assigned to them." "They must not communicate in the halls." One thing pupils are especially forbidden to do is "to use tobacco or in-

toxicating drinks about the school building"! The rule seems as much out of place in a catalog as smoking would in or about the school building.

The motive of the paragraph on location seems to be to tell one's friends in what a pleasant place we are located, rather than to advance the interests of the school. A perfunctory statement of the purpose of the school is needless. Some regulations are from time to time necessary for the proper management of a school. But in any except the larger schools it would seem rarely to be necessary or advisable to print an extended set of these. If they are to be printed at all for distribution, they should be sane and pertinent.

It is safe to say that the principal who lacks executive ability to conduct his school without such a list of rules will not succeed with it. Such a list of rules is usually too meagre to be considered complete, too perfunctory to secure attention, and too inane to command respect. A school circular of this sort is objectionable not alone because it is useless, but especially because the opportunity of presenting to the community a straightforward discussion of some important needs of the school is sacrificed. Instead of trying to make the conditions of the school appear to be ideal, would it not be wise for the principal clearly and forcefully to point out some defects of the school with the end in view of gaining the support of the community in correcting them? Too often the school report says the building is well lighted and ventilated when the ratio of light is only 1:10, and when window ventilation is being resorted to almost constantly. Rules of practice of the right sort are needed, but they should be specific and should relate to the business of the school, the basis of promotion, the operation of the course of study, the method of keeping records, etc. Matters of administration have a place in such regulations, but not methods of teaching, principles of hygiene, and admonitions on morality.

A school report is not a catch-penny advertisement for non-resident students or a solace to the minds of the residents of the district, but a means of reaching the people of the community to give them a correct notion of the school, to inform them as to proper standards, and to secure their co-operation in making the school more efficient. Permanent success in school work depends upon getting at the root of matters, not in thoughtless imitation of the obsolete.

DINNER CARDS.

One of the latest devices for interesting the home in the school through the drawing exercises is the designing of dinner cards. This interests the homes of means and culture, which is always more difficult, but none the less important than to interest the humble homes. Pupils in any wide-awake school with a teacher of to-day can design and paint or sketch in outline really exquisite cards adapted to the occasion or even to the individual. Not infrequently a student whose home knows not the luxury of dinner parties turns many an honest dime by designing dinner cards for persons of abundant means.

DIRECTED HOME READING IN THE ELEMENTARY SCHOOLS.—(II.)

BY GERTRUDE F. GREENE,

Belcher School, Milton, Mass.

(The books with * should be recommended in every grade.)

SIXTH GRADE.

FEBRUARY.

1. Oregon Trail. Francis Parkman.
2. Children's Tales from Scottish Ballads. E. W. Grierson.
3. Stories from Plato. Burt.
4. Through Three Campaigns. Henty.
5. The Little Lame Prince. Miss Mulock.
6. A Little Girl of Old Philadelphia. Amanda Douglass.
7. The Fur Seal's Tooth. Kirk Munroe.

MARCH.

1. The Flight of Pony Baker. William Dean Howells.
2. The Magic Forest. S. E. White.
3. The Court of Boyville. William Allen White.
4. Westwood Ho. Charles Kingsley.
5. Baron Munchausen.
6. Forest Land. Robert Chamber.

APRIL.

1. Rudder Grange. Frank Stockton.
2. Bird World. Stickney and Hoffman.
3. The World's Painters and Their Pictures. Hoyt.
4. Norse Stories. H. W. Mabie.
5. Ways of the Six Footed. Comstock.
6. Troubadour Tales. Evalene Stein.
7. Treasure Island. R. L. Stevenson.

MAY.

1. A Little Girl of Old St. Louis. Amanda Douglass.
2. The Master Key. Baum.
3. The Comedy in Wax (St. Nicholas for 1905).
4. Don Quixote. Retold by Judge Parry.
5. Little Women. Louisa M. Alcott.
6. Ronald Bannerman's Boyhood. George MacDonald.
7. Kidnapped. Robert Louis Stevenson.

JUNE.

1. Boys' Second Book of Inventions. Ray Stannard Baker.
2. The Book of Saints and Friendly Beasts. Annie F. Brown.
3. Boy Hunters of Kentucky. Ellis.
4. Wolf Ear the Indian. Ellis.
5. Red Feather. Ellis.
6. Tom Sawyer. Mark Twain.
7. Child's History of England. Dickens.
8. Our Little French Cousin. Blanche Mansfield.
9. Our Little English Cousin. Blanche Mansfield.

SEVENTH GRADE.

FEBRUARY.

1. In Darkest Africa. Henry M. Stanley.
2. Daniel Boone. Abbott.
3. Kit Carson. Abbott.
4. Hunting the Grizzly. Theodore Roosevelt.
5. The Little People of the Sycamore. Charles G. D. Roberts.
6. *The Bee People. Margaret Warner Morley. (A book that the fourth-grade people like).

MARCH.

1. Chapman's Bird Book.
2. Plants and Their Children. Frank T. Bullen.
3. Rough Riders. Theodore Roosevelt.
4. The Story of the Champions of the Round Table. Howard Pyle.
5. The Red Chief. Tomlinson.
6. Tales of a Traveler. Washington Irving.

APRIL.

1. The Boy Captive in Canada. Mary P. Wells Smith.
2. The Golden Goose and Other Fairy Tales. Eva March Tappan.
3. The Painted Desert. Kirk Munroe.
4. What Might Have Been Expected. Frank Stockton.
5. Trapper Jim. Edwyn Sandys.
6. Cyrus and Alexander. Abbott.

MAY.

1. The Adventure of Peter Pan in Kensington Gardens. J. M. Barrie.
2. An Island in the Air. Ernest Ingersoll.
3. Three Young Continentals. E. T. Tomlinson.
4. Old Paths and Legends of New England. Katharine M. Abbott.
5. The Young Citizen. C. F. Dole.
6. The Ship that Found Herself. Rudyard Kipling.
7. Huckleberry Finn. Mark Twain.

JUNE.

1. The Boys of Greenway Court. Hezekiah Butterworth.
2. Poor Boys Who Have Become Famous. Sarah K. Bolton.
3. Poor Girls Who Have Become Famous. Sarah K. Bolton.
4. North America. Anthony Trollope.
5. James Russell Lowell's Lectures. Harper & Bros.
6. Astoria. Washington Irving.
7. Poems. Oliver Wendell Holmes.
8. Other Girls. Mrs. A. D. T. Whitney.

EIGHTH GRADE.

FEBRUARY.

1. Scottish Chiefs. Jane Porter.
2. Marmion. Scott.
3. The Jumping Frog. Mark Twain.
4. Three Men in a Boat. Jerome K. Jerome.
5. Four in Camp. Barbour.
6. Agriculture for Beginners. Burkett, Stevens, and Hill.
7. Innocents Abroad. Mark Twain.

MARCH.

1. The Man Without a Country. E. E. Hale.
2. Nineteen Beautiful Years. Frances Willard.
3. Robert Falconer. George MacDonald.
4. The Seasons in a Flower Garden. Louise Shelton.
5. Kim. Kipling.
6. Boy Soldiers and Officers of 1812. Tomlinson.
7. Joan of Arc. Samuel Clemens.

APRIL.

1. Cudjo's Cave. Trowbridge.
2. The Three Scouts. Trowbridge.
3. O Yuri San. Century for July, 1906.
4. Michael Strogoff. Jules Verne.
5. The Alhambra. Washington Irving.
6. Three Men on Four Wheels. Jerome K. Jerome.

MAY.

1. Upland Game Birds. Edwyn Sandys and T. S. Van Dyke.
2. Salmon and Trout. Dean Sage, W. C. Harris, and C. H. Townsend.
3. The Three Musketeers. Alexandre Dumas.
4. Janet, Her Winter in Quebec. Anna Chapin Ray.
5. English Homes. Henry James, Jr.
6. The True Story of Paul Revere. Charles Ferris Gettemy.
7. Old Mam'selle's Secret. E. Marlitt.

JUNE.

1. Among the Isles of Shoals. Celia Thaxter.
2. Journey to the Centre of the Earth. Jules Verne.
3. Play and Profit in My Garden. E. P. Roe.
4. The Deer Family. Theodore Roosevelt and others.
5. Work. Louisa M. Alcott.
6. The Black Dwarf. Scott.
7. Life of John Stark. Edward Everett.

—Milton School Journal.

BOOK TABLE.

THE BIBLE AS GOOD READING. By Senator Albert J. Beveridge. Philadelphia: Henry Altenuus Company. Cloth. Price, cloth, 50 cents; calf, \$1.00.

It is refreshing to see a United States senator, an up-to-date senator, making a vigorous plea for the more universal, intelligent, and devout reading of the Bible, but then Senator Beveridge is an unusual man. He is the most romantic of all our leaders when one takes into account his early and later life. He is but forty-five years of age, and is among the foremost of the statesmen. From twelve years his was a life of privation. At twelve he was a plough boy; at fourteen a railroad laborer; at fifteen a logger. He was virtually brought up in a logging-camp. He had a tremendous appetite for reading, but out there in the woods there was not much to read save the Bible. Accordingly, the lad read the Bible through and through and came at last—as he went on in life and had the opportunity to compare it with other books—to see that it was, merely considered from the point of view of interesting reading, the best book of all. Oh, that every boy would read this book, and he will read it if he has a chance. Who will give a copy of it to each of the 7,500 high schools of the United States, or better yet, who will give a copy to each of a million young men from fifteen to twenty, who would be glad to have it? Of course no one will do it. Men of large means do not do this kind of a thing, and so we must be content to have individuals give it to the young men whom they know. It is a notable book, an attractive and convincing book.

HUNTER'S ELEMENTS OF BIOLOGY. For the first year in the high school. By George William Hunter, A. M., instructor in biology. DeWitt Clinton high school, New York city. A practical text-book correlating botany, zoology, and human physiology. New York, Cincinnati, and Chicago: American Book Company. Cloth. 445 pp. Illustrated. Price, \$1.25.

This is a remarkably attractive and useful text-book. Biology is so recent a study for high schools that the text-books have been growing in merit until we here have one of the best text-books for first-grade high school work that has appeared on any subject. The scheme of correlation is entirely natural and yet ingenious, the information is abundant, attractive, and reliable. The arrangement is helpful in the extreme for both the student and the teacher, the illustrations make a beautiful book, while at the same time they teach of themselves. There are many pedagogical and scientific aids. This course combines in excellent proportion text-book study, laboratory experiments, field work, and work for oral recitation. It will give students a general conception of the wide range of forms in plant and animal life; lead them to observe the various processes carried on by plants and animals, and to study only so much of structure as is necessary for a clear comprehension of these processes; and help them to understand the general structure of the human body, and the way to care for it. The laboratory and field work will be readily comprehended and will require only simple and inexpensive equipment.

THE CHILD'S WORD-GARDEN. A Primer Designed to Precede and Accompany the Jones and Other First Readers, by J. S. Lansing. Boston, New York, Chicago, and London: Ginn & Co. Cloth. Illustrated in colors.

Welcome ever to a beautiful new primer when it is made, as this is, along lines of experience of a remarkably successful maker of school readers. The market for an attractive and ingenious primer can never be overstocked. Here is the only really uniformly sensible feature of the school book world, for here we furnish the children with all of the best books, whereas in other subjects we select only one out of many excellent books. In this book an heroic effort is skilfully made to help children to learn to read as they learn to talk. The most significant feature of the scheme is the plan to expand the vocabulary rather than intensify it, to give the child a rapidly increasing number of words in which he is really interested. The color pictures are, of course, beautiful, here they are also directly helpful, but the chief attraction is the child-interest phase of the pictures. Dolls, birds, pets, and toys abound, but here they have a naturalness that is fascinating. The boy at play with his toys is not a made-up Little Lord Fauntleroy but a real everyday boy with his play-about clothes, and his toys are the real thing, tipped over and lying about criss-cross, rather than being on pedestals for exhibition purposes.

LEXICON TO THE ENGLISH POETICAL WORKS OF JOHN MILTON. By Laura E. Lockwood, Ph. D. (Yale), assistant professor at Wellesley. New York: The Macmillan Company. Cloth. 671 pp. Price, \$3.00 net.

Dr. Lockwood has shown herself a master in the preparation of the most notable aid to the study of Milton's poetry that has been prepared on either side of the sea. Rarely does America give England any book on her own masters that is indispensable, but she has surely done it in this instance. When one looks into these nearly 1,400 columns, in which is every word that appears in any poem of Milton with the closest discriminative use in each case in which it is used, he does not wonder that the work was begun twelve years ago. For instance "go" is used with more than fifty different effects, and 120 different references to these various uses are recorded, requiring nearly two columns for these references. This is merely suggestive of the magnitude and thoroughness of the work. The purpose of the work is to provide a means by which the student may readily find the signification of any word in the poetry of Milton. The chief aim has been that of definition, and every word in the poetry has been subjected to a careful examination. Almost every significant word in the vocabulary of Milton is filled with liberal and figurative meanings that shade into each other and off into other and related senses; and each word is modified and varied in the shifting lights thrown on it by the context. This is perhaps truer of Milton than of any other English poet. The precise definition of words is impossible, because of their chameleonlike quality and their lack of exact correspondence to the ideas they represent. Yet it is wise at least to attempt, in so far as possible, to reinterpret in the medium of everyday English the lines of the poet who speaks in an even less transparent language. As such work must by its nature be more or less tentative, and hence lacking in finality, one cannot expect assent to all explanations of words; the reader will doubtless often see or feel some other shade of meaning to be dominant in a particular word. But when he disagrees with what is given, he will be stimulated to search for himself the thought of the poet; and there could be no higher desire for the book than that it should be an incentive to the closer reading of Milton. That "no one would nowadays read 'Paradise Lost' for pleasure" has been disproved by years of experience. But for this pleasure assistance in the way of interpretation is often necessary. The annotators, from Newton and Todd down to Masson and Jerram, have done much to make clear difficult passages, yet there is much that they have not attempted to explain; besides, the student who depends upon the annotators must have about him a small library of books. In providing this one book the author hopes to increase the number of those who read "the one artist of the highest rank in the great style whom we have."

LABORATORY EXERCISES IN GENERAL ZOOLOGY. By Professor Glenn W. Herrick of the Mississippi Agricultural and Mechanical College. New York: American Book Company. Cloth. 12mo. 110 pp. Price, 60 cents.

A capital presentation of what may be done in the laboratory to discover the wonders and utilities of animal life. The author thinks it not unwise for the student to begin with the microscope, and so arranges his exercises. There is a clarity about his method of getting at the facts of the animal kingdom that is peculiarly attractive. We should imagine that the student would find the work of investigation made helpful and rewarding by just such a volume, which has all the marks of thorough preparation.

JOHN HENRY NEWMAN'S PROSE AND POETRY. Edited by Maurice F. Egan, LL. D., of the Catholic University of America. Boston: Houghton, Mifflin & Co. Cloth. 327 pp. Price, 40 cents net.

The author of "Lead, Kindly Light" was a gifted English writer both in prose and poetry. Few verses are more widely known or prized than those in the hymn just named. But he wrote many other good things, and to acquaint us with them is the editor's worthy aim. Several pages are given to his life, and selections from his writings follow. The English the author uses is always choice, and in many respects standard, and quite apart from his subject-matter, which is debatable, he is a model in style,—a fact which does not permit debate.

STORIES OF STRANGE SIGHTS RETOLD FROM ST. NICHOLAS. Illustrated by Edwin L. Sabin.

Tudor Jenks, J. O. Davidson, and eighteen other authors. New York: The Century Company. Cloth. 200 pp.

This is an exceedingly interesting book for children, teaching many things geographical, in as fascinating a way as though one was giving children fairy tales. A bright feature of the book, one that is wholly unique, is a series of illustrated articles, "Good Morning 'Round the World," and "Rock-a-Bye 'Round the World." The former has seventeen pictures, with verses illustrating and explaining the morning salutations in as many different countries. The other has sixteen pictures illustrating how they tend babies in sixteen different countries. The whole book is charming.

THE ROBINSON CRUSOE READER. By Julia Darrow Cowles. Chicago: A. Flanagan Company. Cloth. Illustrated. 115 pp. Price, 30 cents.

A delightful abridgment of Defoe's great story put into words easily within the reach of the little people's minds and their first attempts at continued reading. Following the text are suggestions to teachers who may make use of the story as to means of impressing the story by such accessories as drawing the ship, the cats, dogs, etc., making a cave in a sand-table, etc., etc. A word list for spelling is the closing feature.

MOTHER GOOSE'S PICTURE PUZZLES. A book for children, combining quaint drawings, hidden objects in each picture, and nursery jingles. Philadelphia: Henry Altemus Company. Illustration on every page.

This is the prize book of the season. There are sixty two-thirds-of-a-page pictures, in each of which is a hidden picture or puzzle picture. At the end of the book is a key by means of which the puzzle picture is easily detected.

A FIELD BOOK OF THE STARS. By William Tyler Olcott. New York: G. P. Putnam's Sons. Cloth. 163 pp. Price, 75 cents.

A valuable astronomical treatise, with fifty diagrams accompanying the descriptive matter, and showing the constellations as they appear at the four seasons of the year. So admirably has the author done his work that by its aid the student may easily acquaint himself with the names and locations of the heavenly bodies, and the night skies may cease to be nothing but a twinkling maze.

TENANTS OF THE TREES. By Clarence Hawkes. Boston: L. C. Page & Co.

We can imagine no better medium for acquainting our young people with the habits and peculiarities of birds and other "Fellows of the Woods" than this very interesting book. It is written in a free, conversational style, well adapted to attract and retain the attention of the reader and to impress upon his mind the importance of the subject. It is remarkably free from exaggerations and brings one into close sympathy with all nature. The book is beautifully illustrated with eight full-page colored plates, is printed in plain, large type on heavy paper, and is attractively bound.

BOOKS RECEIVED.

"Economics for High Schools and Colleges." By F. W. Blackman. Price, \$1.20.—"Another Book of Verses for Children." Edited by E. V. Lucas. Price, \$1.50.—"A First Course in the Differential and Integral Calculus." By William F. Osgood. Price, \$2.00.—"Pupil Self-Government." By Bernard Cronson. Price, 90 cents. New York: The Macmillan Company.
 "From Gretna Green to Land's End." By K. L. Pates. Price, \$2.00.—"Romeo and Juliet." Edited by Charlotte Porter and Helen A. Clarke. Price, 75 cents. New York: T. Y. Crowell & Co.
 "Father and Baby Plays." By Emilie Poulsen. Price, \$1.25. New York: The Century Company.
 "The Literature of Roguery." By Professor F. W. Chandler. (Vols. I. and II.) Price, \$3.00.—"The Old Peabody Pew." By Kate Douglas Wiggin. Price, \$1.50. Boston: Houghton, Mifflin & Co.
 "Boysville." By John E. Gunkel. Price, 75 cents. Toledo: Toledo Newsboys' Association.
 "Little Me Too." By Julia Dalrymple. Price, 75 cents.—"What Can a Young Man Do?" By F. W. Rollins. Price, \$1.50.—"John Harvard and His Times." By H. C. Shelby. Price, \$2.00.—"The Pictorial German Course." By D. J. Rees. Price, 65 cents. Boston: Little, Brown & Co.
 "Keller's Das Fährlein der Sieben Aufrechten." Edited by W. G. Howard and A. M. Sturtevant. Boston: D. C. Heath & Co.
 "Thoughts on Education." By Thomas T. Watts. Published at Highlands, N. J.
 "Thoughts on Business." By Waldo P. Warren. Price, \$1.25. Chicago: Forbes & Co.
 "A Short History of Rome." By F. F. Abbott. Price, \$1.00.—"Handbook for the Study of Roman History." Price, 25 cents. Chicago: Scott, Foresman & Co.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

- October 24-25-26:** Maine State Teachers' Association, Bangor.
- October 25:** Middlesex County Association, Tremont Temple, Boston. Superintendent U. G. Wheeler, Everett, president.
- October 25:** Franklin County Teachers' Association, Turners Falls, Mass., Frank P. Davison, chairman executive committee.
- November 1:** Norfolk County (Mass.) Teachers' Association, Boston.
- November 1:** Essex County (Mass.) Teachers' Association, Peabody.
- November 1:** Hampshire County (Mass.) Teachers' Association, Northampton.
- November 7-9:** Wisconsin State Teachers' Association, Milwaukee.
- November 8:** Berkshire County Teachers' Association, Pittsfield, Mass.
- November 8:** New England Association of School Superintendents, in Latin School Hall, Warren avenue, Boston.
- December 26, 27, 28:** Montana State Teachers' Association, Missoula.
- December 26, 27, 28:** New Jersey State Teachers' Association, Atlantic City.
- December 27, 28, 29:** Southern Educational Association, Lexington, Ky.
- December 31-January 1, 2, 3, 1908:** Iowa State Teachers' Association, Des Moines, F. E. Lark, president, Onawa; Frederick E. Bolton, chairman of executive committee, Iowa City.

December 31-January 1, 2, 3, 1908: Colorado State Teachers' Association.

January 1-3, 1908: Minnesota Educational Association, St. Paul.

February, 1908: Department of Superintendence; president, Frank B. Cooper, Seattle, Wash.; secretary, George B. Cook, Hot Springs, Ark.; at Washington, D. C.

July, 1908: National Educational Association of the United States; president, Superintendent E. G. Cooley, Chicago, Ill.; secretary, Irwin Shepard, Winona, Minn.; at Cleveland, Ohio.

EDUCATIONAL ASSOCIATIONS OF NEW YORK.

- November 6-8:** School Commissioners and Superintendents; president, Commissioner James Wingate, Princetown; secretary, Commissioner Ida E. Cosad, Wolcott; at Syracuse.
- November 29-30:** Association of Colleges and Preparatory Schools of the Middle States and Maryland; president, Woodrow Wilson, Princeton University, N. J.; secretary, A. H. Quinn, University of Pennsylvania, Philadelphia, Pa.;

at College of the City of New York.

December 26-28: Associated Academic Principals; president, Superintendent Avery W. Skinner, Oneida; secretary, Superintendent W. J. Deans, Elmira; at Syracuse.

December 27: Classical Teachers' Association; president, Professor Frank Smalley, Syracuse University, Syracuse; secretary, F. R. Parker, Elmira; at Syracuse.

December 26-28: Council of Grammar School Principals; president, R. H. Savage, Rochester; recording secretary, John E. Healy, Troy; corresponding secretary, Miss C. A. Farber, Rochester; at Syracuse.

December 27: Arts Teachers' Club; president, Miss Stella Skinner, New Paltz; secretary, Miss Katharine Saunders, Auburn; at Syracuse.

December 26-28: Teachers' Association; president, Professor George P. Bristol, Ithaca; secretary, Lyman A. Best, 748 Carroll street, Brooklyn; at Syracuse.

December 26-28: Science Teachers' Association; president, J. S. Shearer, Cornell University, Ithaca; secretary, J. E. Stannard, Greenwich, Conn.; at Ithaca.

December 27, 28: Training Teachers' Conference; president, Superintendent S. J. Slawson, Olean; secretary, Principal J. D. Bigelow, Moravia; at Syracuse.

Spring of 1908: Association of Colleges in the state of New York; chairman, President Rush Rhees, Rochester University; secretary, Howard J. Rogers, Albany; at Rochester University.

NEW ENGLAND STATES.

MAINE.

BANGOR. The annual meeting of the Maine Teachers' Association and the Association of Secondary Schools and Colleges will be held in Bangor October 24, 25, and 26. The meeting promises to be one of the most profitable that has ever been held, and one of the most largely attended. The associations have in the past five years grown to such size and importance that now their conferences tax the capacity of our largest cities and for the past three years have been in the three largest cities in our state, Bangor, Portland, and Lewiston. The associations now have more than 1,500 members, and the attendance upon the meetings reaches very closely to the 2,000 mark.

Among the speakers, besides the teachers of ripe experience from all over the state, will be Henry Turner Bailey of North Scituate, Mass., who will read a paper on "The Arts and Crafts in Schools"; Miss Patty S. Hill, instructor in the kindergarten department of the Teachers College, Columbia University, New York, will give a paper before the kindergartners on "Plays and Games"; Dr. Albion W. Small of Chicago University will deliver an address on "The Social Century"; George H. Martin of Boston, secretary of the Massachusetts state board of education, will give an address on "New Responsibilities of the Public School"; Miss

Alice M. Cooley of the University of North Dakota will speak on "The Use of Literature as a Means of Teaching Reading and Language."

NEW HAMPSHIRE.

ROCHESTER. A series of school board conferences will be held throughout the state this fall under the auspices of the state department of public instruction. The conference for Stafford county will be held in this city November 21. The subjects under discussion are those with which all school boards, especially rural school boards, have to grapple, and the conferences will be of great service to boards of education and through them to our state public school system. The other dates and places appointed are as follows: Belknap county at Laconia, October 15; Grafton county at Plymouth. October 16; Rockingham county at Exeter, October 23, and at Salem. November 19; Hillsboro county at Hillsboro, October 29; Cheshire county at Keene, October 30; Sullivan county at Newport, November 1; Grafton county at Lebanon, November 12; Merrimack county at Concord, November 26.

MASSACHUSETTS.

BOSTON. The Middlesex County Teachers' Association will hold its fifty-fifth annual meeting Friday, October 25, in Converse hall, Tremont temple. Following is the morning program: "Self-Revelation." Superintendent B. C. Gregory, Chelsea, Mass.; "Literature as an Aid to Self-Expression." Professor Alice W. Cooley, University of North Dakota; "Brain and Muscle." Professor John M. Tyler, Amherst College; "The Taxpayers' Side of the Teachers' Pension." Supervisor Charles H. Keyes, Hartford, Conn.; afternoon, report of committees and election of officers, "Jamestown and the Nation." Professor Charles W. Kent, University of Virginia. The officers for 1906-'07 are: President, T. G. Wheeler, Everett; vice-presidents, William C. Bates, Cambridge; Charles G. Ham, Somerville; Charles W. Morey, Lowell; Emma F. Hovey, Woburn; Charles J. Emerson, Stoneham; executive committee, Benjamin C. Gregory, Chelsea; Frank E. Spaulding, Newtonville; Herbert L. Rand, Malden; Eva R. Crane, Melrose; J. Henry Clagg, Watertown; secretary and treasurer, Fairfield Whitney, Townsend; auditor, Charles J. Emerson, Stoneham.

The Massachusetts Schoolmasters' Club will hold its annual meeting at Hotel Brunswick October 26. Dinner will be served promptly at 1 p. m. Business will be taken up at 2.15 p. m., as follows: Report of the secretary, report of the treasurer, appointment of auditing committee, report of nominating committee, election of officers, election of new members. The after-dinner topic will be "School Hygiene." Guests of the club will include Robert W. Lovett, M. D., delegate from the United States and vice-president of section of medical inspection at International Congress of School of Hygiene, London, 1907; John J. Cronin, M. D.,

BOOKS OF THE SOUTH

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By J. L. M. CURRY. 272 pp.

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assistant chief of medical inspection, department of health, New York city; Thomas F. Harrington, M. D., director of physical training and athletics, Boston public schools.

The twenty-second annual meeting of the New England Association of Colleges and Preparatory Schools met October 11 in Huntington hall, Massachusetts Institute of Technology. Dr. Wilson Farrand of Newark academy, Newark, N. J., read a paper on "Are College Entrance Requirements Excessive? What Readjustment of Values of the Several Subjects is Desirable?" The discussion which followed was opened by Professor J. G. Hart of Harvard University, and continued by Eugene D. Russell of the Lynn Classical high school. In the evening President W. H. P. Faunce of Brown University spoke on "The Humanizing of Study." After the business meeting Dr. Dudley A. Sargent of Harvard University gave an address on the subject, "Does not physical training, in view of its effects on the intellect and the will, as well as on the body, deserve to become a compulsory subject in school and college, and to receive corresponding credit in the system of marking?" The discussion following was opened by William Orr of the Springfield high school, and continued by President Frederick W. Hamilton of Tufts College.

The reunion of the Boston normal school alumni, which had been announced for this month, has been postponed by vote of the committee until the last Saturday in April in order that it may be held in the new building, which will not be completed for some time. The elaborate entertainment program which is being arranged will also be in better form for presentation at the later date.

A course of lectures in practical citizenship has been arranged by the Boston Equal Suffrage Association for Good Government and the Women's Educational and Industrial Union. The program promises to make good the claim of "practical," for the speakers are not reformers or theorists, but men who have had administrative experience. The aim is to give the sort of information about city and state affairs that is needed to enable one to meet intelligently the demands of good citizenship. The lectures will be given at Perkins hall, 264 Boylston street, on Tuesday afternoons, at 3.30 o'clock. The

course is open without charge to members of federated clubs, suffrage associations, the Women's Educational and Industrial Union, and such other persons as are directly interested. Applications for course tickets should be made at once to 6 Marlboro street, or 264 Boylston street, Boston. The program is as follows: November 19, "The Metropolitan District; Parks, Sewers, Waterworks," Sylvester Baxter, secretary of the Metropolitan Improvement Commission; December 3, "The Work of the State Board of Education," by George H. Martin, secretary of the board; January 7, "The Commission on Industrial Education," Professor Paul Hanus, chairman of the commission; January 21, "The Work of the State Board of Charity," Professor Jeffrey R. Brackett, member of the board; February 4, "The State Prisons and the Prison Commission," Hon. Fred G. Pettigrove, chairman of the commission; February 18, "The Work of the Lyman Industrial School," M. H. Walker, superintendent; March 3, "The Work of the State Board of Health," Dr. Charles Harrington, secretary of the board; March 17, "The Public Services," Louis D. Brandeis and Pierre Jay, bank commissioner; April 7, "Suffolk County—the Sheriff, the Courts, Jail, Registry of Deeds," Arthur D. Hill; April

14, "Conference by Experts on the Needs of Boston Charter Revision," Edward A. Filene; and other speakers to be announced.

RHODE ISLAND.

PROVIDENCE. The regular October meeting of the Rhode Island Citizens' Historical Association was held October 10. This was called the Plymouth meeting, and the principal paper was entitled "A Fireside Talk on Eddy's Point." The program was continued by papers and addresses by President Thomas W. Bicknell, W. W. Estes, the Hon. Amasa M. Eaton, Dr. S. A. Sherman, and Miner H. Paddock.

One of the interesting questions which will be discussed by the American Civic Association in its yearly meeting, to be held in connection with the convention of the National Municipal League in Providence, November 19-22, will be the elimination of the billboard as a nuisance. As a result of the association's crusade against the objectionable billboard in the various cities of the country a strong sentiment has been developed, and merchants and advertisers are numbered among those who are opposed to this means of advertising. One of

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the efforts of the association is to have removed the billboards which now interrupt the beauties of Niagara Falls. Another subject which will be discussed by the yearly meeting will be the proposed international agreement with Great Britain for the permanent preservation of Niagara Falls in its rare natural beauty. It will be recalled that the American Civic Association was the leader in the movement which resulted in congressional action to protect the falls from the greed of the power corporations.

MIDDLE ATLANTIC STATES.

NEW YORK.

NEW YORK CITY. The following distinguished citizens compose the New York Committee on the Physical Welfare of School Children: Chairman, Charles C. Burlingham, former president New York City Board of Education; vice-chairman and secretary, L. E. Opdyke and William H. Allen, secretary and general agent New York Association for Improving the Condition of the Poor; assistant secretaries, Martha L. Draper, secretary local school board, No. 9, and Professor Lila V. North, Baltimore College for Women. Representatives of Children's Aid Society, United Hebrew Charities, St. Vincent de Paul Society, Nurses' Settlement, and various other societies and dispensaries complete the committee: Mrs. Tunis G. Bergen, Charles Loring Brace, Charles Stedman Bull, M. D., Henry D. Chapin, M. D., Ella Mabel Clark, William A. Clark, Professor Frederick A. Cleveland, Lee K. Frankel, Mary Hariman, Professor S. M. Lindsay, Rev. D. J. McMahon, F. S. Meara, M. D., Professor David S. Snedden, G. W. Vandergrift, M. D., Lillian Wald, Herbert L. Wheeler, D. D. S., Linsly R. Williams, M. D.

ONEIDA. The eleventh annual meeting of the New York State Assembly of Mothers will be held October 22 to 25. The object of the assembly is to promote in the state of New York conference among parents and teachers upon questions vital to the best interests of home and school; to stimulate active interest in all that pertains to the highest and best development of children;

to these ends, to induce the formation of mothers', teachers' and home makers' clubs throughout the state. It is educational in its scope and religious, but non-sectarian, in character.

NEW JERSEY.

WESTFIELD. John J. Savitz, superintendent of schools of Westfield, was yesterday afternoon appointed county superintendent of schools for Union county by the state board of education.

CENTRAL STATES.

OHIO.

CINCINNATI. W. C. Washburn, president of the Cincinnati School Principals' Association and principal of the Eleventh district school, has begun an agitation for the establishment of a new school, designed to meet scientifically the needs of defective and deficient children. "This is an ideal school that I have long been thinking of. It should be a magnificent building, located beyond the crowded district. It would have neatly-kept bed-rooms, dining-rooms, kitchens, classrooms, gymnasium, and industrial and domestic science training departments. In it would be housed several hundred of the unfortunate children of Cincinnati. Those who have good homes would be present only during the day, and the homeless, or those whose abodes are not fit to be called homes, would reside there altogether. Here the mentally or morally deficient children could be given training demanded by their particular defects. The boys could cultivate gardens around the school and raise much of their own food. This would not be a reform school, nor house of refuge. It might cost half a million, but it would be the first school of the kind in the world and would give Cincinnati added prestige as an educational centre, and the results would more than repay the cost."

MINNESOTA.

ALBERT LEA. The conditions here are very harmonious. The new buildings are correct in nearly every detail. The old brick, as well as the

tortuous frame building (in which Superintendent Phillips failed to find a teacher for four days after he became superintendent) are clean and warm if not modern. The faculty is very strong. Already Superintendent E. M. Phillips and his teachers are planning to give the S. C. Minnesota Association a cordial reception when it convenes. Superintendent J. M. Greenwood of Kansas City is to be the great attraction.

WASECA. Superintendent V. G. Pickett is so comfortably in command of the schools, and so genially in harmony with the teachers, that a larger place will be likely to call him higher.

The drawing in Waseca schools under the direction of Miss Bertha Conree deserves special commendation. It is both skilled artisanship and attractive art.

JAMESVILLE. Superintendent E. L. Dills is one of Minnesota's growing men, and his teachers are determined to do their part to make his work here the best possible.

OWATONNA. Superintendent P. J. Kuntz since coming to Minnesota has won for himself high standing as an efficient, conscientious gentleman, and a successful superintendent. He has the support of proficient principals and industrious teachers in all departments. Owatonna is a prosperous school town.

KENTUCKY.

The Southern Educational Association will convene in Lexington, Kentucky, December 27, 28, and 29. The officers are: President, R. J. Tighe, Asheville, N. C.; secretary, J. B. Cunningham, Birmingham, Ala.; local chairman, M. A. Cassidy, Lexington, Ky.

ILLINOIS.

FREEPORT. County Superintendent Cyrus Grove has issued an admirable leaflet for his teachers. It is full of helpful suggestions that are neither trite nor trifling.

CHICAGO. Frederick George McNally, president of the publishing house of Rand, McNally & Co., died in Chicago recently. He had been ill for three weeks with nervous prostration due to overwork. Fred-

erick George McNally was born in Chicago December 20, 1865, and was the son of the late Andrew McNally, one of the founders and for many years the president of Rand, McNally & Co., printers, publishers, and stationers. Educated at Highland Military Academy, he was graduated in the class of '84, and was married in the same year to Miss Lydia L. Wyles of New Rochelle, N. Y. He at once entered the publishing house of which his father was a member, and, beginning as a bill clerk, advanced until he became vice-president and auditor in 1898. He succeeded his father as president in 1904. He was a director of the Chicago National bank, of the Home Savings bank, and of the Equitable Trust Company; president and a director of the Prairie Farmer Publishing Company, the Farm Life Company, the Vindermere Ranch Company, and the Neff Laboratory Company. He was a member of the Chicago Athletic Union League, Washington Park, Marquette, Glen View and Chicago Automobile Clubs, and of the New York Athletic Club, and was a thirty-second degree Mason.

Chicago University is to have a memorial library to President Harper, for which John D. Rockefeller has given \$600,000.

College Notes.

John A. Keith, principal of the training department at the Illinois State Normal University, has accepted the principalship of the Wisconsin state normal school at Oshkosh. Mr. Keith is a graduate of Normal, and later was graduated from Johns Hopkins University. He was in charge of the grammar department at the State Normal University for several years. He was training teacher at the Northern State Normal school for three years, and then returned to Normal, where he held a similar position for the past year. His promotion pleases his many friends, but is coupled with regret that the state loses so good a school man. Illinois State Normal University has supplied several presidents for state normal schools in other states.

The Illinois Industrial University, as the University of Illinois was at first called, opened in 1867. Its enrollment the first year was seventy-seven, and it had four instructors. Twenty years later it enrolled 397 and had twenty-nine instructors. In 1906, at the close of its fortieth year, it had 4,074 students and 408 instructors. No women were enrolled until 1870-1871. In this year there were twenty-three women students. This number gradually increased until it reached 825 at the end of the fortieth year.

One of the newer departments of the University of Illinois is the school of education. President James says the function of the school is to co-ordinate all the forces of the university which have to do directly with the preparation of teachers for our public high schools, and with the training of superintendents for our city school systems. During the first year of the school's organization over 100 students were enrolled, and this number has grad-

ually increased. The school grants certificates showing work accomplished, but gives no degrees.

EXCUSE ME FER WISHIN'.

Excuse me fer wishin' to want to go fishin';
Excuse me fer wishin' the trees were aswishin'
The bloom and the berry down over my head
On the bank of the stream that sings there in its bed!
Excuse me fer wishin'—my heart is afishin',
I'm not fit for workin' in such a condition;
It's nothin' but wishin' and swishin' and fishin'—
Excuse me, excuse me, excuse me fer wishin',
But, dad blame it all, I just will go afishin'.

—Baltimore Sun.

In the early years of his ministry Bishop Bascomb of the Southern Methodist church was considered "too much of a dandy," and was sent on mountain circuits to bring him down to the level of old-fashioned Methodism. One of his mountain members persuaded the minister to wear a suit of homespun, that he might be more in harmony with his listeners. When Mr. Bascomb appeared as trig in homespun as he had been in broadcloth, the mountaineer's chagrin was intense. "Well, I declare!" he exclaimed. "Go it your own way, Brother Bascomb. I give it up. It ain't your clothes that's so pretty, it's jist you."

One day, after ordering some tripe for dinner, Mrs. W. went into the kitchen, where she met the cook, who had recently come over from Ireland. "You have heard of tripe before, have you not?" asked Mrs. W. "Oh, yes, ma'am," answered the cook, "I have heard of that—stars and tripe."

City Nephew—"What do you think of Dr. Pillsbury as a physician?"

Farmer Hayroot—"Safest doctor anywhere in this part of the county—nearly always off fishin' when he's wanted."—Judge.

Often the men of shortest stature are the ones most generally looked up to.—Florida Times-Union.

THE WEEK IN REVIEW.

(Continued from page 437.)

ers are conducting an active campaign looking to a curtailment of the prerogatives of the House of Lords. When parliament reopens on January 20, the government will reintroduce some of the measures which were strangled by the Lords at the last session, and will challenge the upper house also by licensing and education bills, which are likely to deepen the division between the two houses. The next step, after the anticipated differences between the Commons and Lords on these measures have declared themselves, will be the introduction of the promised resolution favoring the restriction of the powers of the House of Lords; and on this it is likely that an appeal will be taken to the voters at a general election not later than next autumn.

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MISCELLANEOUS.

AGENCIES will find this new department a useful one for their business. Address, Journal of Education, Boston.

FURTHER EXPLANATION UNNECESSARY.

Husband—"I can't make out what is wrong with my meerscham pipe. There is a very peculiar taste with it, and it don't draw."

Wife—"That's odd. It seemed to draw all right when Johnny was blowing bubbles with it."—Judy.

AND THE DIVIDENDS, TOO.

"No sex in salaries!" cry the teachers. We know the name of the sex that gets most of the salaries in existence, sooner or later.—New York Mail.

The following, says the Westminster Gazette, are "genuine and untouched extracts from the answers to a paper in General Information set to the pupils of a large preparatory school": (1) The modern name for Gaul is Vinegar. (2) "Double dealing" is when you buy wholesale to sell retail. (3) "To dog a man's footsteps" is to set your dog after him. (4) Common sense is sense that you have to think about a bit before you see it. (5) Peeress is the property of a peer. (6) Amatory verses are verses composed by an amateur. (7) Income is a yearly tax.

The late Professor Jowett had a curious way of commenting on the work that was brought to him by students. On one occasion he was shown a set of Greek verses. After looking them over carefully, he glanced up rather blankly, and said to the author: "Have you any taste for mathematics?"—Argonaut.

Mr. Spriggins (gently)—"My dear, a Boston man was shot at by a burglar and his life was saved by a button which the bullet struck."

Mrs. Spriggins—"Well, what of it?"

Mr. Spriggins—"Nothing, only the button must have been on."—Sacred Heart Review.

A flea and a fly in a flue

Were imprisoned. Now what could they do?

"Let us flee," said the fly,

"Let us fly," said the flea.

So they flew through a flaw in the flue.

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Another Book of Verses.....	Lucas [Ed.]	" " " "	1.50
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MONETARY.

"Money is the root of all evil."
 "Yes, and it grows best by the grafting process."—Baltimore American.

"How your daughter's music has improved."

"No," answered Mr. Cumrox. "It only seems better. We have moved the music room farther away from the reception room."—Washington Star.

THE MAGAZINES.

—The Children's Magazine, always bright and helpful, is now edited by Frances Hodgson Burnett, one of the most loved and widest-known writers for children in the English-speaking world. This magazine is a splendid companion for your little folks, and the best possible influence in your household. What the Children's Magazine puts before its little readers will delight both you and them.

IAN MACLAREN STORIES.

Ian Maclaren was a capital raconteur. He had, P. T. O. states, a fund of anecdote relating to his lecture tours in America. One man he met there had just come back from Jerusalem, disappointed, disillusioned. "Sir, that Holy City is a back number," he lamented. "Would you believe it, there isn't a single trolley-car or daily newspaper in the whole place!" Another star-spangled gentleman followed him to Liverpool, tracked him to his house, sent up his card, and immediately followed it into the author's study. "My name is Elijah K. Higgins," he breathlessly exclaimed, "and I am a busy man; you also are a busy man, and I have no time to fool away. Four days are all I can give to your United Kingdom, and I wished to shake hands with you. Good-by; I'm off to Drumtochty," and he vanished.

THE OUTLOOK.

Farmer Hayrick—"What is the prospect for this summer?"

Farmer Corncrib—"Fine: I've got ten cows for the railroad to run over and any number of hogs for the auto fellers; I aughter clear \$500."—Puck.

SCHOLARSHIP.

Genial Clergyman (visiting the village school)—"Well, my little man, what do you do in school all day?"

The Most Promising Pupil—"I wait till it's time to get out, sir."—Harper's Weekly.

Rachel, five years old, had been in Chicago for the first time, and, on her return, was asked if she didn't find Chicago bigger than she expected.

"No," she replied, "for I expected to find it bigger than I expected."—Chicago Tribune.

"When I was at Harvard," said Dr. William F. Anderson of New York, in concluding a brief address, "the boys had a little epigram with which they used to warn speakers not to be too prolix. It compared a speech to a wheel. 'You know, professor,' they would say, 'the longer the spoke, the greater the tire.'"

"Good gracious, John, do you know what you're trying to sing to that baby?"

"Yes, dear; it is the agonized appeal of a parent's heart. It is 'Oh, Let Me Dream Again!'"—Baltimore American.

Green—"Can't I sell you my automobile?"

Brown—"Which is broke—you or the machine?"—Chicago News.

BOSTON THEATRES.

KEITH'S.

Seldom, if ever, has any vaudeville act made so great a hit with the patrons of Keith's theatre as that scored by "The Song Birds." Messrs. Victor Herbert and George V. Hobart evidently built better than they knew when they wrote this extremely bright operatic travesty for a Lambs' Club gambol, for it is as clever a bit of work in its line as the stage has ever known. The manner in which it is presented has much to do with its success, for a better performance than that given by William Burress and his talented supporting company could not be asked for. Mr. Burress' playing of the role of "Oscar Hammershine" is a bit of character acting that is simply flawless. Next week will afford the last opportunities of seeing this really remarkable vaudeville feature. Cressy and Dayne are playing a few farewell weeks in vaudeville prior to starting on their starring tour in Mr. Cressy's new play of New England life. They are to present the last of Mr. Cressy's very successful sketches, "The Wyoming Whoop." Pat Rooney and Marion Bent, in their rapid-fire act, "The Busy Bell Boy," will be welcome visitors. Another big feature will be Gillett's Four-Footed Actors, a troupe of dogs and monkeys in a pantomime sketch that has more laughs in it than any act of the kind yet presented. A. O. Duncan, the representative American ventriloquist, whose talk is always up to date; the Olivetti Troubadours, a violinist and a guitarist in a remarkably high-class turn; Harry Brown, the writer and singer of "coal" songs, who has just returned from a successful European engagement; and Asra, the juggling billiardist, will all have prominent places on the program. Ruby Raymond and Chester and Jones, in a neat dancing act; McNamee, the clay modeler; Dudley and Cheslyn, in a vocal comediatta; Rado and Bertman, acrobatic skit-fists, and the kinetograph will complete the show.

A Boston lawyer, who brought his wit from his native Dublin, while cross-examining the plaintiff in a divorce trial, brought forth the following: "You wish to divorce this woman because she drinks?"

"Yes, sir."

"Do you drink yourself?"

"That's my business!" angrily. Whereupon the unmoved lawyer asked: "Have you any other business?"—Everybody's.

"Have you a few moments to spare?"

"Young man," said the capitalist severely, "my time is worth \$100 an hour, but I'll give you ten minutes."

"If it's all the same to you," replied the visitor, "I believe I would rather take it in cash."—Philadelphia Ledger.

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WHAT THEY SAY.

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SUPERINTENDENT J. P. REYNOLDS, *Bristol, R. I.*: It will not do to formulate a set of cast-iron rules and expect all the children to thrive on them any more than we can expect every child to grow strong on the same food.

SUPERINTENDENT C. M. JORDAN, *Minneapolis*: The high schools, in order to be what they should be, must be kept in touch with the common people, and the large number of poor students should not be allowed to feel that they are of a different class from the rich and must take their places accordingly.

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WHAT IS THE SCHOOL FOR?—(II.)

BY A. E. WINSHIP.

The school is not for politicians, though a lot of party men at the top and bottom have not yet learned this lesson. He is a wizened politician who can content himself with school politics.

A politician is not a statesman, and a statesman is not a politician. The one deals with affairs of state, the other with affairs of party. There is no partisanship in statesmanship, and no statesmanship in partisanship.

There are statesmen. It has been a misfortune to suppose that the place to look for statesmen was in legislative halls in state or nation. It is most difficult to be a statesman and hold public party office. Henry Ward Beecher was one of the great statesmen of his time. He was always dealing with affairs of state, not as a common scold, not as an office seeker, but as a statesman.

Charles W. Eliot, president of the most distinguished institution of learning in the New World, is, probably, our greatest statesman, because he thinks and speaks wisely and well upon affairs of state oftener than any other man. All the way from Beecher to Eliot there have been statesmen. George F. Hoar, United States Senator for many years, came the nearest to being a statesman in office of any men we have had in public life in recent times.

Whoever would be a statesman should resist every temptation to accept party office. School affairs afford no arena for a politician, who is always a petty fellow if he is content to meddle with the schools politically, but they offer the broadest field and the noblest opportunity for statesmanship.

What is a politician? He is one who serves his party rather than the state, or who only serves his state when he can do it through his party, and the extent of his learning and the height of his reputation for diplomacy have nothing to do with his place in the two classes. It is merely a question as to his attitude toward the party and the state.

There are various classes of politicians: First, the one who merely uses the party to get into office and to be re-elected to office, but disregards it at other times. Grover Cleveland was the highest illustration of this type, and there are those who hope that Theodore Roosevelt may come into the same class.

Secondly, the partisan who is invariably loyal to party, because he believes that through it alone the state can be best served. There have always been distinguished illustrations of this type. This seems thus far to have been the attitude of Mr. Roosevelt.

Third, is the man with whom politics is a game, the excitement of which he enjoys as another enjoys baseball, golf, or yachting. He finds it great sport, revels in the excitement.

Lastly, is the man who is in politics for what there is in it for himself and his clique.

There is nothing in school affairs to satisfy the two higher classes of politicians, not excitement enough for one who seeks the game, so that really the politician who dabbles in school affairs is under suspicion of being in it for something that he expects from it for himself.

Unfortunately, tradition places the state and county superintendents in most states in politics. When this is true, it is a condition, and not a theory, that confronts an educator.

There are a few standards to be insisted upon. First, that only scholarly teachers be eligible. Second, that the choice be left virtually to the school people. Third, that rotation in office should not be the rule. In a word, everything should be done that can be to remove the schools from politics. They are not for the politicians.

THE CONCRETE IN EDUCATION.—(II.)

BY HANNAH ASHLEY FOX, PHILADELPHIA.

PART III.—THE PRACTICE OF THE CONCRETE IN EDUCATION IN THE SCHOOLS.

"Do the children find a ready market for these wooden articles?" asked a lady who is philanthropically interested in the crowded district of a great city, as she examined the work of an exhibit where sloyd was one of the branches taught in the school.

"I will permit my son to pursue this course in woodwork," said a thrifty father to the same teacher, "if you can give me the assurance that at the end he will be able to earn his living as a carpenter."

Another parent sought admission to a manual training school for a boy whose fractious, mischievous disposition had been the cause of his expulsion from other schools. His argument was that if the boy could be kept "a hammerin' and a sawin'" during the first part of the day, he would become so physically exhausted that he would feel inclined to turn to the more restful occupation of book-study for the remainder of the session.

The purpose of hand work in the school is not to produce wares that have a market value, nor to turn out skilled workmen, nor to effect the greater feat yet,—that of exorcism of an evil spirit, but to afford the ground for the preservation of unity in development of body, mind, and character that should be maintained in education.

The liberty to move about, which the nature of the task assigned a pupil often makes imperative, lessens the nervous strain that comes from sedentary employment. Because of the many and the varied postures assumed, the danger of deformity of the bones, or of injury to the eyes is diminished. The hand receives practice in dexterity when it is flexible, and the eye cultivation while it is keen. Deftness in manual acquirements is long retained. The girl who learns the knack of beating eggs, kneading dough, or working a button-hole, the boy who is taught how to handle a plane, drive a nail,

or use a saw, will always be able to perform these acts, even though long intervals of time without practice should intervene. The season for this kind of acquirement is when, as Dr. Thomas Balliet says, "humanity is in the gristle." If it passes unimproved, later efforts cannot produce the facility that might have been attained by timely training.

The importance of a seasonable beginning for the development of dexterity in the handicrafts was acknowledged in the system of apprenticeship by indenture, once much in vogue. The master secured his apprentice at an age when a boy's muscles are supple and his eyes sharp. But after he had been taught the approved mode of performing a process, and gained precision and rapidity in the doing, he was obliged to continue on in the same for the profit of his master. With the cessation of progress there was apt to follow a loss of power to concentrate the mind upon the work in hand. Some mourn the passing of this system, but its aim was never the single one of the school,—development of faculty. During each day of adolescence a certain unfolding of natural capability is possible; to effect this is the school's ideal aim. Products that have intrinsic value are not within its province. The only use of outward results is to serve as indicators of the extent of inward progress.

Hand work widens the field for gaining early self-knowledge of individual aptitude for certain vocations.

The child, like the race, derives his first knowledge from things. The activity of the senses precedes that of the reasoning powers to a degree. It is nature's way to introduce the concrete before the abstract. In an old and precious letter is written: "The invisible things of Him from the creation of the world are clearly seen, being understood by the things that are made." Books should not be resorted to for truths that might be found out readily from contact with matter, or through simple experiments. Symbols should not be presented until the objects for which they stand have been studied. Dim ideas change into lucid ones when expressed in concrete form. Distorted notions are not so apt to find harbor, for conclusions are drawn from what is seen and done, and not through the medium of the words of a text-book. The divorce of the concrete from the abstract was the cause of the memorizing without comprehension,—the fault of "the old education." Memory impressions left from seeing and doing are sane and lasting. It is pleasurable to use the senses, and the greater number of them employed at one time, the more interesting the work becomes. Interesting work awakens attention, upon which mental acquisition depends.

In the process of reproducing from a model, in whatever material expressed, constantly must comparison be made. To compare is to observe. Observation leads the mind to look for causes,—which manifestation marks the difference between

the originator and the copyist. Creative work,—the highest work of all,—is done by them who are able to discern causes.

Many schoolrooms are now decorated with copies from classical pictures and statues, and walls are finished in tints that harmonize with the surroundings. It is well that children should see daily these standards of excellence in art in modern tasteful settings. It should be the concern of teachers to establish ideals of beauty in the minds of their pupils that will influence them in every future material selection. The art sense in the young is as invariably crude as it is in savages. The first requisite for the cultivation of taste is models of beauty for the eye to approve. Then to deepen appreciation there should follow thoughtful strivings for the expression of the beautiful by drawing, modeling, and constructing from objects of nature. Although in exceptional cases only the execution rises to artistic value, in all it is apt to reach a stage of use.

The endeavor to turn the thoughts of youth to meditating on the fine traits of the characters described in literature is always being made. Qualities that command respect and admiration are pointed out, and emulation is advised. Beautiful sentiments and wise saws are urged upon the memory by much repetition. Doubtless all this is helpful in advancing moral development. But hand work presents occasions for actual practice in the formation of good habits. The pupil plans a piece of work with forethought for the end to be achieved. Then, step by step, in orderly sequence, he proceeds with it. If he makes mistakes he is not permitted, in a moment of disaffection, to toss his product aside. Accuracy commends itself, and deflection censures. Material and time each has its limit. Self-control is exercised all the way, and courage for future attempts awaits him as the result of a completed task. Advice or admonition for particular acts, suitable to his individual case, is bestowed by the instructor in a light that encircles them both.

The complaint is often made by parents and employers that young people are unable to apply what they have been taught in school in the practical affairs of life. The school is less artificial where opportunity is given to use what is learned in modes like those of the workaday world. It is

said, too, that a repugnance is formed for manual labor, and that the many upon leaving school prefer to earn a livelihood in the "genteel" position, where the hands need not be soiled, rather than in the better-paid job that is accompanied with grime. And why should they not, if neither mind nor muscles have ever been adjusted to manual work? If during all their school life abstract attainments have been upheld, at least in practice, as the ideal ones, and if they have never known from experience the worthiness of concrete work, it is not surprising that they choose to rely on their trained wits, rather than their untrained hands.

Poise in the development of the faculties must be sustained, or the usefulness of the whole is impaired. Over-stimulation of one set, or disregard of a set, is each injurious to the unit. Work-of-hand in the school presents ways of relieving the strain on the mental powers, while strengthening those of the physical and moral, that are in harmony with child nature.

THE PUBLIC SHOULD PAY.*

A few intelligent men are trying to persuade the public that money should be spent to protect the physical health of public school children as well as to increase their intellectual knowledge.

But whenever anybody talks about doctors to inspect the children's breathing apparatus, the foundation of life; or their eyes, so necessary to faking in knowledge; or their teeth, absolutely essential to the organs that supply good blood to the brain, there goes up a roar of economy and of protest.

We have in mind to-day particularly the question of looking after the teeth of the children in the public schools.

Some, shortsighted, ask: "What, would you spend the money of the public to take care of the teeth of the people's children?"

Yes, indeed we would. You would, also, if you could realize that the welfare of the public depends on the health of the children.

You would be willing to spend a thousand dollars of public money now on children's teeth, and eyes, and adenoid growths, if you knew that the expenditure would save a hundred thousand dollars in the future.

Among the children received by the New York

*From copyrighted editorial in Boston American, used by permission.

POISE.

It is not impudence, or effrontery, or colossal conceit. It is not the impenetrability of the rhinoceros. It is not crass stupidity staggering under the burden of ponderous platitudes. It is not "bluff."

It is "the sound mind in the sound body." It is freedom from narcotics and stimulants. It is the quick and sympathetic intelligence accurately geared and made practically frictionless by ball-bearings. It is well-grounded sureness of one's self from the harmony produced by obedience to the everlasting laws of life. It is the total absence of that awkward bungler, "self-consciousness." It is automatic common sense. It is a combination of the best in nature and in art. The best men and the best women of all nations have always esteemed it most highly. It is a generous desire to live worthily and to let others live so, too. It makes no apologies, because it is mercifully just. It knows that life is too short for recrimination and slander. It is generous to the weak. It is kinetic character. "With all your gettings," get poise.

Frederic Allison Tupper.

juvenile asylum last year, 94 per cent. out of every hundred had defective teeth, and all of them showed evidences of "mal-nutrition," which means a badly nourished body, and consequently a badly fed brain.

Remember always that the foundation of a criminal or pauper life is usually laid in a half-starved childhood. At one end of the criminal's life there is semi-starvation, at the other end drunkenness, prison, the poorhouse. If you can stop the starvation, if you can give the brain of the normal human being a chance from the beginning, you can save yourself the expense of dealing with that person later as a criminal perhaps, or as an insane person, or as a pauper.

It's cheaper to give a child medical treatment to-day than to electrocute him, or imprison him, or care for him as a lunatic later on, to put it as a plain matter of American dollars and cents.

You ask what teeth have to do with the ill-nourished condition of the children that go to the juvenile asylum. They have everything to do with it.

To begin with, insufficient food often affects the teeth. A dentist can tell the state of the health of his patient by examining the gums and teeth. Bad teeth also cause an ill-nourished condition of the body. The teeth are most important in the preparation of food, in thorough mastication, so that the body can take care of it. With the tired, exhausted stomach supplied at best with insufficient or inferior food and made miserable by a set of bad teeth that cannot even chew such food as the stomach has, the result is utter physical ruin.

To take care of the teeth of children systematically is not much of an undertaking. When the teeth have been neglected for a long time it is very expensive to get them right again. But, if we can examine the teeth of children in the public schools, just as every intelligent breeder of horses examines his horses' teeth once in so often, we can add immensely to the health of the entire average population and at very little cost.

Unfortunately, our minds are so much on money, they run so much in the old rut, that many of us shiver at the mere idea of spending money to fight disease. None of us are horrified at spending money to fight crime. We think it all right that thousands of policemen with helmets and uniforms and clubs and revolvers should walk around in one big city at the public expense, to seize drunkards, and burglars, and pick-pockets, and murderers, and take them to the lockup.

If we can afford to pay vast sums annually to policemen to take the criminals, drunkards, idiots, couldn't we afford to pay an infinitely smaller sum to doctors and to dentists to protect the children at the beginning of their lives?

Some protests come from doctors and dentists who fear that if the city took care of the teeth, throats, or eyes of school children, they, the doctors, might lose some money. They are horrified at the idea that any child whose parents can afford to pay a doctor should have a doctor for nothing.

We would say to them: "Can't you see that the healthy child that survives is more profitable to you in the long run? Don't you know that every child

taught to take care of its teeth by the public school dentist in early years would always be a paying patient for dentists occasionally?"

We hope that the readers of this newspaper will talk and use their influence on the side of thorough physical examination and care of all public school children. In addition to that, we urge you to work in favor of at least one decent meal per day in the public school for every child that is actually half-starved. Could anything be more stupid than to offer knowledge to a child with a brain too hungry to absorb knowledge?

When a man asks for bread and you give him a stone it is no worse than having a hungry child with pitiful eyes looking up at you, and offering that child a lesson in fractions instead of a cup of hot chocolate and a thick slice of bread and butter.

Isn't it better to have well-paid, competent doctors examine the school children of a great city, protecting them, giving their parents necessary information, compelling attention to sanitary rules, and isn't it better to have competent dentists examining the children, caring for them, giving the parents instructions as to the protection of the teeth, and the importance of that protection—isn't that better, we say, than to have later on half-competent, more or less brutal nurses in public institutions, in insane asylums, taking care of wrecks neglected in their childhood?

When will human beings realize that a child is the most valuable asset of society?

When shall we realize that the government, which finds it possible to maintain a department to protect the health of hogs and sheep and cattle, would also find it profitable to protect the health of children, on whom the nation's entire work and prosperity depend?

HUMOR.

Humor dwells with sanity, and common sense and truth.
—Bishop Brewster.

Humor dwells with sanity,
Truth and common sense.
Humor is humanity,
Sympathy intense.

Humor always laughs with you,
Never at you; she
Loves the fun that's sweet and true,
And of malice free;

Paints the picture of the fad,
Folly of the day,
As it is, the good and bad,
In a kindly way.

There behind her smiling mien,
In her twinkling eyes,
Purpose true is ever seen,
Seriousness lies.

Hers the tender mother's touch
Easing all distress;
Teaching, e'en though smiling much;
Moulding with caress.
—John Kendrick Bangs, in *Putnam's Monthly*.

WOULD YOU REQUIRE OF EVERY HIGH SCHOOL PUPIL, IRRESPECTIVE OF HIS APTITUDES, OR OF THE FACT THAT HE DOES NOT INTEND TO ENTER A HIGHER INSTITUTION, TO PURSUE SOME FOREIGN LANGUAGE BEFORE GRADUATING HIM?—(I.)

ARRANGED BY EDWIN TWITMYER,
Bellingham, Washington.

A revised program of studies prepared by the superintendent of public instruction and by the state board of education for the high schools of the state of Washington was issued, and went into effect at the beginning of the present school year. The program as then published required of every pupil before he could graduate from a public high school of the state the study of some foreign language for a period of at least two years. This requirement, however, has since been changed, and it would seem wisely so.

It was a requirement that provoked some doubt as to its wisdom. Both sides had their advocates, but with the majority against the requirement. None, however, failed to recognize that language study had a high cultural value, and a value of a kind and character that could not be gained from any other source, and that the strongest and best disciplined minds in our high schools were, as a rule, to be found among the language students.

Yet the fact, nevertheless, remained that there were also those in our high schools who were born apparently without the "language bump," to whom language study was most distasteful and almost, if not quite, hopeless, and who had no thought or purpose of extending their school days beyond the high school, and yet who had some taste and talent for achievement along the lines of mathematics, history, and science, and who, should they be compelled to take a foreign language, would become discouraged and be early driven from the school. It was the general opinion, however, that all such pupils should be required to carry English for four full years in the high school course.

It was for the correction and confirmation of his own views that the writer sent a circular letter to a number of leading educators throughout the country kindly requesting their opinions on this question. It was his belief that such a foreign language requirement for all schools throughout any state should not be made, much as he believes in and appreciates the discipline and culture coming from language study, and in the light of the fact, too, that in several large centres such a requirement is being made.

These answers were to have been used in the preparation of a paper, and it was so stated in the circular letter; but they are so interesting on the whole that it would seem too bad not to publish them just as they were written, expressing, as they do, in some instances, views almost diametrically opposite, and views that are undoubtedly equally honest, coming from men equally great and influential. I am sure their authors can have no objection to their publication in this way.

The diverse, but the not unexpected, color that

appears in these answers is naturally due to the diversity of experience and environment in the lives and education of the writers.

But in the face of it all, it is generally regarded as true that educational requirements entirely justifiable in one community cannot be so considered in a community where the conditions and demands are almost, if not wholly, different. One would hardly expect that the same things educationally could apply or be made possible in their entirety to the mining or lumbering camp, or to the rural or frontier city or town, that would be rightly and properly demanded in such centres as Boston, New York, Philadelphia, or Chicago.

Opinions so largely depend upon the viewpoint from which one speaks. No one will doubt that the frontiersman, common laborer, or artisan, even though he may be a thinking man, whose thought and energy have had to be largely expended on the more material things, to whom life has indeed and of necessity ever been a stern bread-and-butter problem, to whom, in fact, life's demands have in every way been so very different, will necessarily have a notion of values different from the one who has always breathed the literary atmosphere of some cultured centre, and to whom the matter of life's necessities has never been a question. In our educational adjustments and requirements the individual child and local conditions and environments cannot be set aside, to do the work wisely and intelligently.

In a state curriculum, if such must be adopted, there should be considerable latitude given to local authorities to adjust the work of the school to the needs and possibilities of the community, especially so in the work of the high school.

The question put in the circular letter was as follows:—

"Would you require of every high school pupil, irrespective of his aptitudes, or the fact that he does not intend to enter a higher institution, to pursue some foreign language before graduating him? If you would or would not, please state your reason."

The following answers were received:—

EDMUND A. JONES, state commissioner of common schools, Ohio: I would answer the question you ask in the negative. The question is one of a great deal of interest at the present time. I am heartily in favor of the study of Latin or at least of one foreign language by our high school pupils. I believe every high school of the first grade should offer four years of Latin and should also make provision for French or German if desired. All pupils who are to enter our colleges or higher institutions of learning will be required to take this course, either scientific or classical. At the same

time, I believe that an English or a commercial course can be arranged for other pupils, who, as you say, have no aptitude for foreign languages, that will cover the same number of units and that will be equivalent when we are considering values.

The high school is intended for the pupils and not the pupils for the high school, and such courses should be arranged as will best meet the needs of the different pupils.

There are many pupils whose training will be limited to the high school course who will be greatly benefited by a thorough study of Latin or of some foreign language. Such study would be a great help to them in the appreciation of the English language and would be a great benefit in many ways.

JOHN F. RIGGS, superintendent of public instruction, Iowa: I do not think it advisable to require all high school pupils to take Latin, provided equal discipline is given through the study of other subjects.

THOMAS J. KIRK, superintendent public instruction, California: My answer is no. There should be in every high school course provision for pupils who are not preparing for college as well as for those who are so preparing. In my judgment there are studies other than of foreign languages that have a high cultural value. There are many studies that have a greater value than foreign languages considered in their relations to life work. The high school course should be elective to provide for the conditions you name. The pupil who does not contemplate pursuing his studies beyond the high school should not be required to take the full preparatory course for college entrance. Again, a pupil who has no aptitude for language study other than that of his mother tongue should not for that reason alone be debarred from all college courses. As is often the case, such students are exceptionally able in other lines of study. At this time this is a weighty subject with us in California.

NATHAN SCHAEFFER, state superintendent of public instruction, Pennsylvania: In my judgment it is a great mistake to make all pupils in high schools, irrespective of aptitudes, pursue some foreign language before graduating. In any event I would have pupils study English during the four years of a high school course, and if a young man is to take a college course, I would, of course, have him study Latin and some other language. He needs Latin for professional study.

E. J. GOODWIN, second assistant commissioner of education, New York: I beg to say that I am unable to endorse the proposition that every high school student should be required to study a foreign language. My reason for this is the demonstrated fact that there are some students in the high schools who have little aptitude for foreign language study and yet are able to obtain substantial benefit from the study of other subjects in the curriculum. It does not seem to me to be equitable in a school supported by public taxation to debar such students or to require them to pursue a subject from which they may obtain very little benefit.

GEORGE B. AITON, state inspector of high schools, Minneapolis: I would say that in my best judgment, a foreign language should not be required for graduation from a high school. In my judgment the college is unwise that makes a foreign language an absolute requirement for entrance. I studied Latin, Greek, German, and French with profit when in college. A scientific student should be able to read articles in French and German; nevertheless, many a man without aptitude for a foreign language might become an excellent instructor in the sciences, an engineer, bridge builder, or railroad promoter without understanding a word in a foreign tongue. He should not be required to study a foreign tongue.

Our language is the greatest the world has ever seen. I am of opinion that it furnishes the necessary approach to an education. With respect to students who do not go to college, I feel that a knowledge of German or Latin will widen the horizon greatly, and yet the same line of argument holds true. Give me a man who understands his mother tongue thoroughly,—a man who, as Ruskin says, can read a single page of an English classic understandingly,—I call him educated.

So far as our school facilities go, let us make our language courses optional. There can be no rational discussion of the value of a subject so long as it is rammed down the throats of those who do not know whether they want it or not. In this state a student may pass through a state high school, enter a state university, and receive a bachelor's degree without a word of Latin. I cannot see that the subject is less popular or that any interest suffers from the liberal ruling of our high school board and university faculty.

WILLIAM BIRDSALL, principal Philadelphia high school for girls: Your communication of October 28, addressed to Superintendent Brooks, has been referred to me for attention. I am sending you, enclosed, a copy of the outline of our present course of study, from which you will see that a considerable amount of language work is required from every one of our pupils. This printed course is the result of a series of adjustments and compromises and does not therefore represent completely the ideas held by any single individual. My own personal view is that language work should be required of high school pupils irrespective of their intent to enter a higher institution. I would be unwilling to grant that any pupils, certainly that any considerable number of pupils, competent to carry the other work of a high school are so deficient in aptitude for language that they would experience no profit whatever from a certain amount of language study. On the other hand an experience of nearly thirty years in high school work brings me to the very firm conviction that we have no other instrument of education comparable with the beginning work in a foreign language and particularly in Latin.

REUBEN POST HALLECK, principal boys' high school, Louisville, Ky.: I approve of making all foreign languages optional; for some boys and for certain aptitudes other high school subjects are preferable to foreign languages.

M. V. O'SHEA, department of education, Uni-

versity of Wisconsin: I have read your letter of October 28 with interest, and I have very definite notions respecting the study of foreign languages in the high school. From every point of view it seems desirable to have in secondary schools a course of study in which science, English, and modern literature will be strongly emphasized. There is no reasonable argument whatever for requiring a foreign language of all students in a secondary school, irrespective of their interests, their aptitudes, or their future vocation. I have discussed the principles upon which this position is based in my "Education as Adjustment,"—the last three chapters. If you are interested, you will doubtless find it in one of the libraries in your community, and it would not cost you much energy or time to glance over these pages.

I believe your attitude as stated in your letter is endorsed by all students of education to-day,

though it is not endorsed by curriculum makers, especially if they take the university point of view. A student who is going to college should doubtless pursue one or more foreign languages in a secondary school; but it must be remembered that only a small fraction of the students in secondary schools ever go beyond this.

ALLEN S. Whitney, University of Michigan: In reply to your inquiries, permit me to say that I would answer your first question decidedly in the negative. Secondly, I take this position because there are many students who can secure great benefit from the high school course who have no linguistic ability, and, therefore, should not be hampered by it. The public high school should be in fact, as well as in name, the "people's college," and every student should be permitted to come and get what he can and get that which will be of the most value to him without limitations of any kind.

Applaud us when we run, console us when we fall, cheer us when we recover,—but let us pass on; for God's sake, let us pass on.—Edmund Burke.

AN IDEAL CHARACTER TO BE REALIZED.

BY SUPERINTENDENT J. M. GREENWOOD,
Kansas City.

The most lovable Christian character portrayed in literature is that of M. Myriel in the opening chapters of "Les Miserables." In my search through history, autobiography, or fiction, I have nowhere found its equal. Read it, and then judge of the work of this good man. By the side of this Christian hero I would place the real teachers of the children of men. The teacher whose life is ever along an ascending series, because faithful, diligent, ever growing and reaching upward every year for higher things in general efficiency and meritorious service, is worthy to be venerated with the grandest characters civilization has ever produced. It has ever been to me a great consolation to look into the faces of noble men and women who were determined to reach the very highest professional skill in their work, whether it be in the management of the pupils or in their individual attainments in sound scholarship.

For those noble souls who have ever striven to reach the very mountain top in a work that is laborious and oftentimes poorly rewarded I have the highest admiration. For that one who has worked upward to his fullest limit, a glorious crown is none too great a reward. When one feels each day that he must, in the final review, give a full and complete account of all his thoughts and works, no mean effort will satisfy his conscience. With such a one the highest duty earnestly and fearlessly performed is the concrete expression of the law in his obligation when he signed a contract to give the state, in

the education of its children, the best and most faithful service that he was capable of rendering. It was no neutral promise that he made, and it passed not from his mind like a shadow. It was a high, sacred obligation that sank deeply into every fibre of his nature. It was a moral consecration in which the worker is to live, move, and have his being. Such a one knows where his greatest work lies. His eyes are set on the living light that is fit for shaping human beings to perceive the greatest truths that the world has vouchsafed to men and women.

Need I say that such a one often looks over the road that he and his pupils have traveled, if one of them had tripped and fallen by the wayside? Before condemning, he always takes all the circumstances into calculation to see that he be blameless. May we, as we grow older in years, grow in the beauty of goodness and gentleness. These can never be attained by narrowness of thought and action. In going through life we must catch every ray of sunlight and keep our souls responsive to every vibratory note that is in harmony with the best there is in humanity, whether it comes to us from the palace or the home of the most humble. A soul that is alive to the most beautiful objects of this world and to the purest and most unselfish actions is the only one that is properly fitted to live a life of devotion to a great cause. The very moment one begins to narrow his views, to shut up his sympathies, to live in an ever-narrowing circle, in which self is the centre and circumference, that soul begins to die,—to die a death more terrible than the ancients ever portrayed of Tantalus. It is easy to die intellectually, morally, and spiritually,—but

it is difficult to live while dying such a death. It requires work, force, energy,—life energy to push a tree upward against the force of gravity; so it requires all the energy the Creator has put into each human being through work well planned to force himself upward into light and knowledge,—but this is the line of travail of each human soul that makes any progress in this world. It is easy to vegetate, to stagnate, to dwarf, and to die; but who with a soul as big as a grain of mustard seed in him would be willing to live such a life and die so ignominiously?

The law of growth in the natural world is the same that it is in the spiritual world; first, the bud, then the leaf, then the flower, and then the fruit. Analogous to the life of the human being—first the desire, then the beginning, then years of work, and finally the accomplishment. There may be pleasure to the tree or the plant in developing itself in a way that we know not of; but to the human being, the joy that comes to the soul that is really alive, what pleasure, what joy! The joy of mastery, the pleasure that comes to one of work faithfully done in helping other weary souls in their struggles and triumphs. To enjoy life one must give himself over unreservedly to hard work, work of mind, body, and spirit. What is all this great world about us but to study it and enjoy it?

THE EVOLUTION OF THE FRATERNITY.

BY CLARENCE F. BIRDSEYE.

In the evolution of recent years the college secret society has become the Greek-letter fraternity; and the Greek-letter fraternity has passed into the college home of a large proportion of our students, especially those who require to be firmly and wisely guided through their four crucial years. These college homes contain a very large majority of those who have plenty of money to spend, and hence have means and opportunity to gratify low tastes and passions. They contain, therefore, the very elements that, misunderstood or unguided, can make the most trouble and do the most harm. But they contain, also, many of the stronger men of our institutions, men of high breeding and social standing, who control college activities and mould college opinion. These homes are, therefore, centres of potential good quite as much as of potential evil. If we abandon them to their own devices, they are capable of almost any harmful results. If we lift them to the levels which they can reach, we have the most available and powerful instrument for good in the college lives of our students.—“Individual Training in Our Colleges.”

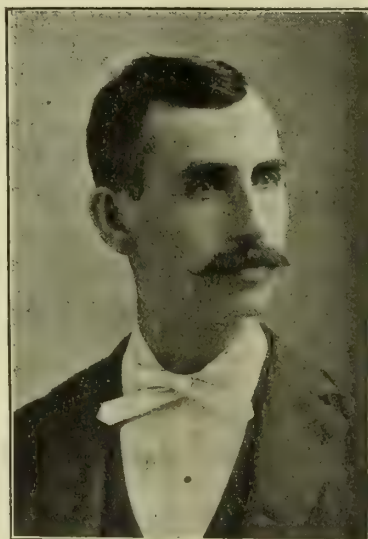
J. G. S., Michigan: The Journal of Education comes regularly, is always welcome, interesting, and helpful.

INVADING PENNSYLVANIA.

[Editorial.]

Superintendent E. M. Rapp, Berks county, Pennsylvania, has invaded Pennsylvania with a genuine Western scheme and spirit, introducing both a Boys' Agricultural Club and a Girls' Domestic Science Club with 600 charter members each. In starting these clubs he issued the following statement:—

“I wish to organize a County Boys' Agricultural Club and a County Girls' Domestic Science Club. The purposes and plan of work for these clubs are:



SUPERINTENDENT E. M. RAPP.

quite similar to those of like clubs which have been organized in several counties of a few states of the Middle West. These clubs will be the first of the kind in Pennsylvania, and to be a charter member of either club will be quite an honor. Their object is to interest the boys and girls in farm life—in things agricultural and to understand better the beauty of country life and the worth, dignity, and scientific advancement of agriculture. You spend a great deal of time teaching children things, which might be better spent in having them do things, under wise supervision. There is nothing that counts for so much in character building as that the boy or girl shall do something that requires a sustained effort, something that may not be finished in a day, but requires time and planning, the final accomplishment of which is dependent somewhat upon influences outside of the boy's or girl's own resources.

“The organization of these clubs for definite industrial work outside the school can't help but arouse a general interest in rural communities in the subject of industrial education. It will awaken new interest and a practical intelligence in the affairs of the home and the farm. It will reach the parents and affect them in useful ways. Get the boys and girls interested, and the parents will have to be interested. Out of the experiments and activities of the boys and girls will come an organized body of knowledge in form available for the teacher and for use in the schools of the country.

“Any boy or girl, between the ages of nine and

eighteen—not over eighteen, in school or out of school, will be eligible to membership. There are no dues and no registration fee. It is obligatory upon all applicants to undertake some special work that should be strictly his own.”

In the Agricultural Club there were 170 boys

who chose to raise field corn, 150 to raise poultry, fifty to do general farm work, sixty, stock raising; fifty, potatoes; thirty, popcorn; others to raise celery, onions, melons, tomatoes, sweet corn, cucumbers, sweet potatoes, pigeons, hogs, rabbits, and cabbage.

TALKS ON SCULPTURE.—(XXIV.)

BY LORADO TAFT.

The majesty of Greek art, the charm of the early renaissance, and the sublimity of Michael Angelo take hold of us so strongly that we are in danger of forgetting that other men in other times loved beauty as ardently as did the Greeks and their descendants. Other nations have glorified their God with an art as sumptuous and, in its way, as exquisite.

The panel which we show to-day represents the famous meeting of Francis I. and Henry VIII. of England on the “Field of the Cloth of Gold.” Even the carving gives some hint of the gorgeousness of the scene. It is interesting to note how differently horses and riders are treated here from those which we saw in the Parthenon frieze. This relief seems more like some of those old Assyrian



MEETING OF HENRY VIII. AND FRANCIS I. AT THE FIELD OF THE CLOTH OF GOLD.

Long before the renaissance had awakened classic sculpture from its long sleep the fierce Northmen had perfected the style of architecture which we call “Gothic.” It did not come all at once, but was the result of centuries of experiment. In the thirteenth century it burst into full bloom, and northern France and England were covered with the splendor of it. This is not the place to describe those glorious cathedrals which all at once began to climb heavenward from a hundred cities and which still vie with one another in their dizzy heights and in their magnificence. They were jeweled over with rich sculpture; the pious workmen seemed to fairly breathe their prayers into the stone.

When the cathedrals were done the sculptors turned to the decoration of private buildings, and many a palatial structure was so richly decorated by the skilful French carvers of the fifteenth and sixteenth centuries that its surface can be compared to nothing but embroidery. No city has preserved so much of the quaint, old-time flavor as Rouen, where, in treading the narrow streets, one can almost imagine himself in a mediaeval city. Among the interesting buildings there is the venerable “Hotel Bourgtheroulde,” which, although built about four hundred years ago, is still used as a banking-house. One wanders into the courtyard and is lost in amazement at the reliefs which cover the entire walls. Some are scriptural in subject; some illustrate the history of France—at least a small portion of it,

sculptures, all full of “upholstery.”

The occasion which brought these distinguished royal gentlemen together was the making of a treaty, but they did not take this too seriously, and there were various diversions to make the time pass pleasantly. “For ten days the two sovereigns fought five combats every day, and always beat their polite antagonists,” says Dickens in his chatty history. No doubt everybody was happy and well repaid, for those were days when people loved such spectacular doings. We are told that “many of the knights and gentlemen were so superbly dressed that it is said they carried their whole estates upon their shoulders.” Some people have been known to do that same thing in later times, but their prodigal splendors have not been recorded upon tablets of stone for all the world to see!

Too bad it was that the treaty which cost so much was promptly broken, but then it matters little to-day since all who cared are gone, and all who shared in that brilliant tournament have been asleep these hundred of years. They are dust along with the “silk tents and the gold foil and lace,” along with the carpets and the gilt lions. Naught remains of the glories of the “Field of the Cloth of Gold” save the relief on the old gray wall in Rouen.—Used by permission of the Chicago Record-Herald.

Defective children should not be in the public schools.

THANKSGIVING EXERCISE.

BY JANE A. STEWART.

1. SELECTION.—"The Pilgrim's Vision," by Oliver Wendell Holmes.

2. The PILGRIM PICTURE GALLERY.—

[A large, full-length picture frame is placed on the front of the platform with screens at each side. A number of children are dressed to represent the various characters in early colonial history. They appear in turn in the frame, which is provided with a curtain to be drawn across while the changes in figures are being made. The teacher explains the name and history of each in turn. The "picture" keeps perfectly still through the recital.]

Teacher.—Miles Standish is our first picture. He was a bold soldier and famous captain in the Pilgrim company. Does't he look brave, and just like an experienced soldier? His sword was often in his hand. In fact he knew a great deal more about a sword than any other implement. Miles Standish served on the side of the Dutch in the armies of England in the war against Spain. When that war was over, he looked for more oppressed people to champion and joined the Pilgrims at Leyden, Holland. He was with them on the Mayflower which brought them to America, and he fought their battles to the end. His unfortunate love affair was made the subject of a poem. The Pilgrims intrusted him with the military defence of their little colony. He was its right hand. Can anyone tell anything more about the bold Miles Standish?

(Scholars may respond.)

Teacher.—Next in our gallery is William Brewster. The people loved to call him elder. He was not only elder, but eldest of the company, for he was fifty-six years old when he emigrated to the unknown new world. William Brewster was well born and well educated. He had served in an official capacity at the court of Queen Elizabeth. But he was glad enough to leave that artificial life of intrigue for the simple life of the Puritans, and to assist them with his estate. He joined his lot with the others, and lived without bread or corn many months at a time, having nothing but fish and water. In spite of all these privations, he lived to be eighty years of age. Let some scholar tell something that he remembers about the life of Brewster.

(A scholar responds.)

Teacher.—No one could mention Elder Brewster without naming William Bradford, who was his closest companion and friend. Bradford was very much younger than Brewster; he was only a boy of sixteen when he went to Holland with Brewster. He was born March 19, 1589, at Austerfield church, only a few miles from Brewster's home near Scrooby, England. Together with Brewster he was thrown into prison at old Boston, England, where most of his books and possessions were rudely taken from him. As governor of the colony, succeeding John Carver, he was made his own successor annually for nearly thirty years. Bradford's history and other writings have been most generally quoted from, and are the foundations of American literature and the most authentic writings of the Pilgrims.

(Several scholars read quotations from Bradford.)

Teacher.—Here is John Carver, who was a deacon of the Pilgrim church in Holland. To him was given the difficult duty with a companion of negotiating with the Virginia company. As the first governor of Plymouth, he had great responsibility in a most trying time.

Teacher.—Edward Winslow, whose picture we see now, was one of the most influential members of the Plymouth colony. His wife and he were traveling on the continent when they fell in with the Pilgrims at

Leyden and joined fortunes with the exiles. Four times Winslow was sent back to England as agent. He was the first to bring over cattle from England. He did a great deal to civilize the Indians and to bring them to Christianity. He was governor of the colony for three years, and he was its chronicler. Edward Winslow gave himself as a hostage to the savages. He was cool and brave, and he did not shrink from imprisonment and the danger of death in confronting the tyrannical Archbishop Laud, as an agent of Plymouth and Massachusetts. If Miles Standish was the right hand of the struggling Plymouth colony, he may be called its head. Of all who came over in the Mayflower, only his portrait survives. Can you tell anything more about Winslow?

(Several scholars respond.)

Teacher.—This picture represents Susanna White, a good Pilgrim mother, who was on board the Mayflower during that terrible voyage. It was on Cape Cod harbor before the company landed that her son, Peregrine White, was born, the first born of the Pilgrims. He was granted 200 acres because he was the first born of the English in the new country. You will remember the long, hard voyage of the Mayflower. Sixty-four terrible days were passed in crossing the ocean. The equinoctial gales swept over the voyagers in all their fury, and nearly sent the precious vessel and all on board to the bottom of the sea. The ship was far too small for the accommodation of the company crowded within her. The suffering and strain of those fearful days weakened the constitutions and, it is said, paved the way for the great numbers who were soon after to die on the bleak New England coast.

[Other characters which may be represented are John Alden, Priscilla Mullins, John Billington, Mary Chilton, Isaac Allerton, Massasoit, the friendly Indian, etc. If desired the descriptions may be given by various scholars previously appointed for the purpose, who step to the front at the proper time without announcement.]

READING.—"The Landing of the Pilgrims."

SELECTION.—"The Courtship of Miles Standish."

DRILL.—(For children wearing large tin breast plates, dressed in Puritan costume. Each child has a colored cord or "stretcher" made of one yard of one-inch-wide elastic, covered with colored muslin, and finished off at each end with a small ball or tassel. A variety of colors may be used for the "stretchers," and the children's dresses may match.)

First.—Stand on both feet and hold cord in both hands straight across with arms down. At the word "one" the right hand is raised up over the head, the cord stretched perpendicularly. At "two" the cord is brought down behind the back in a horizontal position; at "three" the left hand is raised above the head, and at "four" the first position is resumed.

Second.—Reverse the foregoing. At "one" raise the left arm over the head, holding the stretcher perpendicularly; at "two," bring the left arm down, holding stretcher behind the back; at "three" raise the right arm above the head; and at "four" return to first position.

Third.—At the word "one," raise the cord above the head with arms extended; at "two," bend to the right side; at "three," return to position.

Fourth.—At "one," raise the right arm, bend the left; at "two," raise the left arm and bend the right; at "three" raise both arms; at "four" lower both arms.

Fifth.—At "one," extend both arms above the head; at "two," take a long skip on the toes; at "three," skip backwards; at "four" lower arms to position.

(Additions to this drill may be introduced by the leader.)

SELECTION.—"The Pumpkin Pie," by John G. Whittier.

CLOSING SONG.—"America."

WHITTIER.

[Outline for Study.]

BY E. W. BARRETT.

Outlines modeled after the following may be arranged by the pupils with comparative ease. At first the teacher assists in the order of the topics and directs the pupils to different text-books. The completeness of the outline depends on the grade.

The following is a good order of work: Conversation, reading by teacher and pupil, miscellaneous sources of information, extended recitations, with the use of notes at first, written recitations ending with a finished composition preserved in a biographical notebook, in connection with the outline.

Boyhood and youth.

- birth { date,
place,
- stories,
anecdotes,
mischievous,
- parents { Quaker,
Huguenot,
- occupations { farm work,
slipper making,
berry picking,
- religion,
- education { no schooling till 14,
ten weeks in year,
Haverhill Academy,
never went to college.
books { Bible,
Burns' poems,
Shakespeare.

Manhood.

- schoolmaster,
proofreader,
editorial writer,
life on farm,
time given to writing,
- editor { N. E. Weekly Review,
Haverhill Gazette,
Pennsylvania Freeman,
The National Era,
- death { time,
place.

Homes.

- Amesbury, Mass.,
Danvers (Oak Knoll).

Friends.

- abolitionist,
Garrison, the "slave journalist,"
Phillips, the "slave orator,"
Lovejoy, the "mob martyr,"
Mrs. Stowe, the "slave novelist."

Characteristics.

- patriotic, generous,
liberty loving, affectionate,
hater of oppression, modest,
lover of mankind, true and honest,
sincere, intense in convictions,
earnest, sympathies world-wide.
enthusiastic,

Called.

- the Quaker-poet,
the martial-poet,
the sweet singer of Essex,
the anti-slavery poet,
the militant Quaker poet,
freedom's sweet singer,
the most American of our poets.

Facts about his life.

- domestic in habits,
devoted to his mother and sister,
ignorant of music,
"color-blind,"
fond of dogs,
rapid in composition,
used little art,
not an idealist.

Poems.

- fresh,
simple,
natural,
- subjects { labor,
slavery,
liberty,
national poem,
N.E. traditions and scenery.
- "Snow Bound,"
"Songs of Labor,"
"Voices of Freedom,"
"Tent on the Beach,"
"Among the Hills,"
"Mabel Martin."

Literary friends.

- Longfellow, Hawthorne,
Lowell, Emerson,
Holmes, Bryant.

Quotations.

- prose,
poetry.

"My voice, though not the loudest, has been heard
Wherever Freedom raised her cry of pain."

TO TEACH DOMESTIC SCIENCE.

One of the first measures introduced by the women members of the parliament of Finland provides for the regular teaching of household economics to girls, at the expense of the state. In Idaho, soon after women were given the ballot, they secured a law providing for a department of domestic science in the State University, and for a course of lectures on domestic science in the Academy of Idaho. In Colorado, Mrs. Helen L. Grenfell, who served three terms as state superintendent of public instruction, points out that the granting of the ballot to women was quickly followed by the addition of manual training departments to the schools. Mrs. Grenfell writes: "Instead of thinking less of their homes, women began to consider them more carefully, and sought to bring into these close corporations something of the scientific spirit of the age. Chairs of domestic economy were established in the State Agricultural College and the State Normal school. The interest in the old-fashioned womanly arts has increased instead of diminishing." It is curious that the same result should follow, even in far-away Finland.

Alice Stone Blackwell.

Better be a success and laugh at the world for not knowing it than not to be a success and laugh at the world for not knowing it.

Mississippi is planning for a \$100,000 State normal school.

Thinking is as essential in manual arts as in the classics.

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WHAT THE SCHOOLS SIGNIFY.—(XIII.)

THE PIVOTAL PERIOD.—(VI.)

THE SEVENTH GRADE.

In the treatment of the boys all that is desirable in the sixth grade is more desirable in the seventh. Now they are twelve or thirteen years of age. The appreciation of manly privileges and responsibilities is much more uniform and intense. To treat them as children, to call them by baby names, to order them about as though they had no rights which the teacher is bound to respect, is positively vicious.

To insist that there is something sacred in "constituted authority" that a thirteen-years-old boy is expected to reverence is wholly wrong.

One of the best sayings of Judge Ben B. Lindsey is this: "Unless we respect the laws of Bcyville, Boyville will not respect the laws of Manville."

A prominent superintendent of city schools tells this story on himself. It was a glorious April day, and he walked down town instead of taking the street car. All life was aglow. The new life of the year was tingling in his veins. As he passed a grammar school, the seventh and eighth-grade boys, feeling the new life of the year even more than he, were engaged in active sports.

"Good morning, laddies," he said with a patronizing air of condescension.

"Good morning, daddy," they replied.

His wrath was intense. "Constituted authority" had not been respected, but his wit was quick, and he said: "Good morning"; and they said: "Good morning."

It did not harm him to be called "daddy," but it did harm them to be called "laddies." In the one case "constituted authority" was humiliated, in

the other budding manliness was blighted.

The most vital element in a teacher of the seventh and eighth grade is that she shall not nurse "constituted authority," but that she shall cultivate the budding manliness before her.

This opens up a large subject upon which much more will be said at another time, in another connection.

WHAT THE PANIC MEANS.

Moneyed America was over a volcano for a week—banks with hundreds of millions of business men's money to be drawn on call either failed or withstood a fierce assault, while many banks closed their doors, and industrial as well as financial houses failed for many millions.

At any earlier day such an experience would have wrecked, practically, every financial institution and have closed nearly every industry. As it was it merely caused a shiver, like the cold plunge after a Turkish bath.

It might have been infinitely worse. It is impossible to guess, reckon, or imagine what would have happened if for one minute any of the great financiers had trembled. If Rockefeller or Morgan had for five minutes thought it necessary to pocket the cash due them from the banks, nothing on earth could have saved the business world.

Or, if, without withdrawing their money from circulation, they had not poured into the danger pools practically limitless millions, a terrific smash would have followed.

The government did something. It put in \$15,000,000, and was ready with \$10,000,000 more, or in all about a quarter part as much as the two private parties, and it would not have put in a dollar without them. The government could only do its part where it was known to be perfectly safe. The government took no chances on a dollar of its money, could not take chances, while Morgan and Rockefeller chanced everything. They not only loaned money to good banks, but they handed out tens of millions to individuals at 6 per cent. when these same borrowers were willing to pay 70 per cent. The difference in interest alone in one week between what these two men received and what they might have received was half a million dollars.

And these men made but three conditions. First, every high-flying financier should get out of every bank and trust company, and the Morses, Heinzes, and Thomases fairly tumbled out. Secondly, that the bears should shut up shop absolutely and attack no stock of any kind, and the fiercest bears of the day before became as harmless as the Teddy bears that babies hug. Third, that no man should buy or sell a share of stock on margin, and everything was at once paid for, and the wild, roaring stock exchange was as quiet as a game of chess while waiting for a man to decide on his move.

Never in the history of the world have two men achieved so much by way of reform in one week as did J. P. Morgan and John D. Rockefeller.

Their deeds made other reforms look like a mock battle between the army and the navy in

times of peace, a show performance where your friends can cheer and no one harm.

This was the greatest battle ever waged. Beside it even Gettysburg was a skirmish, in which a few thousand homes were saddened and the triumph of one army disheartened those who were making an onslaught on conservative national authority.

In New York there was a charge more fierce than that on Cemetery Ridge. If once the assailants could have pierced that angle of defence in New York the rout would have been complete, and from Boston to San Francisco, from Chicago to New Orleans, from Montreal to London, Paris to Berlin, the track of devastation would have been more horrible than the path that Sherman trod from Atlanta to the sea. Not thousands of homes, but millions, would not only have been saddened, but they would have been in ruins, and the suicides alone would have been more than the slain at Gettysburg.

In that crisis in New York, other men were as useless for command as a poodle dog before an enraged caribou.

Men of nerve and courage, of grit and daring, men as calm as a skilled surgeon with knife in hand, as patriotic as Lincoln, as determined as Grant were needed, and America had these men at the right place, at the right time.

After Vicksburg surrendered, some one asked Lincoln if he knew that Grant used whiskey.

"What brand does he use?" was the quick response, and whatever of evil may be charged up to these generals of finance, these saviours of our homes and our industries on October 24 and 25, 1907, the American people will, for many a day, say: "Thank God, that this experience from the battle of life was available in dealing with the rabid Morses and Heinzes, the bulls and bears, as well as with the timid, shrinking, shrieking mob that cared only to get their own cash tucked away in their own stockings."

RESCUING RASCALS.—(VI.)

The signs of the better day are seen in two points on the horizon. Public institutions are no longer parceled out to decrepit or dependent politicians, but to the best of school men, to men with a job that they can hold, but which they yield from love of philanthropic service.

Massachusetts goes to Iowa for one of her most successful superintendents, for the Westboro boys' home; New Jersey goes to Pennsylvania for one of her best men for Vineland, and so on North, and South, and East, and West, and so it will continue to be until the men and women of skill and experience supplant men and women with neither.

Secondly, the whole spirit in institutional leadership is to strengthen the weak and reform the wicked. Science and psychology walk hand in hand in this kind of work.

Indisputable figures show beyond question that by the new order of things we are saving multitudes from untimely deaths, lengthening lives, increasing capacity for income making, enlarging opportunities for getting the most out of life.

In a word, we are caring for boys and girls as we care for horses and cattle.

"Colin" is but a two-year-old colt, and his owner, James R. Keene, pays Dr. E. E. Shepard, one of the best known and most highly esteemed veterinaries in the world, \$300 a week to watch the physical condition of this colt. At sunrise every day this expert takes the temperature of the colt and records his every physical condition in a book. Jockey Miller gets \$100 a week for an hour's exercise of the colt, notwithstanding the fact that Mr. Keene pays him \$15,000 a year for exercising other horses. Two expert groomers get \$50 a week each for currying and rubbing. The stall is electric lighted, has electric fans, is scientifically warmed or cooled according to the season, and is ventilated in the most approved manner. The water is from a spring that supplies no other man or animal, and the oats and hay are especially selected and examined, costing about \$10 a day.

Why all this care? Because at two years of age "Colin" had earned \$132,165 by October 15, 1907, with two more great opportunities that he is likely to improve with immense earnings. This is extreme, yes, but it is suggestive and significant of the new order of things among human as well as the brute creation.

Every institution in the land is undergoing inspection and investigation as to quality and quantity of food and clothing, as to the work and play, worry and chafing of the inmates. Even the tone and temper, habits and manners of the officials and attendants are skilfully noted. The revelations are not only humiliating, but sometimes revolting. Graft has often gone so far as selling clothing assigned to the inmates, accepting lowest grades of food, transferring coal that was to make them comfortable to the bin that heated home and hot house for officers. Worse and unmentionable have been the gross immorality often revealed.

The chief rascals were sometimes the intended rescuers.

Ignorance, inefficiency, infidelity to the trust often disgraced the name of reform effort. A radical change has come. From superintendent to humblest attendant efficiency and intelligence, honesty and faithfulness are demanded. It has been my privilege to know at first hand of much of this new work in nearly every state in the union, and the transformation is simply glorious.

Among the notable institutional activities of today are the George Junior Republic at Freevill, N. Y., that saves incorrigible boys and unmanageable girls the grand institution for the feeble minded at Vineland, N. J., where under the reign of the eternal smile,—social and industrial sunshine,—the most defective are uplifted; the institutions for the deaf and for the blind,—with Laura Bridgeman and Helen Keller as sample products,—and the new industrial and delinquency homes. It is a temptation, to which I must not yield in this connection, to report upon the phases of this rescue work with which I am personally acquainted, and in which I am interested.

Suffice it to say that no rainbow at Bridal Veil Falls was ever more persistently radiant than is the institutional life of to-day, when through the weakness and wickedness of inheritance and environment, comes intelligence, integrity, and industrial invigoration, because of public attention and philanthropic activity.

NOTABLE CHILD LABOR ACTION.

It was a privilege to be in Nashville when two hundred delegates from all over the South were in that city for a conference of textile manufacturers. The one important action from the standpoint of a school man was upon child labor. The committee on resolutions recommended that the age limit of children who work in mills and factories shall be fourteen years. It was also recommended that the time limit for women and children shall be eighteen hours a week, except when engaged in agricultural and domestic pursuits. The committee recommended that children under sixteen years of age be not allowed to work between the hours of 6 p. m. and 7 a. m.; that all children be compelled to attend school sixteen weeks each year; that all able-bodied men who have no visible means of support be declared vagrants; that no male under nineteen and female under seventeen be allowed to marry. These recommendations were adopted.

JOHN TEMPLE GRAVES

Report saith that John Temple Graves will take editorial charge of the New York Journal in the near future, which is good news for friends of all phases of progress in uplifting humanity. We have known him personally for some years and always to admire his moral power and mental alertness. His standpoint is refreshing. In his buoyant view these are millennial days. Conscience is becoming the sovereign of hearts and righteousness the policy of men. The people are reading and thinking. Cheapened newspapers and the daily delivery of mail to farmers have been the seeds which are to bloom into a harvest of enforced personal morality and national rectitude. "The biggest surprise of our history," Mr. Graves says, "awaits the politicians."

It means much for Mr. Graves to come to New York and speak daily to one of the largest constituencies in the world.

BOSTON'S RETIREMENT FUND.

The success of the Boston Teachers' Retirement Fund Association has awakened an interest in it that justifies the widest publicity to its facts and figures. There has been in all a membership of 2,430. There are now 1,994 contributing members. There have been thirteen to retire on annuities this year, making 115 who have drawn annuities. Of these nine have died, two this year, leaving 106 who are drawing \$15 a month, or \$180 a year. The association has a permanent well-invested fund of \$210,250.

HARVARD LEADS THE WORLD.

Harvard University has secured a forest of 2,000 acres in Massachusetts, and will teach forestry sci-

entifically, artistically, and practically. What a notable commentary on the awakesness of scholarship. Why did not some of the great universities of the great West do this first? Now every one of them will possess a forest, none will be content without one, but it is first done in the Old Bay State, and grand old Harvard did it.

Aeronautics is the study as well as the game of the hour. Teachers can hardly get into the game, but they should be masters of the theory and the facts. Not to do this is to fail to be in touch with the times.

The man who enjoys stepping on another man's corns is no whit meaner than he who enjoys making another feel his misfortunes more keenly. Both are fiendish.

Cleveland has, apparently, gotten the railroads into line so there is no reasonable doubt but that the N. E. A. will meet there the second week of July, 7-10.

Fully one-third of the teachers of Cincinnati took some university work during the last school year. It was earnest work that was credited to them.

To lead a boy aright is worth vastly more than to lead a man aright. It is dealing in futures without taking risks.

Cullman county, Alabama, has the unique distinction of being an Alabama county without a colored person living within its borders.

Rhode Island has consolidated her rural schools until there are but 193 single-room buildings in the state.

It is not the state that did the first things so much as the one that does the last best things that will win.

If you lock horns with the high school fraternities you cannot let go until something dies.

Twenty-five years ago Massachusetts expended \$1.89 per \$1,000 for education; now \$3.32.

Promotion by subjects in the high school is the present topic for popular discussion.

An envious teacher or superintendent has no right to a certificate.

It is possible to give a child an appetite for uninteresting duties.

Dignity that has to be maintained is not worth maintaining.

Harvard's endowment has increased \$8,000,000 in six years.

Nothing is virtuous simply because it is traditional.

No one else is satisfied if you are self-satisfied.

Brave heart never suicides.

THE WEEK IN REVIEW.

A HIGH FINANCING PANIC.

Wall street has been brought to the verge of panic, if not actually carried over it, by a general collapse of stock values, involving the serious embarrassment of several financial institutions, and the suspension of the Knickerbocker Trust Company, after a run which drew out about \$8,000,000 of its funds in a few hours. An explanation of the suspension may be found in the fact that, out of its gigantic total of fifty-eight million dollars of deposits, forty-five million dollars had been used for time loans which were not available in the emergency. Energetic steps were taken by other financial institutions to steady the money market, and restore confidence, and the secretary of the treasury relieved the situation by considerable deposits of government funds. But although Wall street was subjected to one of the severest strains in its recent history, the outside public was not greatly disturbed.

AN EVIL CHAIN BROKEN.

In the process of readjustment attending these incidents, some of the most daring financiers in control of banking institutions have been eliminated from the equation altogether; and there are confident assertions which it is to be hoped may prove to be true that the iniquitous "chain system" among New York banks has been given its death blow. Under this system a group of high financiers acquires by purchase the stock of some bank, then uses these shares to get control of another bank, and these in turn employs as collateral for buying a third, until the resources of bank after bank come into their possession for speculative uses. Of all the trusts and combinations none is more iniquitous or dangerous than this.

A TRIUMPH FOR MARCONI.

The opening for commercial use of the Marconi wireless telegraph service between Clifden, Ireland, and Glace Bay, N. S., is a great triumph for the still young inventor, and marks the most important step in international communication since the first message was flashed across the Atlantic cable nearly half a century ago. It is eleven years since Marconi announced that he had discovered the secret of sending messages without wire, and was pretty generally jeered at as an enthusiast. But in the meantime the development of the method has been rapid, and wireless telegraphy across long distances and with vessels far out to sea long since became an established fact. The opening of a service for commercial use was inevitably the next step, but it will be long before the service by cable is superseded.

THE BREAK-UP AT THE HAGUE.

The Hague Peace Conference signalized its final adjournment by the adoption of resolutions expressing appreciation of the initiative of President Roosevelt in convoking the conference, the part taken by the Czar, and the hospitality of the Queen of the Netherlands. It was gracefully done, and nicely balanced. The conference was able to present as the fruit of its labors thirteen

proposed conventions,—a considerable, though unlucky number. But most of them are of a character to justify Mr. Choate's assertion that the conference has done something to regulate war, but little to prevent it. But the real trouble is that too much was expected of a body which came together without any preliminary work of preparation, and representing nations of widely varying and more or less antagonistic policies and ambitions.

THE FILIPINO ASSEMBLY.

The Filipino Assembly is now fully organized and at work. All who realize how much the first beginnings of self-government mean to a people who have always lived under despotic rule will be pretty charitable toward the blunders which the Filipinos may make. It is stated that they show a great ignorance of parliamentary law, but what was to have been expected? Secretary Taft, in his opening address, gave the Filipinos no ground to hope for independence. That, he plainly declared, they would not be fit for for at least a generation. He also declared, with emphasis, that the United States had no idea of parting with the Philippines. But he expressed cordial confidence in the purposes of the Filipinos and their successful carrying of the larger measure of self-government now entrusted to them.

A STOUT-HEARTED ROYAL PATIENT.

The bluff old Austrian Emperor has been a difficult patient for his physicians and nurses. While his temperature was being taken every few hours, and relays of doctors were watching his symptoms and examining his throat, he has insisted not only on being up and dressed, but on going on with affairs of state, as though nothing were the matter with him. "An old soldier ought not to make a fuss about a cold in his head" has been the substance of his reply to the anxious physicians who have entreated him to be careful; and he has chafed against all restraint. This is one of the natural results of a long life of robust health, and the possession of an iron will, not accustomed to easy yielding to difficulties.

THE UNREST IN INDIA.

There have been no serious outbreaks of violence recently in India, but it is clear that the native unrest has by no means subsided. In Bengal the agitation pivots upon the resentment which was aroused a year ago by the ill-advised division of the province,—a step which was taken merely for administrative convenience, without regard to native sentiment. When the anniversary of the day of partition came around, there were apprehensions of native rioting; but the Bengalis refrained from such demonstrations, and chose instead to observe the day as one of solemn mourning. At Calcutta they abstained from food and went about barefoot, and all business was brought to a standstill. Not less than 30,000 of them took part in an orderly demonstration, at which a vow to boycott British goods was carried with wild enthusiasm. Such a demonstration is more ominous than a spasm of rioting would have been,

INDUSTRIES.—(XXV.)

BY R. W. WALLACE.

RUBBER.

If Charles Goodyear—the father of the rubber industry in America—could visit one of the great rubber factories of the country to-day, he would be as astounded at the phenomenal development of the industry as would Robert Fulton were he to see the *Lusitania* coming up the North river to her dock.

To so many uses is rubber put to-day that the standing problem in the business world on both sides of the Atlantic is how to get enough of the raw material to meet the ever-enlarging demand for rubber goods. These are indispensable to modern life in a thousand ways, contributing to its protection and comfort in more forms than one could easily catalog.

And this marvelous expansion has come in just two-score years. It was in 1862 that the imports of rubber became important enough to have a separate column given them in government statistics. And then they were only a paltry two million pounds. In 1902 the imports of crude rubber had risen to more than fifty million pounds, at a cost of \$30,000,000, or sixty cents a pound. The bicycle had been responsible for a large part of this increased importation. And then came the automobile with a vastly increased demand, which it was almost impossible to meet, and which carried the price of Para rubber up to \$1.40 a pound.

Were it not for the invention of a process for reclaiming old rubber, the industry would be stranded, or its products would necessarily be so costly as to be prohibitive to the great mass of purchasers. To-day we are ransacking all lands for cast-off rubber manufactures, and in 1903 we imported twenty-five million pounds of this valuable rubbish to be reclaimed first, and then used over again with the addition of some new material. Only in this way has the rubber factory been able to meet the enormous demand.

Crude rubber is an elastic substance produced from the milky juices of a dozen or more tropical plants and trees. In Brazil these juices are from a rubber tree, as also in Guatemala and Mexico. The rubber of the East Indies is from a species of fig tree. On the African mainland, chiefly in the Congo and on the islands of Madagascar and Mozambique, the rubber is from shrubs and vines.

More than half the world's supply of crude rubber comes from the valley of the Amazon. And the Para rubber of that region is the best in quality, commanding the highest price in the world's markets.

The production of the crude rubber is thus described by Redway: "The rubber-gatherer of the Amazon, who is practically a slave, wades into the swamp, makes several incisions in the bark of the tree, fashions a rude trough of clay under it, and waits till the sap fills the clay vessel. When the sap has been gathered, he makes a fire of palm nuts, and places an inverted funnel over it to concentrate the smoke. He first dips the end of a

wooden spindle into the juice, which is of the consistency of cream, and then holds it in the smoke until the juice coagulates; this process is repeated until there has formed a ball of rubber weighing from five to ten pounds. The smoke of the palm nuts is a chemical agent that converts the juice into the crude rubber of commerce."

In other countries the cream-like sap is coagulated by letting it dry on the tree, or by boiling it, or by treating it with alcohol or acids. There is no hard-and-fast way of treating it.

As it reaches the manufacturer the crude rubber is full of bits of sticks, fragments of bark, and frequently of gravel. So the first process is to soften it by heating it, and then grinding and washing it till all impurities are removed. But in its pure state it is too soft to be used alone, so it must be mixed with other materials.

A small per cent. of sulphur is mingled with it; it is then heated, and so becomes vulcanized. It is now more elastic, and will stand all extremes of temperature without becoming brittle, as it would not do if pure. Hard rubber is made by increasing the mixture of sulphur to 25 per cent. or even 50 per cent. Its color after this process would be gray, but by adding antimony it becomes red, or black by adding lamp-black.

The elastic properties of the rubber sap were certainly known to the early Spanish explorers and conquerors of South America. The Indians called it "caoutchouc," a name which is retained in scientific circles to this day. Samples of rubber found their way to Europe in 1736, but for nearly a century afterwards no commercial uses were found for it except to make erasers of lead-pencil marks.

It was Charles Goodyear who invented and perfected the process of vulcanizing rubber, and this opened up the way for its larger use. A Scotchman named MacIntosh was the first to produce water-proof cloth by using rubber, and to the present what Americans call a "rain coat" is known in Britain as a "mackintosh."

The uses to which rubber are put to-day are practically innumerable. Soft rubber is made into rubber bands, machinery belting, threads for elastic cloths—as in suspenders, overshoes, and rubber boots, pneumatic tires, tubing, fire and garden hose, cushions, water bags, printing rolls, fruit-jar rings, stamps, and a thousand other things.

Hard rubber is made into combs, brushes, fountain pens, electrical instruments, surgical appliances, trays, artificial gums for false teeth, etc.

Over 100 million dollars' worth of manufactures from rubber are now turned out from the factories of the United States every year, and about one-half of this grand total is in the form of boots and overshoes.

The industry of "reclaiming" old rubber for re-use in manufacturing is a comparatively new one, but it is already firmly established. This renovated rubber is known in commercial parlance as "rubber shoddy." The process of making it is quite inter-

esting. The scrap rubber is first separated by heat from the canvas and other things with which it is associated—as in overshoes, hose, etc.—and is then devulcanized, all the sulphur that is in it being removed by its being put into a steam-heated cylinder, where it is kept for some twenty-four hours, and has become pure rubber again. Then it is dried thoroughly and ground up so that it can easily be mixed with new compounds. Usually some new, raw rubber is now added to it, and then the whole batch is vulcanized again, and it is ready to be made into the various articles desired.

It is an ingenious process, and requires great care, but it pays for itself profitably, and much of the "shoddy" is quite as good as the original article, although were he to know it, the purchaser might not think so. And it helps out the manufacturer, who cannot always secure his full share of the world's supply of rubber, which at present is only about 135 million pounds in any given year.

APPLIED SCIENCE.*

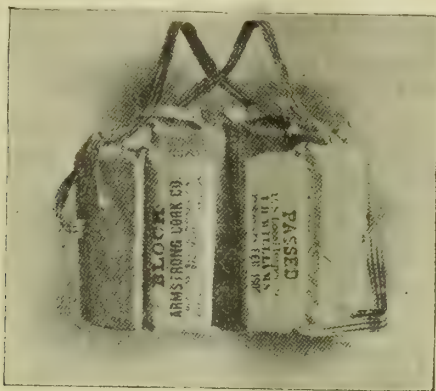
A LABORATORY EXERCISE BY JOHN C. PACKARD,
High School, Brookline, Mass.

(VII.)—STUDY OF A LIFE PRESERVER.

Object.—To determine the Specific Gravity and the Net Uplift—when entirely immersed in water—of a Standard life preserver.

Apparatus.—A Standard life preserver.

These may be had at a very small price of the Armstrong Cork Company, New York, Boston, Baltimore, Chicago, St. Louis. Portions of another made by cutting through the canvas that binds the parts together, between the sections, and



isolating a single section. A sinker heavy enough to submerge the section in water. A spring balance having a capacity of from eight to ten pounds. A large tank or pneumatic sink filled with water—a small tub can be made to do.

Data.—1. Weigh the section (dry).

2. Weigh the sinker in water.

3. Weigh the two together submerged in water.

Computation.—Calculate the net uplift of the section by determining how much of the weight of

the sinker is upheld by the block. Make a trial of several sections. Average the results.

2. Count the number of sections in the Standard life preserver, then calculate the net uplift of the whole.

NOTE.—To pass inspection by the United States government officials, a life preserver must be capable of sustaining at least twenty-four pounds in addition to its own weight.

3. Determine the gross uplift of the section by adding its weight (dry) to its net uplift. This gives at once by Archimedes' principle the weight of water displaced.

4. Calculate the specific gravity of the whole, knowing the weight (dry) of an average section and the weight of the water displaced.

If time permits, examine a partially-dissected life preserver and note the materials of which it is composed. Try one on and see how it is intended to be adjusted to one's person. Finally, look up the subject "Life Preservers" in some good encyclopaedia and write an article upon the subject.

PROBLEMS.—Experiments conducted in the Brookline Natatorium indicate that it requires about thirteen pounds on the average to sustain a fair-sized high school boy in the water with his head out. How many such boys would the life preserver used in this exercise sustain if it were entirely submerged?

2. If a boy weighs 123.6 pounds, and it requires 3.04 pounds to keep him from sinking when he is entirely under water, what is his volume in cubic feet? What is his specific gravity? How many cubic feet of cork will be required to keep him from sinking?

EXPERIMENTS UPON SPECIFIC GRAVITY OF THE HUMAN BODY.

(Conducted at the Brookline Natatorium.)

Whole No. of cases examined	35.
Age, 14-18 years	Average 16.6 yrs.
Weight, 88-141 lbs.	Average 123.6 lbs.
Height, 4.9-5.98	Average 5.52 ft.

Apparent Weight under Water.

Body entirely submerged, lungs deflated, 1-8 lbs.	Average 3.04 lbs.
Body partially submerged, nose out, head back	
Lungs inflated, 0-6 lbs.	Average 1.3 lbs.
Lungs deflated, 3-10 lbs.	Average 6.33 lbs.
Body partially submerged, nose and arms out	
Lungs inflated, 6-13 lbs.	Average 8.9 lbs.
Lungs deflated, 10-19 lbs.	Average 13.6 lbs.
Body partially submerged, head out, Lungs inflated, 4-13 lbs.	Average 8.3 lbs.
Lungs deflated, 9-16 lbs.	Average 12.8 lbs.
Body partially submerged, head and arms out	
Lungs inflated, 12-13 lbs.	Average 17.4 lbs.
Lungs deflated, 18-30 lbs.	Average 21.3 lbs.
Specific Gravity, 1-1.051	Average 1.020
Temperature of water, 80° F.	

The practical lesson to be drawn from the above facts is the oft-repeated one that our boys and girls need to have emphasized again and again; namely, that the amount of effort required to keep a person afloat in the water depends largely upon the proportion of his body that is kept under water. It will be seen that whereas if the nose and mouth only are kept above water, it requires at the most but ten pounds (average four pounds) uplift on the part of a rescuer to keep a person from drowning, if a wild attempt is made to keep the head and arms out, as is too commonly the case with a non-swimmer, the necessary uplift may amount to as much as thirty pounds (average 19.3 pounds).

DIRECTED HOME READING IN THE ELEMENTARY SCHOOLS.—(III.)

BY GERTRUDE F. GREENE,
Belcher School, Milton, Mass.

NINTH GRADE.
SEPTEMBER.

1. Life of Agassiz in poems and stories.
2. Midsummer Nights' Dream (revised for schools).
3. Cricket on the Hearth. Dickens.
4. Rob Roy. Scott.
5. Ivanhoe. Scott.
6. Idyls of the King. Tennyson.
7. Wee MacGregor. J. J. Bell.

OCTOBER.

1. Kenilworth. Scott.
2. Scottish Chiefs. Jane Porter.
3. Squirrels and Other Fur Bearers. Burroughs.
4. A Visit to Brazil—Elizabeth and Louis Agassiz (at least have them read the preface, they like it).
5. Oliver Twist. Dickens.
6. Knickerbocker's History of New York. Washington Irving.
7. The Way to the West. Emerson Hough.

NOVEMBER.

1. Triumphs of Science. Youth's Companion Series.
2. Practical Millinery Lessons (Library).
3. A Letter to a Noble Lord. Edmund Burke.
4. Lays of Ancient Rome. Macaulay.
5. Sir Roger de Coverley Papers. Addison.
6. Hugh Wynne. S. Weir Mitchell.
7. Views Afoot. Bayard Taylor.

DECEMBER.

1. A Christmas Carol. Dickens.
2. The Story of the Other Wise Man. Van Dyke.
3. The Romance of Modern Electricity. Charles R. Gibson.
4. The City of the King. Mrs. Lew Wallace.
5. Wilfred Cumbermede. George MacDonald.
6. Will o' the Wisp. R. Louis Stevenson.
7. The Oriental Rug. W. D. Ellwanger.

JANUARY.

1. Doctor McClure's Last Ride. Ian McLaren.
2. Doctor Grenfell. Norman Duncan.
3. Old Curiosity Shop. Dickens.
4. Thaddeus of Warsaw. Jane Porter.
5. Wonders of Glass Making in All Ages. A. Sanzay.
6. The Lady of the Lake. Scott.
7. Autobiography of Walter Scott.

FEBRUARY.

1. Siege of Granada. Bulwer Lytton.
2. Siege of Granada. Prescott.
3. Standish of Standish. Jane Austin.
4. Looking Backward. Edward Bellamy.
5. The Lay of the Last Minstrel. Scott.
6. Driven Back to Eden. E. P. Roe.
7. Citizen Bird. Mabel O. Wright and Elliott Coues.

MARCH.

1. Hard Times. Dickens.
2. Life of Lincoln.
3. The House of Seven Gables. Hawthorne.
4. The Deserted Village. Oliver Goldsmith.
5. John Halifax, Gentleman. Miss Mulock.
6. Children of the Tenements. Jacob Riis.
7. Lorna Doone. Black.

APRIL.

1. How to Know the Wild Flowers. Dana.
2. Rasselas. Dr. Samuel Johnson.
3. The Vicar of Wakefield. Oliver Goldsmith.
4. The Ancient Mariner. Coleridge.
5. Moths and Butterflies. Mary C. Dickerson.
6. Silas Marner. George Eliot.
7. Picciola. M. Saintine.

MAY.

1. Tales of the Fish Patrol. Jack London.

2. Cape Cod. Thoreau.
3. Two Little Confederates. Thomas N. Page.
4. A Journey to the North Pole. Jules Verne.
5. About Paris. Richard Harding Davis.
6. Merrymount. J. Lothrop Motley (about Wollaston Heights).
7. Hoosier the School Master. Hezekiah Butterworth.

JUNE.

1. The American Citizen. C. F. Dole.
2. Our Mutual Friend. Dickens.
3. Island Nights' Entertainments. R. L. Stevenson.
4. What to Wear. Elizabeth Stuart Phelps.
5. American Merchant Marine. Jewell.
6. Little Rivers. Henry van Dyke.
7. The Brushwood Boy. Rudyard Kipling.
8. We the People. Edward Everett Hale.

—Milton School Journal.

BOOK TABLE.

THE MAN OF GALILEE. A NEW ENQUIRY, IN SERIES ON MODERN DOUBT. By George R. Wendling. Washington, D. C.: Olcott Publishing Company.

This is an exceedingly important contribution to the best literature of the times. No other public speaker, from the pulpit or platform, has rendered such valuable service to clear thinking and devout believing in the past quarter of a century as has George R. Wendling. No other man has brought to the American platform for twenty-five years such convincing logic, accompanied by classic culture and finished oratory. His introduction to the lecture platform was through his memorable "Reply to Ingersoll," which was the one unanswerable challenge to "Modern Doubt" as represented by Mr. Ingersoll. Since then there has been a demand in all parts of the country for his six matchless platform portrayals of truth in these lectures: "Unseen Realities," "The Hebrew Law Giver," "The Man of Galilee," "Saul of Tarsus," "The Imperial Book," "Is Death the End?" These notable utterances are now for the first time available for reading, and it is well that the first to be printed is "The Man of Galilee," a reverent study of the noblest and sweetest, most glorious and most simple life ever lived among the sons of men. Having heard each of Mr. Wendling's six lectures on "Modern Doubt—"The Man of Galilee" several times—and having read it aloud to appreciative listeners, the conviction deepens that this book, in its present elegant setting, is one of the notable literary events of the day and that it will do more than any other modern book to quicken religious zeal and intensify belief in truth.

EDUCATION BY PLAYS AND GAMES. By George Ellsworth Johnson. Boston: Ginn & Co. Cloth. Illustrated. 234 pp. Price, 90 cents.

One of the great educational movements of the day is that of the playgrounds in municipal life. The Journal of Education has had much to say regarding the National Playground Association, with which its editor is identified, but the one thing it has never been able to say it can now say: "There is an entirely satisfactory book on 'Education by Plays and Games.'" Mr. Johnson is the one man to write such a book. His interest dates back fourteen years, when he was a student at Clark University; his experience has been as superintendent of rural and suburban schools in Massachusetts, and he is now superintendent of playgrounds, recreation parks, and vacation schools of Pittsburg. His address at the meeting of the National Playground Association at Chicago was one of the memorable utterances of the session. Out of his studies and experiences he has produced this eminently satisfactory book for the use of teachers and superintendents. The games that are described in the course have been selected from a thousand or more. While the variations of children's plays are well-nigh infinite, the essential features are few. The games described cover quite fully the whole field many times, and are adequate in number. The games selected are the older ones, as a rule, and an effort has been made to retain the older names. Most new games will be found upon examination to be modifications of old ones. The descriptions of games are brief, but they are full enough to give sufficient directions for playing. The essential features of the games have been kept prominent, and they are the groundwork upon which the ingenuity of the teacher can build to suit peculiar needs. While some minor differences naturally appear

in the plays of boys and girls, practically no differentiation is intended in the games of boys and girls before the fourth period, and then in the rougher games only. While many of the games common to boys are generally **not** played by girls, the reason lies rather in custom than in any real differentiation of the sexes up to the close of this period, at about twelve years. Girls will instinctively avoid some games, but the parent and teacher should extend the field of plays and games for girls throughout all the periods. The course is designed to help the parent and teacher to utilize play in the nurture and training of children, by suggesting types of activity especially adapted to the needs of the child at the different periods, and to the kinds of knowledge being acquired at the time. Games and plays should rarely be dictated; they should often be suggested, sometimes taught, by the parent and teacher (for children welcome a leader in their games), but it is on the environment largely that we should place the stress of our efforts. Some of the plays and games suggested will, after all, be only "devices" when correlated with school work, yet the activities suggested belong for the most part to the spontaneous plays of children, and may be taken advantage of without destroying the essential elements of genuine play. Play involves the hardest of work, a greater output of energy than drudgery, just as service does more work than slavery; but the drudgery is swallowed up in the interest, in the earnestness of the zealous soul, for drudgery is in the mind and heart much more than in the amount and kind of work to be done.

ESSAYS BY RALPH WALDO EMERSON. Selected and edited by Mary A. Jordan of Smith College. Riverside Literature Series. Boston: Houghton, Mifflin & Co. Cloth. 323 pp. Price, postpaid, 40 cents net; in paper, two parts, 15 cents each.

To teach, lead, or inspire a young person to read Emerson's essays is a noble service to the individual and to the country; to help those who would teach, lead, or inspire them to this is equally noble, and Messrs. Houghton, Mifflin & Co. have in this work given the best of assistance of this kind. We doubt not that Emerson will prove to be the greatest writer yet born in the New World. Be that as it may, there is no other writer, to read whom, understandingly and devotedly, signifies so much to a young person. The teacher who does not appreciate Emerson's essays affectionately will never inspire young people to enjoy them. Whoever reads Emerson with intelligent interest thinks clearly and vigorously. The highest test of the fruits of education is the quality of the thinking one does, and there is no better standard for such testing than ability to enjoy thinking along the lines that Emerson suggests in his essays. These ten essays are selected from "Compensation," "Experience," "Character," "Self-Reliance," "Heroism," "History," "Politics," "Behavior," "Manners," and "Friendship." They are the choicest of his essays for the reading of young people.

OUTLINE FOR REVIEW OF ROMAN AND GREEK HISTORY—TWO BOOKS. By C. Bertram Newton, A. B., and E. Bryant Treat, A. M., of the Lawrenceville school, N. J. New York: American Book Company. Cloth. 113 pp. Price, 25 cents each.

Here are grouped the essential points in the history of Greece and Rome, and the outline may be effectively used by the instructor towards the close of the school year, when the history as contained in the text-books used is to be considered as a whole, and at least the mountain-peaks of that history are to come vividly into view. Typical questions from college entrance examination papers are given, as an index to the entrance work that may be required of him.

JEAN FREDERICK HERBERT AND EDUCATION BY INSTRUCTION. By Gabriel Compayre. Translated by Maria E. Findlay. *Pioneers in Education.* New York: Thomas Y. Crowell & Co. Cloth. 140 pp. Price, 90 cents net; postage, ten cents.

Americans know all too little of Herbert, largely because of the absence of attractive sketches of his life. Those that we have had have been partisan pleas for his theories, rather than a calm story of his life such as we have from the pen of the great French biographer of modern educators. The book gives the story graphically and from the point of view of profound admiration, so that we have an intensely interesting book, but not as from the pen of a young convert. No one has been more rapturous in his praise and it makes one admire him because of the genuine appreciation of the

French critic. We like this biography greatly and our appreciation was never so keen as after reading this book.

THE FRANCE OF TO-DAY. By Barrett Wendell, Harvard. New York: Charles Scribner's Sons. Cloth. 380 pp. Price, \$1.50 net.

Professor Barrett Wendell of Harvard had the distinction of being a lecturer at Cambridge University, England, and of being the first lecturer on the James Hazen Hyde foundation in France, through which latter service he spent a year in France, whence came the impressions and materials from which came this delightful book. In his inimitable style and with charming frankness, Barrett Wendell tells of the French universities, of the social conditions, of the family life, of the French temperament, of the relation of literature to life, of the religious situation, and many other phases of French life that interested him. It is needless to advise the reading of the book, for it will be read by all who know what it means to have a new Barrett Wendell temptation.

LARGER TYPES OF AMERICAN GEOGRAPHY.

By Charles A. McMurtry, Ph. D. New York: The Macmillan Company. Cloth. Illustrated. 271 pp. Price, 75 cents.

Dr. McMurtry has developed a distinct view of teaching geography which he has worked out in many ways, and this is the most satisfactory demonstration of his view that he has given. His type scheme is worked out in large units, the Appalachian mountains, the Rocky mountains, the Pennsylvania railroad, the first Pacific railroad, the Mississippi river, the iron and steel business, cotton mills, and New York city. Each type is worked out carefully and elaborately, making a valuable book which will be invaluable when boards of education learn to provide abundant material for classes in geography.

SOUTHERN STORIES RETOLD FROM ST. NICHOLAS. By Frank R. Stockton, Joel Chandler Harris, and many other brilliant writers. New York: The Century Company. Cloth. 200 pages. Illustrated.

The Southern life has nowhere been so attractively and variedly presented as in these fifteen vivid portrayals of the life as it is. There is an excellent combination of history and geography, the aristocrat and the colored brother. The pages abound in fact and frolic of the best kind.

STUDIES IN AMERICAN AND BRITISH LITERATURE. By Inez N. McFee. Chicago: A. Flanagan Company. Cloth. 557 pp. Price, \$1.00.

A fine compilation of the facts concerning the most influential of American and British writers, together with happily selected portions of their chief works, which reveal their peculiarities of style and allow one to see the secret of their power. In addition to the textual sections, there are directions for studying them, suggestions for home reading, critical opinions, references, memory gems, search questions, etc., etc., the whole making up a text-book for the student of literature of unquestioned interest and value. The author deserves great credit both for the amount as well as the quality of her work.

NAPOLEON'S YOUNG NEIGHBOR. By Helen Leah Reed. Boston: Little, Brown & Co. Cloth. Illustrated. 267 pp. Price, \$1.50.

In this readable and delightful volume the author portrays in story form the character and doings of Napoleon Buonaparte in his days of exile at St. Helena. The "Young Neighbor" is Betsy Balcombe, a child daughter of one of the British officials on the island. For this little girl the usually taciturn prisoner conceived a pure and strong affection, and she was admitted to a nearness to his heart that but few ever secured. Interwoven with the story of their conversations and their frolics—for Napoleon is represented as full of fun at times—is much of Napoleon's military history, which the author has carefully studied and accurately portrays. It is a pleasantly conceived piece of imagination and idealization of the notable prisoner, who has not always had justice done him by English authors from Thackeray down. The illustrations are also of a high order, especially the frontispiece, which is a copy of the painting by Delacroix, representing Napoleon sitting on some massive rocks and looking intently over the waste of waters far beneath.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

November 1: Norfolk County (Mass.) Teachers' Association, Boston.

November 1: Essex County (Mass.) Teachers' Association, Peabody.

November 1: Hampshire County (Mass.) Teachers' Association, Northampton.

November 7-9: Wisconsin State Teachers' Association, Milwaukee.

November 8: Berkshire County Teachers' Association, Pittsfield, Mass.

November 8: New England Association of School Superintendents, in Latin School Hall, Warren avenue, Boston.

December 26, 27, 28: Montana State Teachers' Association, Missoula.

December 26, 27, 28: New Jersey State Teachers' Association, Atlantic City.

December 27, 28, 29: Southern Educational Association, Lexington, Ky.

December 31-January 1, 2, 3, 1908: Iowa State Teachers' Association, Des Moines, F. E. Lark, president, Onawa; Frederick E. Bolton, chairman of executive committee, Iowa City.

December 31-January 1, 2, 3, 1908: Colorado State Teachers' Association.

January 1, 2, 3: Minnesota Educational Association, St. Paul.

February, 1908: Department of Superintendence; president, Frank B. Cooper, Seattle, Wash.; secretary, George B. Cook, Hot Springs, Ark.; at Washington, D. C.

July, 1908: National Educational Association of the United States; president, Superintendent E. G. Cooley, Chicago, Ill.; secretary, Irwin Shepard, Winona, Minn.; at Cleveland, Ohio.

EDUCATIONAL ASSOCIATIONS OF NEW YORK.

November 6-8: School Commissioners and Superintendents; president, Commissioner James Wingate, Princetown; secretary, Commissioner Ida E. Cosad, Wolcott; at Syracuse.

November 29-30: Association of Colleges and Preparatory Schools of the Middle States and Maryland; president, Woodrow Wilson, Princeton University, N. J.; secretary, A. H. Quinn, University of Pennsylvania, Philadelphia, Pa.; at College of the City of New York.

December 26-28: Associated Academic Principals; president, Superintendent Avery W. Skinner, Oneida; secretary, Superintendent W. J. Deans, Elmira; at Syracuse.

December 27: Classical Teachers' Association; president, Professor Frank Smalley, Syracuse University,

Syracuse; secretary, F. R. Parker, Elmira; at Syracuse.

December 26-28: Council of Grammar School Principals; president, R. H. Savage, Rochester; recording secretary, John E. Healy, Troy; corresponding secretary, Miss C. A. Farber, Rochester; at Syracuse.

December 27: Arts Teachers' Club; president, Miss Stella Skinner, New Paltz; secretary, Miss Katharine Saunders, Auburn; at Syracuse.

December 26-28: Teachers' Association; president, Professor George P. Bristol, Ithaca; secretary, Lyman A. Best, 748 Carroll street, Brooklyn; at Syracuse.

December 26-28: Science Teachers' Association; president, J. S. Shearer, Cornell University, Ithaca; secretary, J. E. Stannard, Greenwich, Conn.; at Ithaca.

December 27, 28: Training Teachers' Conference; president, Superintendent S. J. Slawson, Olean; secretary, Principal J. D. Bigelow, Moravia; at Syracuse.

Spring of 1908: Association of Colleges in the state of New York; chairman, President Rush Rhees, Rochester University; secretary, Howard J. Rogers, Albany; at Rochester University.

NEW ENGLAND STATES.

MAINE.

WATERVILLE. Principal George S. Stevenson of Coburn Classical Institute of Waterville announces the receipt of \$5,000 to go toward the fund of \$50,000 that is being raised for the benefit of the school. This amount just pledged will bring the total of pledges already made to a figure slightly over \$37,500. Almost all the pledges are conditional upon the whole sum being raised and among these is the one for \$25,000 promised by the Coburn family. The name of the donor of this latest gift is not made public.

BRUNSWICK. Bowdoin has 116 in the entering class as against ninety-one a year ago.

NEW HAMPSHIRE.

CONCORD. Officers of the New Hampshire Teachers' Association elected for 1908 are: President, Principal E. W. Butterfield, high school, Dover; vice-president, Principal C. H. Noyes, high school, Nashua; secretary, Miss Nellie Collins, Rochester; treasurer, Principal John Gault, Webster school, Manchester; additional members of the executive committee, Principal C. F. Cook, high school, Concord; Superintendent C. C. Ferguson, Somersworth; additional members of the Educational Council, Principal G. H. Libbey, high school, Manchester; Principal W. O. Smith, high school, Lancaster; auditors, Superintendent Channing Folsom, Newmarket; Principal W. H. Watson, high school, Keene. The association has over 900 members.

VERMONT.

BURLINGTON. The women teachers of Vermont have formed an organization under the name of the Schoolmistress Club. The club was organized at the annual convention

of the Vermont State Teachers' Association, held here. Miss Marguerite Tucker, supervisor of the public schools of Brattleboro, is president. The other officers are: Vice-president, Miss Jennie A. Judd, Bellows Falls; secretary and treasurer, Miss Amy E. Drake, St. Johnsbury. This is the first organization of woman teachers in the state. It will work in conjunction with the Schoolmasters' Club along certain lines.

The registration of teachers attending the meeting of the Vermont State Teachers' Association at Burlington October 17 to 19 reached 1,100, almost 400 more than the largest previous enrollment. The facts that the meeting was held at Burlington, that the program was a most excellent one, and that the weather was fine, all tended to bring about such a large attendance. The officers for next year are: President, Principal P. R. Leavenworth, Castleton; vice-president, Superintendent E. N. Roscoe, Springfield; secretary, Superintendent F. J. Brownscombe, Montpelier; treasurer, Principal A. A. Kempton, Saxton's River; executive committee, Principal Isaac Thomas, Burlington; Superintendent B. E. Merriam, Bellows Falls; Principal E. G. Ham, Randolph.

At the annual meeting and banquet of the Vermont Schoolmasters' Club, which was held at Burlington October 18, the following officers were elected: President, Principal A. E. Tuttle, Bellows Falls; vice-president, Principal C. P. Howland, St. Johnsbury; secretary and treasurer, Principal J. E. Colburn, Manchester. The speakers at the banquet were: Dr. A. W. Edson, New York city; Professor Phelps, New Haven; President Buckham, Burlington; Mayor Bigelow, Burlington. About 125 men were in attendance.

A. A. Kempton has resigned his position as principal of Bakersfield Academy, and accepted a position as instructor in the Vermont Academy at Saxton's River.

MIDDLEBURY. At a recent meeting of the president and fellows of Middlebury College, Middlebury, Vt., the resignation of Dr. Ezra Brainerd, for twenty-three years president of the institution, was accepted, to take effect at the close of the college year in June, 1908. Dr. John M. Thomas, proctor of the Presbyterian church at East Orange, N. J., was unanimously elected as his successor.

MASSACHUSETTS.

BOSTON. School Superintendent Stratton D. Brooks reports that on September 30 the whole number of pupils in the day schools of Boston, not including those in the two special schools, is 96,314. This number is 538 greater than the corresponding number on September 30, 1906. The number of pupils in the normal school has decreased from 247 to 215, a loss of thirty-two. This decrease is due to a higher standard of examination. In the Latin and high schools the number of pupils has increased from 8,016 to 8,575, a net gain of 559. The changes in numbers were as follows: Gains—Public Latin, 13; Girls' Latin, 70; Brighton high, 31; Charlestown high, 47; East Boston high, 26; English high, 19; Girls' High School of Practical Arts, 93; High School of Commerce, 185; Mechanic Arts high, 34; Roxbury

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high, 21; South Boston high, 28; West Roxbury high, 48. Total, 615. Losses—Dorchester High, 32; Girls' high, 24. Total, 56. Net gain, 559.

A picturesque commemoration was that of the fiftieth anniversary of John R. Morse as instructor and leader of the boys' band at the Farm and Trades School, which was made the occasion of a reception to Mr. Morse recently at the school grounds on Thompson's Island. Stirring music by members of the first corps of Cadets band and of the Symphony orchestra, unbounded enthusiasm on the part of the boys of the Farm and Trades school, a shower of American Beauty roses, and other gifts from the instructors, all combined to make the celebration of Mr. Morse's jubilee a notable one. Mr. Morse is now principal of the Hugh O'Brien school, Boston. In 1857 he originated the boys' band at the Farm and Trades school, and has been its instructor and guide almost ever since. After selections by members of the first corps Cadets band and of the Symphony orchestra, one of the schoolboys came out from his station as music turner and recited a poem in honor of Mr. Morse. Then followed a perfect downpour of gifts and verbal tributes, among which were a beautiful watch fob, a gold pin, a silver server, and the establishment of the John R. Morse band fund of several hundred dollars, the income of which will be devoted to the purchase of instruments. Most picturesque of all was the heaping upon Mr. Morse of fifty American Beauty roses. Mr. Morse, in response, drew from his pocket a comb and tissue paper, giving an illustration of the humble beginning of the school band, while a gale of applause went through the audience.

The evening schools of the city, which opened for registration October 14, are now running with the largest opening registration ever witnessed. By the end of the month it is expected that nearly 20,000 pupils will have registered, against about 17,000 for last October. One-half of this number will probably be in nightly attendance. A new school has been opened in the North End, and altogether, including the drawing and industrial schools, twenty-four schools are in operation.

James A. Beatley, master of the English high school, Boston, who completes thirty years of service as a teacher in the Boston schools, and in all this time has not lost a day's teaching, has been banquetted in royal fashion by his students of other days. Mr. Beatley is a native of Chelsea, graduated from Harvard, class of '73. He began his teaching career in the high school of Chelsea, but soon went to the Boston Latin school. He has taught continuously in the public schools of Boston since 1877. In 1886 he was called from the Roxbury high school to the English

high, where he has labored for twenty-one years. He organized the English High School orchestra twenty years ago and has secured for it a growing reputation. This orchestra meets every Thursday after school hours and practices music of a high order. Mr. Beatley considers this rehearsal of the orchestra a most important engagement and no attraction elsewhere ever induces him to break it. This orchestra has a reputation wherever the English high school is known.

WORCESTER. The semi-annual meeting of the Massachusetts Superintendents' Association took place October 18, about 100 school superintendents being present. Charles E. Stevens of Stoneham, president of the association, presided. The committee on resolutions, composed of Edward Dixon of Orange, John Rugg of Princeton, and Albert S. Cole of Dartmouth, made a short report, and, on their recommendation, a resolution was adopted providing for a more general adoption of physical education by training, inspection, and proper supervision. A resolution was also adopted favoring one playground for every schoolhouse in the state. There was a short talk at the opening of the business session on "School Athletics" by William Orr, principal of the Springfield high school, it being discussed by W. O. Parkinson, superintendent of the Waltham schools, and Charles T. Woodbury, principal of the Fitchburg high school. A discussion on "Physical Development and Success" was led by Professor John L. Taylor of Amherst College, and discussed by Robert O. Small, superintendent of the Grafton schools, and F. F. Taylor, superintendent of the Hopedale schools. At the afternoon session a paper on "Medical Inspection" and "Sight and Hearing Tests" was read by J. G. Edgerley, superintendent of the Fitchburg schools, and discussed by O. A. Morton, superintendent of the Marlboro schools; Corwin F. Palmer, superintendent of the Andover schools, and J. A. Pitman, principal of the state normal school of Salem. A paper on "Help, Morals, and Manners" was read by E. Harlow Russell, principal of the state normal school at Worcester, and discussed by Frederic S. Pope, Jr., superintendent of the schools at North Easton.

WELLESLEY. Wellesley College has six graduates taking post-graduate work at Columbia this year. President Hazard is giving a course of lectures on her year abroad.

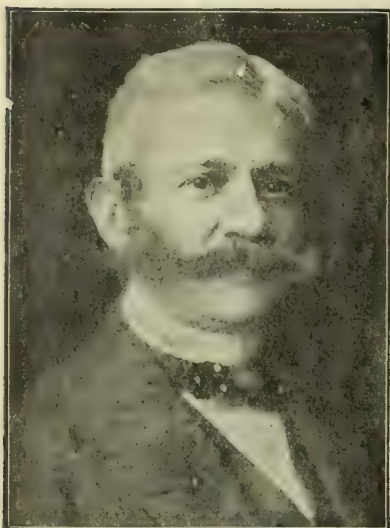
BROCKTON. The annual session of the Plymouth County Teachers' Association was held October 27 at the Brockton high school. It was attended by over 700 teachers from all the towns in Plymouth county. The feature was the address of President W. H. P. Faunce of Brown University, who took for his topic "The

Essential Qualifications of a Good Teacher." The business meeting at the afternoon session resulted in the election of the following officers: President, Miss Harriet S. Hayward, supervisor of the primary grades, Brockton; vice-presidents, James S. Hayes of Rockland, Superintendent Charles H. Bates of Middleboro, Nelson G. Howard of Hingham, Henry M. Walradt of Whitman; secretary-treasurer, E. DeMeyer of Scituate; executive committee, James D. Howlett of Plymouth, Edgar H. Grout of East Bridgewater, A. A. Heald of Wareham, with the above officers. B. B. Russell, who was superintendent of the Brockton schools for twenty-three consecutive years and was for years prominent in the association, was made an honorary member. The address of the afternoon was by James L. Hughes, chief inspector of the schools of Toronto, Ont., whose topic was "The Old Training and the New."

CONNECTICUT.

The annual meetings of the Connecticut Teachers' Annuity Guild were held by counties in the state on Friday, October 25, in all but Fairfield county, where it was held on Saturday. There are sixty-seven members in New London county, five in Tolland, and seven in Windham county. The total membership September 30, 1907, was 571, a decrease from the previous year of fourteen, four having terminated their membership by marriage, there were four deaths and nine lapsed. There were three additions during the year. The annual statement of the treasurer and financial secretary for the year shows the receipts for the year to be \$6,749.82, and the disbursements \$4,392.43, and there is a balance on hand of \$48,754.89. The total permanent fund amounts to \$45,021.73, and the net annuity fund \$3,733.16. Charles L. Ames of Hartford is the treasurer, and Carrie E. Hopkins of Norwich financial secretary. Nathan L. Bishop of Norwich is the president.

MERIDEN. The annual meeting of the State Teachers' Association was held here October 15 with about twenty-five delegates representing the Hartford and New Haven sections of the association. The president was authorized to appoint a committee to investigate the retirement fund. The following officers were elected: President, B. Norman Strong, Hartford; first vice-president, J. B. Stanton, Norwich; second vice-president, G. H. Tracy, Danbury; recording secretary, H. I. Mathewson, Milford; corresponding secretary, S. P. Willard, Colchester; treasurer, W. F. Nichols, New Haven; auditor, W. J. Prouty, Meriden; executive committee, C. C. Russell, Taftville; T. H. Patterson, Bristol; S. I. Graves, New Haven; Daniel Howard, Windsor Locks; finance committee, W. H. Hall, (holds over,) West Hartford; C. W. Woolsey,



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for three years, Middletown; W. D. Hood (for one year) to fill the unexpired term of President N. B. Strong (resigned), Shelton.

ENFIELD. The Enfield Teachers' Club reorganized last week for the coming year and elected this new board of government: President, Orrin L. Judd; vice-president, Denslow King; secretary and treasurer, Miss Lucy Downton; executive committee, the Misses Marion Storrs, Antoinette Kelly, Fanny Booth, Gertrude Adams, Florence Maher, and Catherine P. Cope; chairman of social committee, Miss Edith H. Archibald. The work of the club for the year will include frequent lectures by out-of-town speakers.

NORWICH. Miss Grace E. Hovey of Norwich is stenographer and accountant at the experiment station of the Rhode Island Agricultural College at Kingston, succeeding Miss Beulah Hoyt, resigned. Miss Hovey is a graduate of Simmons College, Boston, where she completed a secretarial course.

HARTFORD. There was a large number of teachers at Hartford and New Haven October 18 at the annual convention of the State Teachers' Association. At the opening of the convention at Hartford Charles L. Ames of Hartford, John B. Stanton of Norwich, and D. N. Camp of New Britain were chosen a nominating committee to report a list of delegates to the meeting held in Meriden October 19. In the afternoon the committee reported the following list: Principal C. H. Keyes, Solon P. Davis of Hartford, Miss Katherine Decker of Middletown, Superintendent E. H. Forbes of Torrington, Superintendent Daniel Howard of Windsor Locks, Principal F. A. Verplanck of South Manchester; Principal G. W. Dickson of Willimantic, Principal C. P. Hobson of Norwich, and Superintendent C. F. Jennings of New London.

NORWICH. The Principals' Club met in the Broadway schoolhouse recently to organize for the winter, which was done by the election of William G. Tarbox, president; John B. Stanton, vice-president; and William D. Tillson, secretary and treasurer. A committee consisting of J. B. Stanton and C. H. Hobson was appointed to find out from Yale if Nor-

wich is to be included in the cities to have a university course this winter, as last year. A committee on program and season's work was appointed, to include Claude C. Russell, A. R. MacMahon, and Mrs. Mabel C. Bliven.

SHELTON. Superintendent W. D. Hood addressed the teachers' meeting held recently in Litchfield.

MARLBORO. Miss Katherine Shea of Colchester has been engaged to teach at the Centre school.

WILLIMANTIC. Miss Elizabeth Sherman of Norwich is teaching the first grade, Windham-street school, in Willimantic. Miss Sherman is a graduate of Willimantic Normal school, class of 1899. She has taught one year in Middletown and seven years in the Broadway school, Norwich. She succeeds Miss Elizabeth Cleasby, who is teaching in the Horace Mann school, New York.

SOUTHINGTON. The executive committee of the Lewis High School Alumni Association has sent out letters to alumni and friends of the school, stating its desire to raise a fund of \$1,000 to be invested and the income to be used to promote the standing and scholarship of the school.

MIDDLE ATLANTIC STATES.

NEW YORK.

NEW YORK CITY. Joseph Swain of Swarthmore, Pa., president of the National Council of Education, has appointed the following committee to investigate and report at the next meeting of the council upon "Provision for Exceptional Children": James H. Van Sickle, superintendent of schools, Baltimore, Md.; Andrew W. Edson, associate city superintendent of schools, New York, N. Y.; Frank Fitzpatrick, Boston, Mass.; Carroll G. Pearse, superintendent of schools, Milwaukee, Wis.; Lloyd D. Wolff, superintendent of schools, San Antonio, Texas. The board of directors of the N. E. A. has appropriated \$500 for the expenses of this committee in making the investigations and preparing the report.

NEW JERSEY.

ELIZABETH. John J. Savitz was elected to succeed Dr. W. J. Shearer as county superintendent,

who had held the position for seven years.

CENTRAL STATES.

WISCONSIN.

MADISON. Last summer, late in the session of the Wisconsin legislature, a bill was passed establishing a correspondence school as a department of the State University at Madison. This establishes the crowning feature of the admirable educational system of that state. Provision now exists in the state system of education whereby not only the youth of the commonwealth from the kindergarten to the universities have educational opportunity, but the large group of unclassified adults of all ages and all degrees of advancement is now also guaranteed a responsible standardized system of instruction which may be pursued at home through the mails. This work is being made largely practical, and to relate effectively in one way or another to the problems of life confronted by such an adult class of students. The artisan or the clerk may receive elementary and technical training; the professional man may utilize the new department for keeping abreast of the additions research is constantly making in every field of knowledge; and the teacher may earn a college degree, "learning while earning." Correspondence students who are residents of Wisconsin have, besides, exceptional co-operating assistance from the state-library system. This establishes a new precedent for state universities in extending educational services to every productive interest in the state similar to those so long and so effectively rendered by the agricultural colleges alone. This is one aspect of President Van Hise's interesting policy of "making the university the instrument of the state."

IOWA.

The fifty-third annual session of the Iowa State Teachers' Association will be held in Des Moines Tuesday, Wednesday, Thursday, and Friday, December 31, 1907, and January 1, 2, 3, 1908. The headquarters will be in the Savery hotel. Section meetings will be held in West high school building; general association meetings, Plymouth Congregational

church; council meeting, Tuesday evening; general association, Wednesday, Thursday, and Friday. Speakers from abroad will include President G. Stanley Hall, Clark University; Hon. Elmer Ellsworth Brown, United States commissioner of education; Superintendent Edwin G. Cooley, Chicago public schools; Dean Thomas M. Balliet, New York University; Dr. James P. Haney, supervisor manual training, New York public schools. The officers of the association are: President, F. E. Lark, Onawa; secretary, C. R. Scroggie, Des Moines; treasurer, G. W. Sampson, Cedar Falls; executive committee, F. E. Bolton, chairman, Iowa City; F. E. Palmer, Jefferson; O. M. Elliott, Sheldon.

The Northeast Iowa Association, which convened at Cedar Rapids October 17, 18, and 19, enrolled more than 1,400 teachers. It was a success in every feature. President Finch of Marion and the support so heartily given him by Superintendent McConnell and his corps of Cedar Rapids assured the comfort of all visitors. Although President Benjamin F. Andrews, Governor Hoch of Kansas, and the Hon. Patt Shelley O'Ryan of Chicago school board, were the most talked of attractions, the regular sessions and the prominent topics discussed in sections and at Round Tables covered the practical possibilities for future schoolroom work. Dr. Andrews was not at his best, in his prophetic outlook, as he always is in a logical philosophic presentation of a great principle. Governor Hoch was entertaining, enthusiastic, and manly. He made prominent the value of the best interests of all people by "a lesson from Kansas," which was a decided inspiration. Dr. O'Ryan, the witty, polished, scholarly diplomat, gave a most inspiring address. The meeting was a grand success and a very great credit to Northeastern Iowa Association. Superintendent George H. Sawyer of Osage was elected president for the ensuing year, and indications point to Waterloo as the meeting place, Superintendent Fred Merritt having very judiciously presented the advantages of his town for the entertainment of teachers.

OHIO.

CINCINNATI. President Dabney of the Cincinnati University has announced the appointment of Miss Jean O. Heck as instructor in English and history in the Technical school. The autumn meeting of the enlarged general faculty of the University of Cincinnati gave evidence of the growing feeling of enthusiasm and confidence felt by the instructors in the institution. Encouraging optimism dominates regarding the whole future of Cincinnati and its university. There are three new professors: L. W. Jones, chemistry; N. M. Fenneman, geology, and H. Heath Bawden, philosophy. President Dabney in his address to the faculty commented regretfully on the retirement of Professors Brown and Benedict and the deaths of Professor Evans and Instructor Warrin, which were events of the summer. Resolutions on the deaths of their colleagues were adopted by the faculty. President Dabney has particularly urged not only the new men but the old ones to remember that their

duty to students does not end in lectures and the examinations. The duty of leadership and inspiration by example and the establishment of bonds of personal sympathy were even more important. There are twelve free scholarships in the Graduate school—one for each branch of knowledge taught in the College of Liberal Arts—to be competed for by students graduating from the lower department.

ILLINOIS.

Governor Deneen has appointed the commission authorized by the legislature to make a thorough investigation of the common school system of Illinois, and the laws under which it is organized and operated; to make a comparative study of such other school systems as may seem advisable, and to submit to the forty-sixth general assembly a report including such suggestions, recommendations, revisions, additions, corrections and amendments as the commission shall deem necessary. The appointed members are as follows: Edmund J. James, president of University of Illinois; R. E. Hieronymus, president of Eureka College; Alfred Bayliss, principal of Western State Normal school; Edwin G. Cooley, superintendent of Chicago schools; A. F. Nightingale, county superintendent of schools of Cook county; Harry Taylor, principal of township high school, Harrisburg. The bill provides \$10,000 for expenses of the commission. No salaries are paid.

MINNESOTA.

The Southern Minnesota Teachers' Association will hold its nineteenth meeting at the State Normal school, Mankato, October 31, November 1 and 2.

ST. PAUL. The Minnesota Educational Association will hold its forty-fifth annual convention in St. Paul January 1, 2, 3, 4, '08. The general officers are: President, J. M. McConnell, Mankato; corresponding secretary, V. G. Pickett, Waseca; recording secretary, Nellie M. Cashman, Benson; treasurer, F. J. Sperry, Anoka; section presidents: county superintendents' section, Paul Ahles, St. Cloud; high school council, E. M. Phillips, Albert Lea; elementary section, L. Kate Allen, Minneapolis; graded school section, W. H. Cartwright, Soudan; associated school boards, W. H. Skemp, Cloquet; college section, J. P. Uhler, St. Peter; music section, Nettie C. Doud, Winona; business college section, J. H. Fitzsimmons, St. Paul; rural school section, Louise E. Snyder, St. Louis Park; manual arts section, George A. Franklin, Austin.

SOUTHERN STATES.

ALABAMA.

Ensley, a new and marvelous suburb of Birmingham, has a population of 25,000; \$20,000,000 invested in industrial plants; has a regular monthly pay-roll of \$500,000; a pay-roll on new construction of \$350,000; there are 14,000 workmen; there are 6,000 in coal mines.

SAME LANGUAGE.

The discovery by a Chicago University professor that sea gulls talk is not much; Chicago University professors do that.—Philadelphia Press.

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A correspondent has been struck with the cynical moral implied in a Chesterfield sign, which reads: Love street—Leading to St. John's Church and the River Dee.—Manchester Guardian.

HAS LOST INTEREST.

It is desired that no more fancy dogs shall be sent as gifts to the White House. Mr. Roosevelt is not at present interested in animals.—The Washington Star.

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THE MAGAZINES.

—Everybody's for November opens with a striking article by William Ward on "Making Steel and Killing Men," which deals fairly with the problem of the safety of workers in the dangerous trade of steel-making. "The Newest Land of Promise," by G. W. Ogden, describes graphically the opening up and cultivation of the West, and the opportunities for wealth offered to the home-seeker. Dr. William Hanna Thomson, in "Plain Labels on Germ Enemies" gives interesting and valuable information on the difference between

contagious and infectious diseases. The fiction in the November number is especially noteworthy. Booth Tarkington's new novel, "The Guest of Quesnay," which contains some of this brilliant author's best work, is begun as a serial in this issue. Among the seven other stories are "Phoebe," one of O. Henry's inimitable tales; "The Alchemists," by Katharine Holland Brown; a capital story of child-life by Eleanor Hoyt Brainerd, and a strong story by Henry C. Rowland. Other stories are by Bessie R. Hoover, Fred R. Bechdolt, and E. J. Rath. William Balfour Ker, in the frontispiece, continues "The Story of an American House," told in pictures.

—The new volume of St. Nicholas starts off in the November number with a strong flavor of adventure, adventure on sea and land. Especially to delight the boys is the first installment of "Three Years Behind the Guns." Another feature of the new volume, especially to delight the boys—why not girls as well?—is the first of Major-General O. O. Howard's stories of "Famous Indian Chiefs," a series opening fitly with a sketch of Osceola. Then Ernest Harold Baynes tells the true story of an unusual pet, "Dauntless: My Big Timber Wolf"; W. G. Fitzgerald relates the queer "Tale of a Tyrant's Zoo"; and Vir-

ginia Mitchell Wheat's "In the Toils of Fate" is a thrilling story of a girl's wild adventure. There are delightful stories "For the Very Little Folk," and features of unusual interest in Nature and Science and the St. Nicholas League; and more than the usual store of pictures and rhymes.

—Two important serial features of the seventy-fifth volume of the Century begin in the November issue: Mrs. George Cornwallis-West's reminiscences of her life as Lady Randolph Churchill and Professor Percival Lowell's papers on "Mars as the Abode of Life." Specially timely articles in this number are sympathetic reminiscences of "Grieg the Man," by a friend, William Peters; a suggestive discussion of "Automobile Problems," by Henry B. Anderson, and Ernest Thompson Seton's paper on "The Natural History of the Ten Commandments," setting forth in detail the author's reasons for believing that some, at least, of the ten commandments have a certain effect of law among animals. The full story of "Lincoln's Offer of a Command to Garibaldi," from authentic records, is an interesting and valuable chapter of history. In this number begins, too, Mr. Sigismund de Ivanowski's series of portraits of noted opera singers—Mme. Bressler-Gianoli as "Carmen," reproduced in full color—made more interesting by an appreciation of the artist from the pen of Richard Aldrich. The appeal to lovers of the best in modern verse is unusually strong by reason of contributions from Dr. S. Weir Mitchell, "Ode on a Lycian Tomb," and Stephen Phillips, "The Quest of Edith."

—The November number of Lippincott's comes to us freighted with a wealth of stories and essays, poems, and jokes of such infinite variety that every kind seems to be represented except the poor kind. The novelette is an engrossing story called "Under the Black Cassock," by Edith Morgan Willett, a young American writer of whom great things are predicted. Mrs. John van Vorst contributes another of her charming sketches of Parisian life, this time on "French School-Girls of To-day." Another noteworthy contribution is the first of a series of five papers on "Worry and the Allied Mental States," by George Lincoln Walton, M. D. This first paper is on "Worry and Obsession," and subsequent ones will deal with "The Doubting Folly," "Hypochondria," and "Sleeplessness," and the methods of cure thereof.

—Of all the monthly talks that Dr. Edward Everett Hale has given the readers of Woman's Home Companion, none have been more delightful than that in the November issue on "Thanksgiving—Then and Now." With his wonderful power of reminiscencing, Dr. Hale talks, rather than writes, to his readers on the earliest New England Thanksgivings in their Puritanic setting, and then of our latter-day celebrations, still strong of the old-time flavor, yet pregnant with possibilities in which twentieth-century steam cars and motors play a large part. No one could have written so delightful a Thanksgiving homily but Dr. Hale. Elizabeth Stuart Phelps' new novel, "Though Life Us Do Part," begins in serial form in this issue.

BOSTON THEATRES.

KEITH'S.

There will be a wealth of good things in the bill at Keith's next week. "A Night on a House Boat" will be the big novelty. This is Jesse Lasky's most recent and most ambitious presentation, and in it he has excelled all of his previous efforts. There are a dozen in the company, many catchy songs, and very effective costumes. There is no more popular singer with the patrons of Keith's than Camille D'Arville, who has not been seen in Boston for several seasons. She is in fine voice these days and is as handsome and attractive as ever. Will H. Murphy, Blanche Nichols and company are to present their roaring farce, "From Za Za to Uncle Tom," than which a funnier act has never been staged. It will seem almost like a new offering, for it is over two years since it was last seen at Keith's. The Four Fords have won the reputation of presenting the greatest dancing specialty in vaudeville, a reputation that they will prove deserved to the satisfaction of all who see them. Warren and Blanchard, two clever blackface comedians; John E. Hazzard, an up-to-date monologist; Lamberti, one of vaudeville's greatest musicians; Holden's Mannikens, the best in the line; Macart's monkey show, a great troupe of trained baboons and apes; the Keeley brothers, who have made bag punching a fine art; the Meeh International trio, novelty gymnasts; Banks and Newton, singers and dancers; Harriet Jones, a pretty balladist; Mr. and Mrs. Dick Tracy, in a bright sketch, and new pictures by the kinetograph will complete a big bill.

Canon Ainger was a great favorite with children, and upon one occasion was asked to assist at a juvenile party. Arriving at what he thought was his destination, a house in a row of others exactly alike, the canon made his way up to the drawing-room. "Don't announce me," said he to the domestic, and thereupon the reverend gentleman went down upon all-fours, ruffled up his white hair, and crawled into the room uttering the growls of an angry polar bear. What was his horror and amazement to find when he got into the room two old ladies petrified with astonishment. He had found his way into the next-door house instead of into the one to which he was bidden.—Tit-Bits.

THINKING OF THE BILL?

Fuddle—"You know Stocks, don't you?"

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JOURNAL OF EDUCATION

NEW ENGLAND AND NATIONAL

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JOURNAL OF EDUCATION.

Vol. LXVI.—No. 18.

NOVEMBER 7, 1907.

A. E. WINSHIP, Editor.

MICHIGAN STATE ASSOCIATION.

October 24-26.

Postum had a boom.

Post Tavern is a gem.

Fifty-fifth annual meeting.

Programs started on time.

Weather ideal from first to last.

Battle Creekers are great entertainers.

It was in no sense an excursion junket.

Last year the paid memberships were \$4,544.

Largest state meeting ever held in the United States.

The school boy guides were alert, efficient, and courteous.

This year there was slightly larger registration than last year.

The department of the teachers of the deaf was remarkably successful.

What other city of 25,000 could have taken care of 4,500 people luxuriously?

Total distance traveled by members was above a quarter of a million miles.

Secretary E. D. Palmer, superintendent of St. Johns, was the busy man of the week.

California has next largest paid membership record. In 1905 it was slightly above 4,000.

No reduction in railroad rates. When this is taken into account the attendance was wonderful.

University of Michigan had a banquet in honor of President Angell at Battle Creek Sanitarium.

In no other state are all educational interests so heartily united in support of the State Association.

One notable feature in Michigan is that teachers may close their schools and attend without loss of pay.

Section meetings had a thousand in attendance in some instances, and all had audiences into the hundreds.

Kalamazoo College, Hillsdale College, Olivet, and Albion all held banquets, and enthusiasm ran high everywhere.

President James B. Angell of the Michigan State University, the patron saint of education in Michigan, was the hero of the week.

"Copper wrecked" are several of the great educators. Men who were rich a year ago have lost all within the year in many instances.

S. C. Schmucker of West Chester, Pa., made a great hit with the audience. He will always be welcome to Michigan.

Only one person on the entire program failed to respond on call, and he was present, but his illustrative material was sidetracked somewhere.

State Normal College of Ypsilanti held its banquet in the auditorium. The absence of President L. H. Jones, who is in Europe for six months, was regretted.

Mrs. Sarah E. Hyre of Cleveland delivered a

sane, earnest, and attractive address, from which extensive quotations will be made in these columns.

President W. N. Ferris of Big Rapids, Mich., is a royal awakener of pedagogical consciences. He can make the professional dry bones rattle, if anybody can.

Vice-President S. O. Hartwell, superintendent of Kalamazoo, had charge of the Post theatre meeting, and he saw to it that everything went off smoothly and delightfully.

The Central normal school of Mt. Pleasant had its banquet at the Baptist church, and Dr. C. H. Grawn was greatly elated over the presence of 150 alumni. The entire faculty was present.

Hon. L. L. Wright, state superintendent, demonstrated his capability and popularity in several ways, the most notable of which was his graceful tribute to President James B. Angell of the State University.

The Massachusetts Agricultural College held its reunion banquet with record breaking attendance and enthusiasm. President Snider was one of the giants of the week. His address was a feature of the meeting.

Superintendent William G. Coburn of Battle Creek was unanimously and enthusiastically elected president for 1908. His superb management of the entertainment this year left no doubt what the choice would be.

The Western normal school of Kalamazoo held its banquet at the Congregational church with 190 present. In view of the fact that it is only three years old, this is a record breaker. Principal D. B. Waldo has a right to plume himself on the success.

President H. M. Slauson, superintendent of Ann Arbor, was the honor man of the occasion. To him was due the making of the program, the administration of it, and the conduct of the affairs of as successful and as large a state gathering as any state has enjoyed.

Two mighty audiences greeted the general program Friday forenoon. The Tabernacle and Post theatre were both packed to the limit from 9 a. m. to 1 p. m. Each of the three speakers—Melville Dewey, Mrs. Sarah E. Hyre, and A. E. Winship—addressed both audiences for practically an hour each.

For 1908, president, William G. Coburn, superintendent, Battle Creek; first vice-president, John O. Reed, University of Michigan; second vice-president, H. E. Kratz, Calumet; treasurer, Superintendent W. E. Conklin, Dowagiac; executive committee, Professors B. L. Dodge, Ypsilanti, Principal Webster Cook, Saginaw.

Manual training was emphasized better than I have ever seen it done in any other state association. The illustrated lecture by E. C. Warriner of

East Saginaw on industrial school work in Germany was a notable feature of the session, and J. F. Barker of Cleveland gave a paper of exceptional value. L. R. Abbott of Grand Rapids and several other supervisors of the state render the cause yeoman service.

In no other state association is so much done for the library movement as in the Michigan Association. Mrs. Mary C. Spencer of Lansing is the genius of the state school library movement, and she was able to bring Melville Dewey from New York state and Miss Ahern from Chicago. Superintendent E. P. Cummings of Lansing, Miss Mary Conover of Detroit, and Samuel H. Ranch of Grand Rapids helped to make a library program of national proportions.

TRIBUTE TO PRESIDENT ANGELL.

BY STATE SUPERINTENDENT L. L. WRIGHT.

To President Angell the children of Michigan look for their ideal and their inspiration. When the board of regents, more than a quarter of a century ago, selected this man as the head of the State University they builded better than they knew.

The fame of Michigan's educational system is world-wide. Everywhere our state is known for the excellence of its schools, and Dr. Angell has done much to place it in this permanent position.

I was talking with a Michigan alumnus recently concerning the president's success. He attributed it to one characteristic—his ability to get things done with apparently little effort. And when he is through he has a reserve power he didn't need to use.

Everywhere he is known for what he is—genial, kind, and honest. We honor him for what he has done. For him we have nothing but love, adoration, and deep affection.

CURE OF SOCIAL EVILS.

BY MRS. SARAH E. HYRE,
Cleveland.

Occupation, agreeable, absorbing occupation, is the cure of our social evils.

Whether they shall select as their vocation the professions, business career, agriculture, mechanical, industrial, or domestic arts, the state should furnish the fundamental education, and the suggestion that will aid them to find their individual places in the community.

Any system of education that is less complete will leave some group or groups of people unprepared for the responsibilities of life, perhaps the weakest and most needy. Is it a question of expense? I believe not. The state cannot afford to economize in the education of its youth, for what it saves upon the child it is likely to spend upon the man later on in reformatories and other state institutions.

This is the debt that the state owes to the child. It may delay the payment, but it cannot avoid it.

President Herbert M. Slauson: As with workers in all other lines, there is an unrest among the teachers. Dissatisfaction with the position accorded and the remuneration granted to them is

leading some of the younger members of the profession to seek other fields.

This diminution in the number of teachers has been the chief cause of any increase in the wages paid. Meanwhile there has been a decided change in the requirements from teachers as to academic and professional preparation, as well as in the burden laid upon their shoulders in the way of demands for moral, and physical, and social instruction of children. It may be questioned whether these demands are just and wise. After it has been determined that certain things ought to be done for the children of the land, it may be difficult to decide whether the parents or the teachers ought to do them. Further, many things done now for children should be done by them, for the sake of the development that would result from the effort.

Are we preparing young men and women for life? Is a knowledge of the curriculum of even a modern school all that is necessary as preparation for life? Our schools are not enough like life to make them as full a preparation for it as they should be. Preparation for life calls for development of executive power, self-control, perseverance, alertness, judgment, integrity, patriotism, culture. When the work of the schools can be so done that development of these powers and characteristics is secured, school life will be a preparation for the life after school.

In these days of glorification of brawn and fear of "mollycoddling," days when to have made the winning play in a championship or the diamond or the gridiron brings more fame than to have preached an eloquent sermon, won a scholarship or to have managed successfully the affairs of an educational institution, that teaching is most effective which tends to develop gentlemanliness and womanliness of the highest type, which tends to counteract the "Call of the Wild," to discourage boorish behavior and slovenly slouchiness in dress, manners, or habits.

President James B. Angell: I honor no college professor half so much as I do the young woman who is trying, in the face of many difficulties, to carry on the work of teacher in a district school. I take off my hat with the sincerest respect to her, who is the guardian of the mind of the child. No college professor could take her place. It is in the schoolroom the foundation of the college education is laid. We will never make the Michigan education system what it should be by working at the top—the improvements are to be started in the common schools—I remember how audacious Battle Creek was thought to be by the rest of the state when the taxpayers here dared to tax themselves to build a high school before the war debts were paid off. Often in my travels I have been asked what is the characteristic of the people of Michigan; I have always said it is their passion for education.

We have all the blessings that a kind creator can bestow—the state is underlaid with beds of salt and iron, and there is a girdle of lakes around us to furnish a ready highway to the markets. Yet what was this beautiful peninsula before the white man with his education came to this country?

MORAL TRAINING IN THE PUBLIC SCHOOLS.—(I.)

BY DON E. MOWRY.

The American people are so prone to neglect any phases of life which do not directly pertain to financial advancement, or which do not give forth promise of immediate returns, that many of the so-called educative features of our scholastic system have failed utterly to bring forth the desired results. We who are of the purely scholastic and pedagogical turn of mind have aimed, for the most part, to introduce into our common school curriculum new features of art, new methods in child study, and newer and better ways of bringing home to the average American boy and girl the important facts in history, science, and letters. We have aimed to produce a finished product from the intellectual point of view, entirely, and have failed to realize that education must have a deeper significance if the coming American citizen is to be a potent factor in the near future. Industrial education has likewise aimed to promote skill in a particular line of work, without giving any heed to the better and more fundamental features in education. Our whole aim seems to be to promote the largest amount of individual efficiency, and in this effort we have considered only the intellectual side of the child's and youth's nature. If the state's interest in the education of the youth derives its only legitimate warrant from the desire to have them become better citizens, another method of education, in large measure, must accompany the training and development of the mental powers of those whom the schools have as wards.

It may seem trite for me to say that a man may have had the advantages of the finest and most advanced scholastic training, may be mentally most brilliantly gifted and endowed, and still be the most arrant of knaves, the most dangerous menace to society. He may have become an adept in all of the sciences, and yet in his inflamed anarchistic hatred of the existing order of things—like that character in one of Zola's tales—may design to use that knowledge only for the wholesale destruction of his kind.

Such instances tend to impress those of us who are anxious to better the entire educational system, as we find it to-day, that it is utterly absurd to hope for real educational enlightenment by mere head, mere mental education; and the need of a larger education—the education of the character, the moral sense of the pupil—strikes us with renewed emphasis when we are, from time to time, compelled to listen to the frenzied exposures in the business world, where the most shameful "business methods" are considered as right and proper. And especially do we feel the need when the prizes for mere shrewdness, sharpness of mind are so great, and the success of the purely material kind is set up so constantly and conspicuously before the youth's eyes as the main aim in life, and for which he is to prepare himself in his studies at school. It is quite apparent, then, that something must be done if the youth is to meet in an efficient and faithful manner the claim which the public has upon him for its part in educating him.

The generation which is now beginning to dominate our national and state affairs has grown up without moral instruction, and one can already notice the result in the moral confusion which is often found in the minds of very respectable people. They mean to do right, but do not know what is right. Perhaps the commonest case of this kind is an exaltation of generous emotion over justice, say, for instance, justifying murder under great provocation, or sympathizing with a thief because he is true to his friends and liberal to the poor.

Of course, something like moral training is attempted in many of our schools, and the influence of the teacher, going about her work in the right spirit of honest, faithful concentration, even without a single word of direct instruction, may exert some influence upon the young child's nature. But this instruction and this irregular, occasional, and uncertain character can never take the place, never approach in effect that which is purposed, regular, continuous, and systematic, given at certain precise times and from a certain well defined method, just as the other instruction is given.

The modern Sunday school is wholly missing its function. It is not even adapted to adolescent nature. It is formal, artificial, and even trivial. If there was some systematic attempt upon the part of the churches of this country to teach morals—not necessarily religious instruction—there might be some hope of a brighter outlook in the near future. The future of the church seems to be as much a question as the future of the American youth. As Professor M. V. O'Shea of the department of education of the University of Wisconsin says: "A great renaissance in our religious institutions is imperative if the Sunday school is to have proper influence upon adolescent youth. At the present time it is not sufficiently vigorous for those whose whole life is throbbing with the necessity for activity. As now organized, it tends too much to hold the growing organism constrained."

It is believed by the most advanced theological thinkers that there is no such thing as systematic ethical instruction without a religious background. Ethical instruction should, therefore, be given by the churches, but the churches, one and all, have failed in this duty. Sunday schools are a farce; even the reforms which are now being introduced do not touch the real defect: That defect is, to my mind, a lack of seriousness. The churches do not take themselves seriously. There are, of course, many serious religious people in these churches, but as a body they play at things. If they so desired, they could establish a perfectly successful system of religious instruction, but it would require: (1) Paid, professional teachers; (2) compulsory attendance by children as a condition of church membership on the part of the parents. For this reason, and on account of the very nature of the church, it is impossible to hope for moral training

from that quarter. The church can, however, play a minor role in religious ethical training,—if it will.

Any attempt to introduce into our public school system any item of instruction that could give offense in the least possible way to non-religious unbelief, to even the slightest minority of those who contribute by their taxes to the support of our schools, must be fought with a determined aggressiveness. For my own part, I want no one's religion, neither mine nor anyone else's under whatever guise, taught in our schools. Morals can be taught entirely independent of religion or religious bias.

Rabbi Hirshberg of Milwaukee has summed up the situation in these words:—

"Whatever be our theory of the ultimate sanction of ethical precepts; whether we believe that they are divinely derived and ordained, or not, whether we hold with the empiricists or the intuitionists, the evolutionists, the unitarians, or the transcendentalists in the varied opinions as to what imposes authority in moral action—all this is aside from the question at issue here. To whomsoever or to whatsoever, for their final determination, we may trace back the distinctions between right and wrong; the fact, nevertheless, remains that there is a large fund of ethical judgments which we all hold in common, a whole host of things, upon which we have all come to agree, as the right, the true, the good, the benevolent things for us to do in certain circumstances and relationships, as moral beings.

"And these things I hold, teachers in our public schools can teach, wholly apart from any belief and any theory they may have as to whence mankind has come into the knowledge of them, and whence it has derived the authority for doing them."

These words of Rabbi Hirshberg strike us with renewed emphasis when we come to consider that the family is manifestly weakening. It no longer has an important influence upon the child. In fact, the family is rapidly decaying. The statistics of each year show us that more and more children are placed in the hands of and under the care of the state. There is no longer an aversion to such action, on the part of the parents, and there seems to be a desire to justify such action on the ground that all children are wards of the state, and consequently should be provided for by it. The theory of Letourneau, in his "Human Marriage," that society is destined to place the responsibility for bringing up the children in the hands of the state seems to be partially substantiated by our most recent ideals with respect to the sphere of the family in its relation to society as a whole.

For the home life, bringing with it a certain amount of moral and ethical training, there is now substituted the life in the factory, the apartment and boarding houses, and the minimizing of home life by external amusements, whose stream is continually being augmented. These evils seem to be woven into the very structure of our modern method of life.

It would almost seem that the necessities of the hour demand the assumption of parental responsibility for the development of the moral training of the child. To a certain extent parental responsi-

bility for their own offspring is necessary, admitting that parents can act with more efficiency by direct influence than can any other individual or any institution acting indirectly. But the total ignorance of many parents as to what constitutes even the most elementary principles of moral training makes it an imperative necessity that another agent be sought, capable of instructing intelligently. The possibilities of the fulfilment of parental responsibility should have emphasis, and every possible means put at the disposal of parents for such accomplishment. The feeling of parental inadequacy, however, must be kept constantly in mind.

AT THE GATE OF THE CITY.

BY A. E. WINSHIP.

Timid Miss White, fresh from a life of disappointment in the every-day world, approached the Recording Angel to ask her percentage in the school of life. With more of fear than hope, she said: "Grace Patience White of Troubleville."

"Oh, is this Miss White? I have been anxiously awaiting you, for John Scamp of Troubleville called to see about you some time ago. He did not expect to go in, and did not ask for his percentage, but he wanted us to know what a timid creature you are, and he was afraid that Principal Straightback and Superintendent Fidgety would put in their reports on your 'discipline.'

"John Try wanted me to know that you were the only teacher who promoted him without his percentages. He said he had never tried to be good before, but after that he kept trying and failing, but he always tried after that. He didn't ask to come in himself, but he didn't want you shut out. His percentages were not up to our standard, but I liked his spirit, and I told him I'd remember Straightback and Fidgety when they came along, and see to it that they were never allowed in to annoy him or his teacher. Oh, there's John now—he'll show you through the pearly gates."

No sooner had Miss White gone on her way than up came Miss Marks, exclaiming: "Did I see Grace White going in there?"

"Yes."

"Somebody has imposed on you. She don't belong in there. You ask Straightback and Fidgety of Troubleville and see what they'll say."

"What was the matter with Miss White?"

"Oh, she was too easy. She never had discipline. She promoted boys without their marks."

"Well, what is your name?"

"My record is all right; you don't need to look it up. I never had a complaint of lax discipline in my life. I never promoted a boy without his per cents. My record is clear."

"Oh, your name is Marks."

"Yes. How do you know?"

"Why, John Try told about you."

"That rascal, what was he doing up here? He belongs in the other place."

"I know you thought so, and you made him think so of himself, and he had no idea of going in. Didn't want to go in if you were to be there. I assured him that you would not be there."

"What! I'm not to go in? John in there?"

Grace White in there? I'd like to know what kind of discipline you have in heaven."

"There is no occasion for discipline in there. The opportunity for that is in the other place."

"Oh, but I'm not going down there."

"You must."

"Send in for Straightback and Fidgety, and they will pass me in."

"Yes, into the other place. Only grace and beauty, love and peace are in here."

WOULD YOU REQUIRE OF EVERY HIGH SCHOOL PUPIL, IRRESPECTIVE OF HIS APTITUDES, OR OF THE FACT THAT HE DOES NOT INTEND TO ENTER A HIGHER INSTITUTION, TO PURSUE SOME FOREIGN LANGUAGE BEFORE GRADUATING HIM?—(II.)

ARRANGED BY EDWIN TWITMYER,
Bellingham, Washington.

WILBUR F. GORDY, Superintendent of Schools, Springfield, Mass.: If I had a very strong teacher of English in the high school, I should not think it necessary to have pupils with no aptitude for language study pursue some foreign language. Such a teacher could give that training to the language faculty which every mind, it seems to me, should have. There is a peculiar analytical power that is acquired through the careful study of language, whether it be English or foreign, that every high school pupil is entitled to have developed. No study outside of language, English or foreign, can give such training. I do feel, however, that most pupils should have some training in some foreign language. He is more likely to be able to interpret the meaning of words in any language, as well as his mother tongue, and to use language more clearly, more forcefully, and more convincingly. In other words, the study of language not only helps to interpret thought, but it helps to express thought.

WILLIAM H. SMILEY, Principal, Denver High School: No. My reason is that I believe it possible, through other subjects, to secure a good secondary school education, and that the individual who graduates on this basis may be equally self respecting with the individual who graduates upon a foreign basis.

With some pupils the lack of memory capacity may make the language work so difficult that precious little culture is secured.

RAY GREENE HULING, English High School, Cambridge, Mass.: I would answer your question in the affirmative. I should place in the requirements for every high school pupil two years of a foreign language, with permission to take four years of such work. But I should also give to the principal of the school authority to sanction variations from the required course when, in his judgment, individual cases require it.

My reason for making the requirement is that in most cases there is sufficient aptitude for language study to warrant hope that the acknowledged value of such study will be obtained by nearly all faithful students; in that acknowledged value I mean to include the reaction of the foreign language upon the student's knowledge of English. The few cases which show lack of aptitude can be adequately dealt with by the principal if he has the authority which I mentioned above.

J. M. GREENWOOD, Superintendent of City

Schools, Kansas City, Mo.: I would not require every high school pupil to take either an ancient or a modern language outside his mother tongue, although I am a strong believer in Greek and Latin, and French and German. I would leave the languages optional, but a chance for persuasive power. According to my opinion, the languages give a culture that cannot be obtained in any other way and from no other branches.

NICHOLAS MURRAY BUTLER, President, Columbia University, in the City of New York: Replying to your question of the twenty-eighth, I beg to say I would require of every high school pupil a study of some language other than English. The principle underlying this action would, in my case, be that stated by Goethe: "To know but one language is not to know any language."

JOSEPH KENNEDY, Professor Philosophy and Education, University of North Dakota: I would say that I would not make a foreign language necessary for graduation from a high school. I cannot see that our environmental civilization demands it or that we lack other subjects equally educative for many boys or girls. I should encourage the study of a foreign language, especially Latin, in the high school, but I should not make it a *sine qua non*. The high school should be for the pupils, not the pupils for an arbitrary standard imposed from above. I cannot see why this subject is essential to that grade of educated mind regardless of vocation.

BENJAMIN WHEELER, President of University of California: So far as my experience directs me at present I can only say to your inquiry of November 15 that I should esteem it bad advice to give any young man who has the opportunity of completing a high school course to avoid all study of foreign languages. The man is very unfortunate in these days who does not have a base line for linguistic appreciation constructed by aid of the "second language." I am sure that part of the difficulty in this country in regard to foreign languages lies in the unfortunate deferment of the opportunity for beginning such study until the age of thirteen and fourteen instead of not later than nine or ten. The last two years of our grammar schools are for such as intend going on with the high school practically useless years.

DAVID STARR JORDAN, President Leland Stanford Junior University: I quite agree with your view of the case. I certainly should not require of

every high school pupil that he should pursue some foreign language. In most cases I should think it wise that a student should do so, but in every individual case where it is not wise I should recommend that he take, instead, something which he could build into his future development.

THOMAS KANE, President University of Washington, Seattle: In regard to my own view, I may say that I think the chances are four to five that a course not having foreign language work in it would be weaker than the courses with this language work. I should say further that I should feel very strongly opposed to accepting such a course as a foundation on which to base college training.

That is one side of the question. The other question is whether every student should be required to take the course that, as teachers, we regard as clearly the best for the average student—that is, take those courses or nothing. While I should be glad to see all students take the regulation courses, I should hesitate to lay down the rule that no exceptions could be made under any circumstances. Am inclined to think that the ends of the high school work would be reached by making it clear how the courses were regarded; that the courses without foreign language did not prepare for entrance to college, but that a student for whom it was thought best might take a modified course and be graduated. In brief, my theory would be to be clear and definite as to what the courses are and their estimated value, and then use advice even urgent, rather than absolute compulsion.

There is one other point that is essential to a consideration of this question, and that is the course that would be used as a substitute. I should think it would be highly desirable that the substitute course should be as nearly equivalent to the other courses as practical.

JAMES H. BAKER, President University, Boulder, Colorado: I think it a great advantage to take at least one foreign language, and most high school pupils should do so, but probably there should be an opportunity for a minority to take a purely English course.

Ah, me! 'tis lonely, lonely, when the summer days are done,
When, erewhile lavish of his light, a niggard grows the sun;
When all the blooms of summer from the fields and woods depart,
And all the joys of summer are but memories in the heart.

Ah, me! 'tis lonely, lonely, in the waning of the year,
When ev'ry wind is wailing and when ev'ry day is drear,
When birds have flocked together and have flown to other climes,
As fled the hopes that cheered us in the happy olden times.

Ah, yes, 'tis lonely, lonely! For in fading flower and leaf
We see revealed the lesson that our own career is brief.
The long, bright days of summer, like the long, bright days of youth,
May hide this lesson from us—but the autumn tells the truth.

—Dennis A. McCarthy, in *Ave Maria*.

EMPEROR FRANCIS JOSEPH.

"A mighty keystone shouldering up the span
Of a gray arch of empire."

A salute of 101 guns announced to Austro-Hungary on August 18, 1830, the birth of a son to the royal House of Hapsburg. The Hapsburg dynasty, founded by Rudolph, early in the thirteenth century, had furnished many martial and capable sovereigns to the land of the Tyrol and the Danube; but no one in the long line ever received larger or more deserved honors than have come to the child of Archduchess Sophia, whose advent was welcomed with salvos of artillery on that midsummer day of '30.

As a boy of ten, Francis Joseph was a handsome, out-of-doors lad, with amber hair, and eyes that had the exact hue of a forget-me-not. He gave his best attention to his tutor when he was hearing embellished tales of military prowess, such as had belonged to Rudolph I. and Wallenstein. When his soldier training came, he refused all pampering and all hasty promotion. The humblest private was respected as the gilt-laced officer was obeyed. In brief, he was the idol of the barracks for his manly qualities.

At eighteen he met the first great crisis of his life. His baptism of fire was on the battlefield of St. Lucia, in the war between Austria and Italy. So intrepid was his conduct that day that the victorious Austrian legions crowded about him with cries of "Hoch!" And when Marshal Radetzky complimented him on his courage, he replied: "I did nothing. Any one of your officers would do what I have done."

The same year a revolution broke out in the homeland. The sagacious Metternich found himself unable to cope with the situation, and had fled to England. Hungary had broken loose, incited by the passionate and magic eloquence of Kossuth. Vienna was a hotbed of rebellion, and in her rage she had assassinated Latour, the minister of war. The Emperor Ferdinand—a sickly and nerveless ruler—was so alarmed at the course of events that he abdicated his throne, and handed over his country and his crown to his youthful nephew, Francis Joseph. The people cheered their new and youthful monarch deafeningly, and acclaimed him as "Franz der Kaiser." The troops hailed him vociferously as their commander-in-chief, for they adored him for his unassuming manners and his unflinching courage.

The work of pacification that confronted him on his accession might well have daunted the stoutest heart. But with a sagacity, and fortitude, and patience almost unequaled in history, he undertook the imposing task, stilling the inflamed passions of the rebellious provinces, and bringing the fatherland to peace and order again. It was a colossal work to undertake, and in one way and another it has never been off his broad and sturdy shoulder from that day to this.

Austro-Hungary presents one of the most serious problems to its rulers of any of the many countries of Europe, as there is no natural cohesive bond among its many races. The empire has in all about 45,000,000 people. Of these, eleven mil-

tions are Germans, and nine millions Magyars, while the other twenty-five millions comprise the various Slavonic races—Slovaks, Czechs, Poles, Bohemians, etc. Seventeen nationalities, each with its own language and traditions, are grouped under the eagle flag of Austria. It has been fitly described as "the most polyglottic territory in the universe." To keep the peace among these racial factions has been Francis Joseph's task for nearly sixty years, and his success has won for him the admiration of Europe and the world.

He visits every section of his empire to personally know its needs, and he addresses each race in its own language. He is one of the most accomplished linguists in Europe. He consults influential men and associations on agriculture, industries, and commerce, and secures wise legislative measures for them all. Abuses he corrects; unjust taxes he abolishes; better highways and railroad extensions he secures. He gives personal attention to every detail of administration. And he is as easily accessible to the lowliest peasant as to the lordliest noble.

In times of public calamity—such as the awful floods in the Tyrol in 1851, and along the lower Danube in 1862—he leaves his palace to help his people in their distress. His boat, propelled by his own hand, has saved scores from a watery grave. And he never looks for any reward for his courageous help and sympathy. It is something he ought to do, and he does it. Little wonder that his people everywhere love him, adore him, and when he is ill, as recently, kneel in thousands in the grounds about the Schonbrunn, and pray for his recovery.

The Emperor is a prodigious worker, and a brief sleeper, but this has never broken his health. He rises at five, is at his desk at six, and expects calls from his cabinet ministers at seven. His private apartments are of the simplest. He invariably uses a narrow camp bed, and has no hangings of costly tapestry. Once when the German Kaiser was to visit him, he said to his valet: "You had better go down stairs and bring up a few things to make the place look a little more imperial." The Viennese court is fond of fashion, and the Emperor does not raise any objection to its preferences. But for himself he chooses "the simple life," such as Charles Wagner so eloquently portrays, and so few adopt.

Few men have had to bear such great sorrows as he, and still fewer have carried their griefs with so much of fortitude and resignation. A beloved brother was the ill-starred Maximilian, who accepted the crown and sceptre of Mexico, and was publicly shot for his pains. His own and idolized son, Rudolph, took his own life. His wife—Empress Elizabeth, so beautiful as to be called "The White Rosebud of Possenhofen"—was assassinated by an anarchist while away at one of the European Spas. For years he has been alone, so far as immediate family relationships are concerned, and his loneliness is said by those who know him to be pathetic. But he has borne all his reverses with Spartan bravery, and his sorrows have only made him more sympathetic with the sorrows of others.

His later years have been singularly and beautifully mellowed.

In his own land he is everywhere honored and beloved. His subjects speak of him as "The Good," "The Just," "The Chivalrous," "The Courageous." Every year a deputation of Jews waits upon him to present two of the plumpest geese, their wings tied with showy ribbons, as an appreciative token of the freedom which they enjoy throughout the empire. And he is honored abroad. One significant fact is that he is the honorary colonel of ten foreign regiments.

No wonder that in connection with his recent illness, which at one time was thought might be his last, men far and wide paused to ask what the result of his passing away might be. He has so long been the one strong bond in his naturally divided land, that anxiety is widespread when that bond is likely to be broken. Whatever the future may bring to Austria, one thing is sure, Francis Joseph has served her well.

CO-EDUCATION.

BY PRESIDENT FREDERICK W. HAMILTON,
Tufts College, Mass.

The average young man will not go to a co-educational institution if other things are anywhere near equal. He will enter the Tufts engineering school because he wants a specific kind of training. Moreover, he does not associate with the women in the classroom, except in a few electives. He therefore is not disturbed by the presence of women. The student who desires a general education as represented by the bachelor of arts degree very much prefers to go to an institution for men only. He is not comfortable with the women in the classroom. The fact simply is that the average young man of college age does not want to go to a co-educational institution. We may regret this feeling as much as we like, but it exists, and because it exists, it must be reckoned with. If the present state of affairs continues to exist the College of Letters will become a girls' school, and that sooner than most of us realize.

I am confident that there is one way in which the problem may be very successfully solved, and I am equally confident that there is no other. The future of the academic department of Tufts College as a man's college depends upon the immediate segregation of the women into a separate department or college. I do not believe Tufts ought to go out of the business of educating women, but I do believe that Tufts should educate its women separately. They should have their own lecture rooms, and their department should have some distinguishing name. I should like to see the number of men in the arts courses rapidly increasing, and I should like to see the building up of a strong and successful woman's department. Such action as I have indicated requires, of course, a considerable expenditure of money, and some friend or friends of Tufts must be found to endow and perhaps to name our women's department. I should say that it would be safe to begin operations on the new plan if \$250,000 could be available for buildings and salary funds.

I regard this as the most pressing educational problem we have before us. I have no fear that a failure to solve it would involve disaster to Tufts College considered as a university, but I have no doubt that failure to solve it involves imminent disaster to the College of Liberal Arts.—Annual Report.

Though pleased with the increase in the number of engineers coming annually to Tufts, graduates have viewed certain phases of the registration with considerable alarm. This year, for example, the number of new students is well over 150 but of these only eleven men are candidates for the bachelor of arts degree. Alumni generally will agree with Dr. Hamilton in his statement that so long as men and women are put in classes together the decrease in the number of men A. B.'s will continue. And this belief is held not alone by the graduates, for many of the faculty are of the same opinion. In support of the contention that here is a problem which demands an early solution, it is pointed out that Tufts, originally a college where the only degree given was the bachelor of arts, is now practically a professional institution, turning out engineers, doctors, and dentists, but few holders of the A. B.

FORMAL DISCIPLINE AND HAND TRAINING.

BY JAMES H. HARRIS, MINNEAPOLIS.

A recent writer in the *Saturday Evening Post*, issue of September 21, in an article on "The Workingman's Wife," makes what most of us will regard as at least a thought-provoking comment on some modern educational methods. In writing of the poverty, distress, and hardships suffered by the wife and family of the unskilled and incompetent workingman, she cites several concrete cases; some of them of men who have been unable to care for their families through sheer incompetence. Their condition is one for which no one is responsible—not even themselves. They are lazy, shiftless, unwilling to work, incompetent, and useless when they do get work. There is no help for them; they are hopeless cases; and the wife must take the place of the bread-winner of the family, if she is able.

Other cases, however, cited by the writer, are of another sort. They are in the class of the unskilled, with its attendant poverty, because their education has not fitted them for any definite occupation. Society is in a large measure responsible for their condition.

The story is told of one Daniel Hobson who had drifted down from one occupation to another, until at last he was earning a very meagre and quite insufficient wage as a street-sweeper. He was not an uneducated man. "As the law requires," the writer goes on to say, "he had spent some eight thousand hours in the public school in daily conflict with the curriculum, and had been fitted for some abstract, probably unexisting or overcrowded, clerical occupation. His education had fitted him to be an inferior clerk or a third-rate

bookkeeper, or something of that sort; but had given him command of no trade by which he could possibly support himself." And then comes the really novel part of the criticism: "His lack of skill was clearly due to the mistaken training of the public schools. It was a sort of lily-of-the-field education, entirely apart from life and livelihood. To be sure, we are beginning to see that this sort of education is antiquated, and are beginning to introduce manual training into our public schools. But, even so, the things taught in the intermediate grades, the highest through which the average child passes, do not fit the thousand Daniel Hobsons to become skilled workmen. These are such things as cardboard work, paper folding and cutting, the construction of geometric solids, clay modeling, elementary mechanical drawing, sewing, bent-iron work, knife work in wood, pyrography, and sometimes cooking. What, in the name of progress, have these things to do with Daniel Hobson? They are pleasant accomplishments all, but nearly as detached from the earth as the stars. . . . The need is for specific training in specific things."

While I am not disposed to take too seriously the comments and criticisms of every peripatetic wanderer into the field of education, the above criticism does, perhaps, raise an interesting query. Are we assuming, in our essentially motor education, that general hand skill will give specific? In other words, is our motor scheme—our hand training—based on the doctrine of formal discipline? And if so, do the same objections which have been promulgated with such force in recent years against the doctrine of formal discipline of the mental "faculties," hold equally of hand training? Is the boy who has taken the course in knife work in wood thereby fitted for the specific trade of the carpenter or cabinet-maker? Doubtless it will be replied that there is no purpose in manual training to fit for specific trades. Then if we are not training for anything specific we are practically occupying the same ground as the formal disciplinarians, and are advocating manual training for its general disciplinary value. "Manual training trains in accuracy, in honesty, in close observational power," etc. Does the criticism logically drive us to the trade school, wherein, we assume, there is "specific training for specific things"?

One would scarcely venture to answer these questions apart from longer, closer, and more scientific investigation, but the criticism, which has grown out of a specific social condition, may at least serve to stimulate thought and awaken discussion. The educational tendency of the day is distinctly utilitarian. It is possible that the present type of manual training is only timidly so. It had a long, hard struggle to gain recognition at all, and of necessity it had to justify itself on at least partially cultural grounds or it might not have obtained any foothold whatever. Is it soon to throw off the mask and become avowedly and outspokenly utilitarian? Is not the trade school the inevitable outcome of present tendencies?

The horrors incident to the employment of young children in factories or at work anywhere are a blot on civilization.—President Theodore Roosevelt.

THE FUTURE.

BY JOHN D. ROCKEFELLER.

I think we old fellows who have had a reasonable time at the wheel should step down from the pilot house and let the younger men take charge. They will, too, sooner or later, you see.

A man ought never to be so old or so busy that he hasn't zest for a game.

People sometimes talk as if we older men lived in a day of peculiar opportunity, as if there were no chance to-day for a young man to do what has been done by my generation of men; as if all the avenues were closed, all the big things done. Nothing could be more mistaken. The truth is the exact reverse of it. Why, the time in which I opened my eyes was a midnight of darkness, and this is blazing noon.

Young men can't imagine, can't conceive what things were in my day. There was everything to do—nothing to do it with. There were no paths marked out, no experiences of others to profit by.

There were years of doubt, and distrust, and distress—to this great day a contrast as great as conditions could possibly furnish.

The opportunities past? They are multiplied a thousandfold. The resources of our great land are scarcely scratched.

Our population is enormously increased, and its wants are multiplied infinitely. Across two oceans at either hand are vaster populations still who are as if just discovered by us.

In the East, as we say, a quarter of the whole human race are just awakening to become a part of civilization. The future? Why, it dazzles the mind. It stupefies the imagination.

Haven't the men of this generation got the brains and the arm to enter into a heritage beside which that of their fathers will be dingy poverty? Of course they have. Let no man of spirit listen for a moment to the invertebrate, supine wail that the opportunities are all past.—Interview in Cincinnati Enquirer.

TALKS ON SCULPTURE.—(XXV.)

BY LORADO TAFT.

There was no danger of mistaking that relief from Rouen for a slab of the Parthenon frieze, but most of my young readers will feel sure that we have gone back to classic art to-day, and many older people cannot distinguish between the originals and these clever imitations by a modern man.



SECTION OF TRIUMPH OF ALEXANDER, BY THORWALDSEN.

Bertel Thorwaldsen, who made the frieze, "The Triumph of Alexander," came nearer to the classic spirit than did any of his contemporaries, but still he missed it by a good deal—just as every conscious imitator must miss the real spirit of things. He was a genius all the same, if ever there was one, for this illiterate son of a poor wood carver became the most renowned sculptor of his time.

Thorwaldsen was born in Copenhagen in 1770. His father's work was the carving of wooden figureheads for merchant vessels. The boy may have inherited his talent, or rather, his inclination, toward sculpture from the family tradition of the shop. They say he was a pretty child, with blue eyes and light hair, and that he was of gentle and timid disposition. He was not a brilliant student except in drawing and modeling. In these departments he began taking medals while a mere boy, and he kept on taking them until he finally won the highest reward offered by the Danish schools—the "grand prize of sculpture," and a pension for further study in Italy. He had become something of a dreamer, but his visit to the land of art started him

anew. His arrival in Rome was to him the opening of a new life. "I was born on the eighth of March, 1797," he used to say. "Before that I did not exist." The ancient statues appealed to him with an indescribable fascination.

The celebrated Italian sculptor, Canova, was living at that time, and he gave the honest young man a cordial welcome. He probably did not suspect that his modest visitor was destined to overshadow even his great fame. Canova's art was inclined to the theatrical, but Thorwaldsen was not contaminated by the traditions of modern Italy; he simply fell in love with ancient sculpture, and imitated it as well as he knew how.

His work soon became very popular, and he made statues and groups for many noblemen of various countries. One of his most celebrated works is the great "Lion of Lucerne," a gigantic lion carved in a rocky hillside in Lucerne, Switzerland, to commemorate the brave Swiss guard of the French revolution.

At one time (1812) Napoleon was expected in Rome, and great preparations were made to welcome the awesome guest. Among other decorations Thorwaldsen bethought him of a great frieze in the style of the Parthenon, to embellish one of the halls of the royal palace. The enormous work—over 115 feet in length and four feet high—was done in great haste, but was so successful that it has been reproduced several times in marble. The subject chosen by the sculptor was appropriate: "The Triumphant Entry of Alexander into Babylon."

The slab which we show represents the chariot of Alexander with its dashing steeds, conducted by a winged Victory. The hero, with spear in hand, turns back to glance at the advancing column

of soldiers. These follow in great numbers, and are very ingeniously grouped—horsemen and foot soldiers, and even an elephant. Then from the other side advance the hosts of the vanquished with gifts. They are led by the Goddess of Peace, bearing an olive branch. The whole thing is a beautiful conception, harmonious and impressive. It is not modern in either subject or treatment, but it is good sculpture.

After Thorwaldsen's death a museum of all his works was established in his native city. It is an interesting collection and gives one an idea of the sculptor's happy industry. In the centre of this building is a little open court, where, under the green turf, the gentle artist is buried. It is a peaceful spot, a sacred shrine; one likes to think of him slumbering there, surrounded by all of his beautiful, white dream-children.—Used by permission of the Chicago Record-Herald.

OUTLINE FOR STUDY OF LIFE IN THE COLONIES.

The following outline is from a syllabus published for the schools of Superior, Wis., and is designed for seventh grade work. It will do just as well for eighth grade classes which have not already covered the ground. History study followed according to such a course will not be the dry and uninteresting work which so many pupils who are confined to the brief statements of the text-book find it. Formal history sketches, biography, fiction, and poetry all are combined to throw light upon the subject, giving a life and blood reality to the people and events, which is sure to interest.

(1) Massachusetts:—

1. Plymouth Rock and the Pilgrims—Standish.
Salem and the Puritans—Endicott.
 - (a) Hemans—Landing of the Pilgrims.
 - (b) Holmes—Pilgrim's Vision.
 - (c) Governor Bradford—History of Plymouth Plantation.
2. The Puritan Exodus.
 - (a) Fiske—Beginnings of New England.
 - (b) Fiske—Irving's Washington and His Country.
3. The Persecution of the Quakers.
 - (a) Whittier—The Quaker of the Olden Time.
 - (b) Drake—Making of New England.
 - (c) Fiske—Beginnings of New England.
 - (d) Hawthorne—The Gentle Boy. [Twice Told Tales.]
4. The Salem Witchcraft.
 - (a) Whittier—The Witch's Daughter.
5. The Pequot War.
 - (a) Drake—Making of New England.
 - (b) Fiske—Beginnings of New England.

Reference: Fiske—Irving's Washington and His Country.
Beginnings of New England.
U. S. History.
Hawthorne—True Stories of New England History, Parts I. and II.
Montgomery—U. S. History.
Drake—Making of New England.
Making of Virginia.

6. Discovery of White Mountains.

Drake—Making of New England.

Hawthorne—Tales of the White Hills.

- (2) Virginia Colony—a thorough study. Compare and contrast Massachusetts and Virginia colonies in religion, government, education, industries, and systems of labor. A careful study of them as types and as furnishing conditions for the widely different and differing civilizations which developed in the North and in the South. Sketch maps.

Reference: Montgomery—English History for account of James I., and for political and religious conditions in England.

Channing—Student's History.

Fiske—Beginnings of New England Civil Government.

Irving's Washington.

U. S. History.

Drake—Making of New England.

Making of Virginia.

Hawthorne—Biographical Sketches.

John Smith—Settlement of Virginia.

Cooper—Leather Stocking Tales.

Normal Fourth Reader.

Study the following colonies more briefly, noting especially the domestic life, political and religious customs, industries, etc., of Pennsylvania, Rhode Island, Maryland, New York, Connecticut, Georgia.

MANUAL TRAINING.

BY SUPERINTENDENT H. D. HERVEY,
Malden, Mass.

The manual training of the future will not be a subject strongly differentiated from what is now known as "regular work." It will be, on the contrary, a vital and vitalizing part of every kind of school activity. It will be made the handmaiden of every subject and so dovetailed and interrelated that the old distinction between headwork and handwork will utterly disappear. There can be no intelligent handwork which does not involve real thinking of the most valuable kind, though to the initiated it is all too well known that there may be, and too often is, a vast deal of lesson reciting in so-called regular work when there is no real thinking whatever.

Before manual work of the true type can be given its rightful place in the schools, the general public must cease its idolatrous worship of the book. It must realize more keenly than it does at present that the race has advanced intellectually far more by doing things and thinking things out at first hand than by reading from the printed page of the deeds and thoughts of others. It must cease to exalt the glib reciter of empty words above the thoughtful, though perhaps less fluent, doer. It must learn that it is not so much the amount of time that a boy spends on a subject that counts as it is the motive which actuates him in his study, as

There are no secrets from them (the boys), they know everything that befalls in the fire company, the merits of every engine and of every man at the brakes, how to work it, and are as swift to try their hand at every part; . . . They are there only for fun, and not knowing that they are at school, in the court-house or the cattle show, quite as much and more than they were, an hour ago, in the arithmetic class.—Emerson,

it is the closeness of the connection between the subject and the present interest, the real life of the pupil. It must discard the outworn and exploded notion about the training of the faculties of the mind and the storing up of a supply of mental discipline which the pupil is supposed to need at some future time when the real business of life is to begin, and grasp the truer idea that the real business of life begins at the moment of birth, and that the only effective and worthy training is that which values each stage of growth for its own transcendent worth and enables each child to realize most completely at each step all his possibilities.

The school must win a far larger share of the real interest, the real energy, and the real life of the pupil. It must meet children on their level first if it is to draw them to its higher level.

To do this the school must enlarge its vision. It

must see that the cutting and the fitting of a dress, for instance, is as dignified and as appropriate an exercise for the schoolroom as is the demonstration of a proposition in geometry. It must realize that it is a far more appropriate exercise for many, since, while it secures the same intellectual training, it has vastly more meaning for the pupil and can be put to immediate practical use. It must see that instruction in cooking is as proper for the school and as educative as is instruction in chemistry, with the added advantage of standing much nearer to the life and the immediate need of the pupil. When this larger and truer conception of the function of the school has been fully grasped, it will no longer be true, as it now is, that thousands of children leave school at fourteen years of age, not because they must go to work, but because the school fails utterly to met their need.—Report.

MEMORIZING.

O YET WE TRUST.

O yet we trust that somehow good
Will be the final goal of ill,
To pangs of nature, sins of will,
Defects of doubt, and taints of blood;

That nothing walks with aimless feet;
That not one life shall be destroyed,
Or cast as rubbish to the void,
When God hath made the pile complete;

That not a worm is cloven in vain;
That not a moth with vain desire
Is shriveled in a fruitless fire,
Or but subserves another's gain.

Behold, we know not anything;
I can but trust that good shall fall
At last—far off—at last, to all,
And every winter change to spring.

—Alfred Tennyson.

THE SWEETEST LIVES.

The sweetest lives are those to duty wed,
Whose deeds, both great and small,
Are close-knit strands of an unbroken thread,
Where love ennoble all.

The world may sound no trumpets, ring no bells,
The Book of Life the shining record tells.
Thy love shall chant its own beatitudes
After its own life-working. A child's kiss
Set on thy sighing lips shall make thee glad;
A poor man served by thee shall make thee rich;
A sick man helped by thee shall make thee strong;
Thou shalt be served thyself by every sense
Of service which thou renderest.

—Elizabeth Browning.

Somewhat of goodness, something true,
From sun and spirit shining through
All faiths, all worlds, as through the dark
Of ocean shines the lighthouse spark,
Attest the presence everywhere,
Of love and providential care.

—Whittier.

KEEP A-TRYING.

Say, "I will!" and then stick to it—
That's the only way to do it.
Don't build up a while and then
Tear the whole thing down again.
Fix the goal you wish to gain,
Then go at it heart and brain.

—Selected.

"The skies may meet in sadness,
The blustering winds may blow;
But if our hearts are cheery
There's sunshine where we go."

Things done well
And with a care, exempt themselves from fear:
Things done without example, in their issue
Are to be feared! Fast bind, fast find;
A proverb never stale in thrifty mind.

—Shakespeare.

But what you find in these rich days
Depends on how you go about it;
A glad heart helps poor eyes to see
What brightest eyes can't see without it.

—Henrietta R. Eliot.

Blessed are those
Whose blood and judgment are so well commingled
That they are not a pipe for fortune's finger
To sound what stop she please.

—Shakespeare.

Smile, once in a while,
'Twill make your heart seem lighter;
Smile, once in a while,
'Twill make your pathway brighter.
Life's a mirror, if we smile
Smiles come back to greet us;
If we're frowning all the while
Frowns forever meet us.

—Nixon Waterman.

To be a gentleman does not depend on the tailor or the toilet. Good clothes are not good habits. A gentleman is just a GENTLE man, no more, no less; a diamond polished that was just a diamond in the rough.

—Bishop Doane.

JOURNAL OF EDUCATION

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A. E. WINSHIP..... Editor

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RESCUING RASCALS.—(VII.)

The reform which has followed closely upon that of institutions is with the courts. It is not quite clear how frankly it is permissible to speak about the misdeeds of the courts in their relation to children. The erring must be in withholding truth rather than exposing the facts.

There have always been exceptions, but the general statement is entirely within bounds that the criminal court has never had the faintest suspicion of any mission to rescue rascals. There is no darker page in American history, probably, than that of the criminal court in its dealing with wayward children. In Massachusetts, where justice and mercy have been supposed to have the best of records, the state of affairs was beyond belief when some of the judges and at least one court officer virulently, if not maliciously, opposed the movement for a juvenile court, and scarcely a week has passed since in which some inhuman being has not, anonymously or over an unheard-of name, pleaded in some "People's Column" for a return to the barbarism of two years ago. There are evidently some persons even in Massachusetts who think the courts should enthrone inhumanity.

Sometimes the facts must be given the public, but that can only be under legal advice, so as to be sure of one's rights in revealing conditions.

There is at least one schoolmaster, as I chance to know, who pleads for a return to savage methods by the courts, a man who believes that it is a beautiful sight to see a wayward girl, even, ticketed for perdition under a Scarlet Letter brand, as it were. Suffice it to say that any one who could enjoy the horrible court conditions of 200 years ago has no place among rascal rescuers in the twentieth century.

When was there ever a nobler movement among the sons of men since Jesus walked the streets of the Sacred City, since he wrote of the misdeeds of an erring one in the sand, since he said, "Suffer the little children to come unto me, and forbid them not," than is to be seen to-day in a skilfully administered juvenile court, where the criminal judge is set aside for one with a spirit to rescue?

When was there ever a greater achievement through the shifting of words than when "delinquent" and "wayward" supplanted "criminal"? The only appeal for mercy that misguided lovers of tyrannical and brutal court methods can make is that they thought that the juvenile court was to stand for soft words, easy-going treatment, weak-handed control. That may do as an apology; it is no excuse. The juvenile court stands for firmness and force, for poise and power.

The criminal methods are weak because hasty, vicious because vague, unjust because unintelligent.

A boy's case in a criminal court is disposed of in three minutes. The court officer, hand in glove with the judge day by day, an expert prosecutor, pleads for conviction, and produces a witness or two. There is no lawyer on the other side, there is no cross-questioning of the witness, there is no testimony for the boy, and he is convicted and fined at lightning speed, and as the boy has no money for his fine, he is often hustled off to jail until his impoverished mother can earn the money, or until pay day for the father.

Talk of justice to a boy in a criminal court! Well, it is not safe to particularize, as I could easily do. Never shall I forget hearing an older sister say: "Court of injustice! I knew of courts only from the 'Merchant of Venice' until my little brother was there!" Her eyes snapped fire, and her voice was that of an anarchist. I had known her only as a bright girl who had gone through the elementary school, and then went to work to help the family. She had always been cheery, hopeful, light-hearted, even under family burdens. Now she was a terror with "Court of injustice!" as her watchword, and in that case there was no question as to the injustice. No time was taken to learn the facts.

I have seen a juvenile court judge sit for an hour and three-quarters on a case after the one who brought the charge had withdrawn it.

A juvenile court judge takes all the time needed to find out all the facts and the relation of these parties to each other and to the case. He looks upon every accused boy as offering an opportunity to learn a lot about the underworld, and he improves the opportunity.

Every rascal's rascality is ferreted out to the last avenue of vice, and then he is to be rescued at any cost. A criminal judge deals with crimes, a juvenile court deals with the possibility of rescue. The criminal court brands a lad for life. The

juvenile court gives him a chart and compass for a safe voyage and a welcome harbor.

WHAT THE SCHOOLS SIGNIFY.—(XIV.)

THE PIVOTAL PERIOD.—(VII.)

THE SEVENTH GRADE.—(II.)

There must be earnest, vivacious review of all authentic processes for establishing accuracy and increasing rapidity. Larger numbers and longer columns should be used. Ordinarily one period a week is adequate, a second being used for extended application in business and commercial arithmetic, and a third in teaching how to face and solve problems.

If more time is needed, it must be taken, for in the seventh grade accuracy and rapidity in processes should be established beyond question, everything in denominate number, interest, percentage, and commercial papers should be taught with much completeness, while all classes of problems should be considered with care and their solution taught with much skill. Waste no valuable time, but take all that is necessary for this essential work.

This is the geography year. In the fifth year much was learned; all initial essentials were well fixed in mind, not in detail, but in a large way. The pupils know the continents and oceans; world-important rivers and seas, gulfs and bays; the counties and states of the world; the world cities and all the large world interests.

In the sixth grade they learned about the peoples of the world in their romantic and fascinating relations, customs, and habits; now they grapple with the whole subject in serious earnestness, industrially, commercially, and politically.

In brief, they are to master two mighty features of life; first, America's relation to the rest of the world and the rest of the world's relation to us; and secondly, the relation of each important section of the United States and Canada to every other section.

The teacher who cannot make this as fascinating as a game does not know her business, or, as William Hawley Smith would say, "is not on to her job." Here is a chance for true greatness on the part of the teacher.

This is also the grammar year and the literature grade. There were the essentials of grammar in the fourth and fifth grades, and much of the reading of masterpieces adapted to them. These were both largely suspended in the sixth grade, but we come back to them now with a new sense of the importance of grammar and a new zest for literature.

Grammar now means earnest constructive effort, the writing in clear, interesting, and vigorous English of something that the pupils really have to say.

All the "chicken-feed English" should have been taught by the end of the fifth grade. All "lan-

guage lesson" work should have been done then. Now they should have something to write, and they should write it, taking all the time they desire and need for the serious efforts, while they write a bright, clean-cut, or vigorous paragraph on some subject daily.

In literature everything should be from the pen of a master. You seek not the interest so much as the purpose of the child, and patriotism and peace should play an interesting part.

Now the industrial arts are also an essential feature,—domestic science of all kinds for girls, and manual training of any kind for the boys. Neither is likely to be overdone. Much of it should be done out of school hours and much of it at home. Something is wrong somewhere if a boy can have wood work at school without having a box of tools at home.

With adequate variety, it is practically impossible to overwork seventh-grade pupils. They need to feel the pressure, so that they will not have time or disposition to be foolish outside of school. In this grade variety is important. Uniformity is not essential.

If a child takes to music and gets definite results at home, give him credit for it in school. If a girl is learning any kind of domestic science work at home, and is giving time and skilful attention to it, give her credit. Link to the school all study, all earnest work out of school.

SENSE ON PENSIONS.

The Boston Herald has this notable editorial: "The present scale of salaries to teachers in the primary and secondary schools of this country does not harmonize well with America's reputation for generosity and exceptional interest in education. Underpayment is contributing to the movement which is going on for closer organization of teachers and a class movement for higher pay. In one city, Chicago, it has led to federation with trade unionists. Those citizens who, either on the score of principle or for economy's sake, dread any setting up of a system of civil pensions in this country can best prevent it, in the case of teachers in the public schools, by making it possible for more teachers to provide their own income in old age. This calls for a higher living wage during their prime than most of them are getting now. As a profession, the teaching one has been very self-respecting and self-denying. It will not readily shift from the basis of individualism to anything approaching Socialism. On the other hand, if forced to act in self-protection, along new lines, its intelligence and social influence are such that whatever choice is made will be unusually influential in society at large. Self-interest, therefore, dictates that the tax-payer who wishes to avoid a pension system for teachers should stand for a policy of adequate payment while the teacher is serviceable."

CO-EDUCATION.

We print elsewhere the conviction of President Frederick W. Hamilton of Tufts College on co-education, the expression of which is sure to grieve many friends of higher education, as well as delight some friends of Tufts College. Intimately acquainted with Tufts College as I have been for a third of a century, this utterance of its newly-elected president is interesting.

It is not surprising that the man president and man faculty should dislike to see Tufts lose its man classic element, and I have no disposition to enter into a discussion of the situation, though, with a somewhat intimate personal acquaintance with nearly 100 of the colleges and universities of the country, I have a suspicion, if not a conviction, on the situation. All that I care to say here is that there is no way to know that the liberal arts at Tufts would thrive if the women were segregated, while it is probable that the women would not go there if they were segregated. It is reasonably sure that they would lose the women. It is not sure that they would gain the classic men.

EXTERNAL VS. EXTENSION COURSES.

President Dabney of the University of Cincinnati is making a highly important move when he offers the teachers of the city, and other aspiring persons, the choice of external courses, not extension courses. They are virtually the real thing. The work given is of university quality. It is not a question of lectures, with examinations, but dead-in-earnest study and class work, for which adequate credit is given in due time. Fully one-third of the teachers did good work in these external courses last year, and even more are enlisted in this effort this year. Of course, these external courses are not available except to those within easy reach of a university, while the extension courses can be carried far and wide. Each has its use, but the coming of the external courses marks an epoch in broadening high educational opportunities.

BROWN'S NOBLE DEPARTURE.

Brown University is leading in a notable movement. She is putting her equipment and resources at the service of the miscellaneous public in royal fashion. Eight courses are offered this year under fully-equipped professors. These are on the solar system, English composition, Shakespeare, French drama, German, Greek literature, the American Revolution, and in physical training. This is for the first half of the year. A second course will be given later.

Registration is open to all who wish to be present as hearers, or to pursue the subject as students. On the completion of the course, certificates will be issued to those who have done the work assigned in connection with the course, and have passed the examination held at the end of the course. Doing the assigned work and passing the

examination is optional. Each extension course of ten lectures or other exercises is regarded by the university as the equivalent of one-half of a regular three-hour course for one term, and is accepted by the university in fulfillment of the requirements for the degrees of A. B., Ph.B., and A. M., subject to such regulations respecting entrance requirements and prescribed courses as govern regularly enrolled candidates for the respective degrees. For the A. M. degree, such credit may not exceed in amount two-fifths of the requirement.

THERE'S A DIFFERENCE.

Cleveland has eliminated politics from her schools, and has enthroned merit in promotion without a ripple of excitement. How easy when it is easy! But then, Cleveland has several conditions that some other cities have not, and she has not several conditions that some other cities have. It is to the honor of Cleveland, all the same.

New Jersey is making unprecedented strides in all phases of educational progress. State Superintendent C. J. Baxter is making a record that will "write large" in the educational history of the state.

Cincinnati is to make its new Hughes high school a fully-equipped industrial arts school. It is to cost more than half a million dollars.

Cleveland's committees for the N. E. A. are composed of the leading young business and professional men of the city.

There is no multi-millionaire in America to-day who is as highly or as universally esteemed as is Jacob Riis.

A set of Ruskin's works is to be so bound as to sell for \$100,000, and a Chicago woman is to be the buyer.

Isn't it a healthy sign that even the United States cannot get soldiers for its army in times of peace?

Fortunate the teacher whose schoolhouse is an educational centre for the community.

Help the crusade for school playgrounds. any time, every time, all the time.

Oklahoma is putting education and morality at the front heroically.

A teacher who is revengeful toward an adult will be toward a child.

No one can make you fail, in a true sense, but yourself.

Alabama's educational strides are highly creditable.

Put Gunckel's "Boyville" in your school library.

College endowments are booming.

THE WEEK IN REVIEW.

THE FINANCIAL FLURRY.

The financial flurry in New York, with the attendant, but less important, manifestations of stringency in other money centres, continues to fill large space in the papers, but it is the general impression that the worst has been passed, and that steadier conditions will soon prevail. One significant fact is the rush of business in those brokerage houses which deal especially in small orders and whose business represents real investment rather than speculation. These offices are working night and day and are advertising for additional clerks to help them to keep up with the buying orders which pour in upon them. This shows that the small investors are becoming awake to the opportunities which the present situation offers for bargain prices in the best stocks.

SIGNS OF ENCOURAGEMENT.

This small-lot buying, which has already broken all previous records in volume, is a highly encouraging symptom, for it promotes a rally in prices in the general share market and with that a re-establishment of confidence. The large relief given by Secretary Cortelyou in the deposit of government funds, the prompt and energetic action of Mr. Morgan and his associates in anticipating interest payments and bringing in large supplies of ready money when it was most needed, the engagement of large gold supplies from abroad, and the temporary substitution of clearing house certificates for currency, not only by the New York banks, but by those of other cities, have done a great deal to minimize and circumscribe the evil consequences of the financial disturbance.

THE TELEGRAPHERS' STRIKE.

The telegraphers' strike has collapsed, and the men who left their keys so hastily are seeking their old positions, with varied success. The companies are picking and choosing from their old men, and, naturally enough, are not discriminating in favor of those who have given them the most trouble. President Small of the Telegraphers' Union has declared the strike off, but as he has been discredited and practically deposed by his followers, his orders do not signify much. But the strike has simply broken to pieces. It was an ill-advised and unjustifiable movement, which was virtually forced upon the national organization by the hot-headed precipitancy of certain of the locals. It never had the public sympathy, and public sympathy is a factor which counts mightily in strikes.

RAILROADS AND THE STATES.

The questions at issue regarding rates between the railroads and certain of the southern states, in which somewhat drastic legislation has been enacted, are in a fair way to adjustment through conferences between the governors of the states of Alabama, Georgia, North Carolina, and Virginia. This is better than litigation, and far better than any conflict of action between the state and federal courts. The laws in the states referred to vary somewhat in their provisions, but they are near

enough alike to be easily capable of being brought into harmony through the common action of governors and legislatures. It is not for the interest of the railroads to antagonize the communities upon which they depend for traffic, neither is it for the interest of the states to enact and enforce measures at all savoring of confiscation. It should be practicable to find a solution of the troubles.

AGAIN THE TERRORISTS.

One of the most daring assassinations ever perpetrated in Russia was that of General Maximoffsky, the director of the department of prisons of the ministry of the interior, who was shot and killed by a young girl in his official reception room at St. Petersburg October 28. The assassin was on the police list as a suspect, and her portrait was in their hands, yet she was able to wait her turn for hours unobserved in the general's anteroom, while one person after another was admitted to see him, and when she was admitted, she did her work instantly and effectually, firing six shots at him. After she was seized it was found that she had in her corsage thirteen pounds of a high explosive, with which, if she had not been so quickly bound, she had meant to wreck the headquarters of the secret police. She had been told off by the flying section of the Social Revolutionists to put out of the way the official who, more than all others, was responsible for the cruelties visited upon political prisoners, and she did her work with desperate courage. She was tried the next day, and hung a few days later.

A STRICKEN KING.

If reports from Madrid are true a melancholy prospect lies before the young king of Spain. His father died from consumption, and symptoms of the dread malady have manifested themselves in him. It is only about a year and a half since the world was shocked by the attempt of the anarchists to kill the young king and his bride on their wedding day; and but a few months since the young pair were rejoicing over the birth of an heir. Alfonso has practiced athletics and has been much in the open air, in his desire to avert the disease, but its manifestations are reported to be unmistakable. He has recently submitted to an operation in the throat, to check the progress of the disease, and his visit to London, which he is making incognito, is understood to be in part for the purpose of consulting a specialist.

NOW ENTER ABYSSINIA.

Abyssinia is the latest country to make a movement toward the recasting of its institutions after the mould of modern civilization. The Emperor Menelek, king of kings and lord of lords, and all the rest of it, has issued a decree providing for the formation of a cabinet after European models. Nothing is said of a parliament as yet; that may well wait until Abyssinian public opinion, if there is any, has had time to acquaint itself with the change already made. Hitherto, the government

SPECIAL SCHOOLS FOR DULL PUPILS.

BY MRS. MARGARET CUTTING, PHILADELPHIA.

When a child fails to be promoted at the end of a school year, it is high time for the intelligent parent to inquire why; not to blame the teacher; not to blame the child, and scold him for inattention, stupidity, etc. Children feel this keenly. Only a short time ago a boy of my acquaintance, who is thirteen years old and in the third grade, flung his arms around his mother's neck, and begged her "to pray to God that he might be made like other boys."

You can imagine that mother's feelings when she recalled the fact that she and his teachers had persistently chided him, called him bad, and had finally sent him to a school for incorrigible boys. Fortunately the principal recognized this as a case of retarded mental development, requiring special care, so he was placed in a class of fifteen backward boys, where he now does the work of one year (public school work) in two years, with children who take the same amount of time—a very different thing from going over the same work two or three times, while the rest of the class pass on at the end of one year. That boy is a much more tractable boy now, and we have the greatest sympathy for him.

Parents, I beg of you, sympathize with your dull child instead of chiding him. When your child fails of promotion consult the teacher, have a doctor examine him, find out why that child failed. This may be the crucial moment, when the whole after life of that child is determined.

The importance of looking into the cause of backwardness at the age of six or seven cannot be overestimated, as every year makes it harder to overcome the difficulty. An adult who suffers with a cold in the head thinks a week quite enough, and finds himself during that time too stupid to do much thinking, while at the same time his unfortunate child has perhaps been suffering for months or years with a nasal obstruction that is dulling his mind and keeping him back in his studies. This child is probably a mouth breather. Notice if he sleeps with his mouth open; if he does, find out why at once, and have it remedied.

If when you have done all these things, and a second time your child is not promoted, you may be sure that he needs more attention than he can get in a class of from fifty to one hundred children. For children like this, backward classes have been established by the board of education, where backward children may be assisted in every way.

Why not place this child in a special school where it will have special care? Have you not noticed how hard it is for some of these children to make their hands do what their heads tell them to do? In special schools this is overcome by manual training. This is a privilege that the elementary schools do not have.

Backward children need careful attention in regard to diet, hours of sleep, bathing, etc. A child who gets up too late to eat his breakfast is in no condition to do good mental work; besides going late into a class partly through its work makes most children nervous, and prevents their getting

any benefit from that lesson, and it may be the very lesson they need most. The writer does not have in mind idiotic or imbecile children, but children who are capable, with proper care, of doing regular school work, taking two or three times as long to do it as would be required in the regular school—those who may become self-supporting, but who, if neglected in their early school days, will only degenerate and be a charge and a menace to the community in which they live.

THE USE OF THE DICTIONARY.

BY FLORENCE M. BECK.

All intermediate and grammar school grades should be supplied with a copy of an unabridged dictionary, while every pupil should own a smaller one and be taught to use it so constantly that he will consider it a necessary part of his school equipment.

In fourth and fifth grades the children should learn that the dictionary will give them the meaning of new words or a new meaning to familiar words and decide for them the important questions of pronunciation and spelling.

They must receive early drill in finding words. This is not an easy task for the struggling child. Drill on alphabetical order backward and forward by varied questions: Does L come before or after U, N, H, O, Y? In which half of the alphabet will be found J, O, M, E? Such tests often repeated familiarize the child with alphabetical order.

A more difficult study of alphabetical arrangement presents itself in locating the word on the page. The child with a limited knowledge when sent to look up the word track finds the ta's, and lets his eye rest upon tack, tacker, tacket, etc., in his likely-to-be-vain search.

Now he needs the guidance of a patient teacher. The fuller alphabetical order is new and therefore difficult. The word which he wants begins with tr. Let him pass over te, ti, to tr, and then to tra, and so on slowly down the column to track.

This all seems very simple to the teacher and sometimes appears like absolute dullness on the part of the pupil, but it is not learned by intuition.

Exercises should be given in finding given words in the dictionary as rapidly as possible and also in arranging alphabetically a list of words and names. These lessons may seem superfluous, but it is due to their neglect that so much time is wasted in searching for a given subject in the index of a book.

The next series of lessons must be upon pronunciation. The pupil must learn how to pronounce the separate syllables into which the words are divided and how to interpret the diacritical marks.

Many words are mastered for all time as soon as the art of syllabification is learned, and this art is not a minor matter as it may appear at first sight. A correct dividing into syllables and naming of these syllables means correct pronunciation.

The search for and mastery of the proper definition has in it the virtue of a language lesson. If the pupil knows the parts of speech the various uses of words are made plain to him, and he intelli-

gently follows the list which gives the word as noun, verb, and adjective until he finds what he is after. He pauses to select between several different meanings, and by careful study, including an examination of illustrative quotations given, he becomes master of the word for which he sought. Much more remains for the advanced student in the root meanings and history of words.

To the body of the dictionary are added several appendixes of inestimable value. A list of noted names of fiction forms a volume in itself. It contains also familiar pseudonyms, surnames bestowed upon prominent men, etc. Its object is to explain allusions which occur in modern standard literature. A pronouncing gazetteer "aims to answer concisely the main questions that may be asked about any of the leading titles in modern geography."

The more advanced pupil should make a careful study of the arrangement—the title, introduction, preface, keys to pronunciation, rules for spelling and appendixes—before he is ready to use this tool with proficiency.

The following questions are appended as an example of a dictionary exercise based upon Webster's international dictionary. These exercises may be prepared by any teacher. The value lies not so much in the information gained by the answers to the questions as in the knowledge of where to look for certain facts.

A DICTIONARY EXERCISE.

1. What is the meaning and origin of the popular expression, "Hobson's choice"?
2. What is the metric equivalent of one foot, one gallon, one square yard?
3. Why was Sir Walter Scott called the "Wizard of the North"?
4. Who was Robin Goodfellow?
5. To what famous American statesman was given the sobriquet "Mill-boy of the slashes"?
6. Who were the following: Dido? Zeus? Hebe? Ulysses? Abt? Agassiz?
7. Find a short account of the Missouri Compromise. The Omnibus Bill.
8. How high is Pike's Peak?
9. Which spelling is preferable, traveller or traveler? Give the rule which applies.
10. What are the original and the applied meanings of Fidus Achates?

TWENTY-FIVE WAYS OF SAYING THE SAME THING.

Perhaps there is no single line of poetry in the English language that will admit of the transposition of its wording without affecting the sense equally with the following well-known and beautiful picture line of Gray, taken from his "Elegy Written in a Country Churchyard." It shows twenty-five different readings, all nearly equally beautiful and each expressing the poet's original thought:—

The plowman homeward plods his weary way.
The weary plowman plods his homeward way.
The plowman, weary, plods his homeward way.
His homeward way the weary plowman plods.
His homeward way the plowman, weary, plods.
The weary plowman homeward plods his way.
The plowman, weary, homeward plods his way.

His way the weary plowman homeward plods.
His way the plowman, weary, homeward plods.
His way the plowman homeward, weary, plods.
His homeward weary way the plowman plods.
Weary, the plowman homeward plods his way.
Weary, the plowman plods his homeward way.
Homeward, his way the weary plowman plods.
Homeward, his way the plowman weary plods.
Homeward, his weary way the plowman plods.
The plowman, homeward, weary plods his way.
His weary way, the plowman homeward plods.
His weary way, the homeward plowman plods.
Homeward, the plowman plods his weary way.
Homeward, the weary plowman plods his way.
The plowman, weary, his way homeward plods.
The plowman plods his weary homeward way.
Weary, the plowman his homeward way plods.
Weary, his homeward way the plowman plods.

—September "Scrap Book."

The above appeared in the Journal of Education a few weeks ago. It is an interesting study in English, but doesn't exhaust the number of possible ways of stating it. Is it worth while to secure them all, and will the Journal print them?

G. I. H.

Yes, we shall be pleased to print twenty-five other ways, more or less. Send them along.—Editor.

CHRONOLOGICAL TABLE OF STATE UNIVERSITIES.

	Charter Granted.	College Opened.	Attendance 1905-06.
Alabama.....	1820	1831	887
Arizona.....	1885	1891	226
Arkansas.....	1871	1872	1,528
California.....	1868	1869	2 519
Colorado.....	1861	1877	743
Georgia.....	1785	1801	408
Idaho.....	1889	1892	310
Illinois.....	1867	1868	4,074
Indiana.....	1820	1824	1,684
Iowa.....	1847	1855	1,815
Kansas.....	1863	1866	1,706
Louisiana.....	1855	1861	*400
Maine.....	1865	1867	6-7
Michigan.....	1837	1841	4,571
Minnesota.....	1851	1869	1,299
Mississippi.....	1844	1848	361
Missouri.....	1839	1841	2,139
Montana.....	1893	1895	289
Nebraska.....	1869	1871	2,914
Nevada.....	1873	1886	*392
New Mexico.....	1889	1892	80
North Carolina.....	1789	1795	680
North Dakota.....	1883	1884	733
Ohio.....	1804	1809	1,272
Oklahoma.....	1892	....	600
Oregon.....	1872	1876	335
South Carolina.....	1801	1805	*225
South Dakota.....	1862	1882	381
Tennessee.....	1794	....	729
Texas.....	1881	1883	1,991
Utah.....	1850	1867	1,184
Virginia.....	1819	1825	†660
Washington.....	1861	1862	1,035
West Virginia.....	1868	....	1,422
Wisconsin.....	1848	1849	1,503
Wyoming.....	1886	1887	241

* 1903. † 1904.

Light raindrops fall and wrinkle the sea,
Then vanish and die utterly;
We would not know the raindrops fell
If the round sea-wrinkles did not tell.

So a soul comes down and wrinkles life,
Then vanishes in the flesh-sea strife;
One might not know the soul had place,
Were't not for the wrinkles on life's face.

—Sidney Lanier.

BOOK TABLE.

LIFE IN THE HOMERIC AGE. By Thomas Day Seymour, Yale University. New York: The Macmillan Company. Cloth. 702 pp. Price, in box, \$4.00 net.

There is greater scholarly interest in the life and literature of Greece than of any other country, and in no period of Greek life is the interest as great as in the Homeric age. Heretofore American scholarship has not played a conspicuous part in a masterly treatment of that period, but Professor Seymour compares favorably with Andrew Lang's "Homer and His Age," which came out after "Life in the Homeric Age" had gone to the printer, and these two books are the best of their class for a third of a century, which means that they are the best written in the light of the latest discussions. For the first time Americans do not need to go to England to study Homeric life from the philological standpoint, and in this phase of the study English scholars will sit at the feet of Yale. Those who know what this signifies will highly appreciate the honor that comes to America in the appearance of this masterly work. Nor is this all. Professor Seymour was a Western boy, a native of Ohio, educated at Western Reserve College, and a professor in that institution for eight years, and selected by Yale because of his eminent Greek scholarship as developed and revealed in the West. The significance of this is not easily appreciated except by those who know how little Old England, or even New England, credits the West with such possibilities of eminent scholarship. Think of the years of study behind the production of such a treatise. Professor Seymour is sixty years of age. He has taught Greek for thirty-six years; has been a devout student of Homer for more than forty years; has been officially identified with the world's most notable classical societies for twenty years, and has been publishing eminently valuable works in Greek for twenty-five years. "Life in the Homeric Age" therefore is the culmination of many years of notable work in the classics. It will be well for England to take notice that such a book has come out of America and for the eastern United States to take notice that it is from the pen of a man born and educated beyond the Alleghenies. This is a philological rather than an archaeological study. From the poet's language Professor Seymour has sought to know what was in the poet's mind. This is the first attempt of the kind for more than a generation. In the past the great studies have been archaeological rather than philological. This work, taken with Andrew Lang's "Homer and His Age," will give one the latest fruits of research and a graphic view of the Greeks of that noble age. Among the topics the most interesting are upon "The Homeric State," "Women and the Family," "Education and Recreation," "Dress and Decoration," "House and Furniture," "Homeric Food," "Homeric Property," "Olympus and the Gods," "Hades and His Realm," "Temples, Worship, and Divination," and "The Troad." The chapter on "Hades" is sure to attract the greatest popular attention, since he emphasizes the fact that Hades was a person and not a place. The realm of Hades lies beneath the earth. Hades was gate-keeper to his realm. This chapter is of intense interest, although the theme would scarcely be supposed to be attractive.

RHYMES AND STORIES. By J. S. Lansing and Marion Florence Lansing. Illustrated by Charles Copeland. Boston: Ginn & Co. Cloth. (4½×7).

"Rhymes and Stories" is the first volume of an intended series under the general title, "The Open Road Library of Juvenile Literature." The series will provide a consecutive course of reading embracing the lines of children's interests and the requirement for their mental equipment. Fairy and folk lore, myth and legend, history and story, exploration and invention, nature and science, travel and biography, are drawn upon for material. Half this volume is given to familiar rhymes, many of which have met the ear of the child before he was ready for reading. For longer stories there are the simplest kinds of nonsense tales, such as "Simple Simon," and the cumulative stories, like "The Old Woman and Her Pig." With these have been combined the easiest drolls, or comic anecdotes, represented by "Lazy Jack," and such nursery tales as "The Three Bears." These stories are the products of folklore nearest to the people, and are in their colloquial language. They reflect the simple English humor which is not to be found to such a degree in the child literature of any other race. In this lies their value, as well as their charm. The language and the style are of a kind which is natural to the child, and his vocabulary and formation of sentences are un-

consciously modeled upon them. It has been noticed that children in retelling their stories repeat these old English tales almost word for word, while they are more likely to change the style of those written by the skilled story-teller. The book owes much of its charm to the happy interpretations of Mr. Copeland.

A FIRST LATIN BOOK. By Professor William Gardner Hale, University of Chicago. Chicago: Atkinson, Mentzer & Grover. Cloth. 354 pp. Price, \$1.00.

This is a beginner's Latin book. This the author keeps in full view. It is a definite preparation for reading Caesar. There are 961 words in its total vocabulary, and ninety-one per cent. of them are Caesarian. Also it was—to use the author's own phrase as to the origin of the book—"made in the classroom." It is a register of the methods employed by the author to make Latin plain to his beginners' classes. It is an admirably planned book from cover to cover. It treats the Latin not as a dead language, a tongue of ancients, but as a living and growing language, and this appeals to the interest of the pupils. Exercises for translation of English to Latin abound, illuminative notes are frequent, and a Latin-English and an English-Latin vocabulary are each given a place.

PLEASURES OF LITERATURE. By Robert Arias Willmott. With introduction by Cranston Metcalfe. New York: G. P. Putnam's Sons. Cloth. 240 pp.

It is a high compliment that is paid Willmott that sixty years after the first edition and long after his death a book of his essays should be republished in America; that there should be more American admirers of his discriminating paragraphs than there were in his own day. It has been well said that all authors of note are in one of two classes. First, those who are read by everybody for a short time and thereafter are read by nobody; second, those who are read by somebody for all time. Willmott is of this latter class, and the best testimony to this fact is the way in which this book is admired. It is a favor to the American lovers of literature that this charming book has been given the public once more. These paragraphs are more delicious to-day than those of the most favored modern essayist. There are twenty-seven brief essays on all sorts of pleasures of literature.

HORACE MANN AND THE PUBLIC SCHOOL SYSTEM OF THE UNITED STATES. By Gabriel Compayre. Pioneers in Education Series. Translated by Mary D. Frost. New York: Thomas Y. Crowell & Co. Cloth. 135 pp. Price, 90 cents net; postage, 10 cents.

One needs to read a book like this, in which the most intelligent European educational scholar writes of the best known and most-written-about American school man, to appreciate how impossible it is for the best of them to understand affairs over here. The second sentence is symptomatic. "Appointed secretary of the Boston board of education, to reorganize the school system of Massachusetts," etc. Mr. Mann never had anything to do with the Boston schools or with its board of education officially. The idea of a secretary being chosen by the Boston board to reorganize the Massachusetts school system is as absurd as anything could be to us, but Boston and Massachusetts mean little to the greatest educational scholar in Europe. Again, on the second page he says Mr. Mann's achievement was "an actual creation, a new and almost final organization of the system of public education, as the United States has maintained and developed it, for over half a century." Boston—Massachusetts—the United States—are queerly mixed in his mind. This may not be strange, but it shows how little any man in Europe really knows of educational affairs in this country. It is true that ultimately the schools in several states have taken some shape from his great work, but he was not a man to create a system. "He created a school system," says Compayre. That was the one thing he did not do, the one thing that he could not have done. There was a state board of education created in Massachusetts, and credit may be given him for its creation by a sort of poetic license, but only one other state in the Union ever had anything of the kind. That was the only trace of a "system" created by him. Repeatedly he speaks of the Massachusetts state board of education as the "Boston board." "Secretary of the Boston board" is his usual designation. Referring to the famous controversy, he says that "the school teachers of Boston, to the number of thirty-one, banded themselves against him." Think of Boston with thirty-one school teachers. He always speaks of them as the "Boston professors." It is a fairly good story of Mr. Mann for one who knows nothing of

the man or the conditions, but it is amusing to one who appreciates how a really intelligent man can flounder about when he is writing about matters of which he knows nothing. It is well that he has written, because it may help to impress Europeans with their stupendous ignorance of affairs here. We have referred to a few features only, but they ought to be sufficient to warn another European of the folly of trying to talk about American educational affairs in detail.

HIGH SCHOOL ALGEBRA. By Professor J. H. Tanner of Cornell University. New York: American Book Company. Half leather. 8vo. 352 pp. Price, \$1.00.

With eminent judiciousness the author of this work has consulted several high school teachers throughout the country about instruction in algebra, and with his own thought and experience as a college instructor in addition gives us a book that in a conspicuous degree will help to make the transition from arithmetic to algebra by the pupil as easy and natural as possible. The exercises appear as excellently selected and graded, the inductive questions and concrete illustrations of conspicuous value. The author carefully avoids the discussion of non-essentials; but at the same time omits nothing that will aid the pupil to meet the entrance requirements of any college or university in America.

A FOURTH READER. The Language Readers. By Joseph H. Wade, principal of public school 186, and Emma Sylvester, principal of public school 35, New York city. Boston, New York, Chicago: Ginn & Co. Cloth. 304 pp. Illustrated. List price, 60 cents; mailing price, 70 cents.

Here is a Reader, intended for children of ten and eleven years, which is focused for the formation and development of a literary taste by creating an appetite for good reading through relishing reading. Many of the lessons are extracts or adaptations from the writings of celebrated authors, carefully graded according to the development of the pupil. The following list is typical of the authors whose literature is represented in both books: Poets,—Joaquin Miller, Tennyson, Longfellow, Lowell, Burns, Goldsmith, Byron, Bryant, Moore, Campbell. Shakespeare; prose writers,—Cooper, Eliot, Alcott, Dickens, Black, Kingsley, Dana, Hughes, Hawthorne, Defoe, and Lamb. The selections exhibit a wide range of subject, touching every phase of experience, adventure, folk tale, fairy tale, hero story, nature, science, and patriotic tale. Many selections have a distinct ethical influence, which is impressed through interesting reading. The books broaden the child's range of experience by arousing his interest along many lines. The original material consists principally of lessons on nature, history, and the useful arts. These lessons are presented in a form to interest the child, and in language within his understanding.

STELLA'S ADVENTURES IN STARLAND. An Introduction to the Star World. A captivating juvenile. By Elbridge H. Sabin. Illustrated by Edith Brown. Boston: Small, Maynard & Co. Cloth. (7¼ x 6 inches). 230 pp. With numerous full-page and marginal illustrations. Price, \$1.50.

It is a pleasure to commend so clever a book as Mr. Sabin has here given us. The author is a genuine lover of little people and thoroughly understands their tastes. For children up to the age of fifteen it would be hard to find a more entertaining book than this, for the author has both the art and the heart for telling a child's story. Prompt action, frequent incident, bright conversation, do not allow curiosity to flag. Although Stella goes on an imaginary journey to the sky, the personages she sees there are wonderfully human and natural, and her talks and experiences with those whom she meets have a remarkable element of normal human interest. Mercury, the Messenger Boy, Ill-tempered Mr. Moon, Venus and her School, Mr. Mars, and Neptune are characters that, along with the pictures, will delight any child. Miss Brown in her illustrations has admirably caught the spirit of the story-teller, and both the full-page and marginal illustrations very happily embellish the text. Every boy and girl will follow Stella in keen enjoyment through her unusual journey, and will regret that "Home Again" must bring so charming a story to an end.

LEADING AMERICAN SOLDIERS. By R. M. Johnston of Harvard University. Biographies of leading Americans. Edited by W. P. Trent. New York: Henry Holt & Co. With thirteen portraits. Cloth. 371 pp. Price, \$1.75. net.

This is an eminently satisfactory portrayal of char-

acter and characteristics of the thirteen great American soldiers. Of these Washington and Greene were of Revolutionary fame and the wonder is that Greene alone is selected of Washington's generals. Of the War of 1812 there is only Andrew Jackson, and of the Mexican war, Zachary Taylor and Winfield Scott. Of the Civil war there are Grant, Sherman and Sheridan, McClellan, and Meade on the Union side, and Lee, Jackson, and Jo Johnston on the Southern side. There will be a very general remonstrance at the place given McClellan in this notable popular presentation of our soldier leaders. The story of each life is exceedingly interesting, and the picture as a whole is inspiring from the martial standpoint.

CARPENTER'S INDUSTRIAL READER, FOODS AND THEIR USES. By Frank O. Carpenter, English high school, Boston. Boston: Commerce & Industry Company. Cloth. Illustrated. 223 pp.

This is an invaluable book for any teacher or student interested in industrial geography. Nowhere is there to be found a better selection of facts about foods, or a better statement of these facts.

KELLER'S FAHNLEIN. Edited by W. G. Howard and A. M. Sturtevant. Boston: D. C. Heath & Co. Cloth. 170 pp. Price, 40 cents.

Another German text to take its place with the many already found in "Heath's Modern Language Series." Keller is one of the most skilful and most effective of the German story-tellers of the nineteenth century. The story of Fahnlein deals with the political struggles of Europe as at least some parts of it were finding their way to a purer democracy. In it are found pleasing pictures of Swiss life, and also a natural and wholesome love-story. Annotations make involved parts of the text plain, and a vocabulary arranged by the second-named of the authors covers the ground fully.

BOYS OF THE BORDER. By Mary P. Wells Smith. Old Deerfield Series. Boston: Little, Brown & Co. Cloth. Illustrated. 380 pp. Price, \$1.25.

This new volume of the "Old Deerfield Series" is a fresh reminder of the effective service performed by Mrs. Smith in giving to young people interesting stories connected with the colonial history of New England in general and western Massachusetts in particular. The stories are not only filled with life and incident, but they give definite information concerning the period in which they are set and awaken truer appreciation for the self-sacrificing devotion of the men and women who helped to shape the character and ideals of New England. This is the story of the French and Indian war as it affected the northwest border towns of Massachusetts.

BOOKS RECEIVED.

"When Men Grew Tall: The Story of Andrew Jackson." By Alfred Henry Lewis. Price, \$2.00. New York: G. Appleton & Co.
 "Home Life in All Lands." By Charles Morris. Philadelphia: J. B. Lippincott Company.
 "French Short Stories." Edited by Douglas Labaree Buffum. Price 90 cents.—"Hoffmann's Meister Martin der Kufner und Seine Gesellen." Edited by R. H. Hite. Price, 35 cents. "Renan's *Ma Sœur Henriette*." Edited by W. F. Giese. Price, 35 cents.—"Atlas of European History." By E. W. Dow. Price, \$1.50.
 "Grillparzer's *Die Ahnfrau*." Edited by F. W. J. Heuser and G. H. J. Anton. Price, 80 cents. New York: Henry Holt & Co.
 "Napoleon's Young Neighbor." By Helen Leah Reed. Price, \$1.50.
 "The American Indian as a Product of Environment." By A. J. Fynn, Ph.D. Price, \$1.50. Boston: Little, Brown & Co.
 "Culture by Conversation." By Robert Waters. Price, \$1.20. New York: Dodd, Mead & Co.
 "Lilts and Lyrics." By Alice C. D. Riley and J. L. Gaynor. Chicago: Clayton F. Summy Company.
 "Scott's Quentin Durward." Edited by W. Murison. Price, 60 cents. New York: G. P. Putnam's Sons.
 "Rural School Agriculture." By C. W. Davis. Price, \$1.00. New York: Orange Judd Company.
 "Extracts for Composition in French." By J. E. Mansion. Price, 60 cents. Boston, D. C. Heath & Co.
 "Goldsmith's Vicar of Wakefield." Edited by James Arthur Tufts. Price, 45 cents. "Explorers and Founders of America." By A. E. Foote and A. W. Skinner. Price, 60 cents.—"Cooper's Adventures of Deerslayer." Edited by M. N. Haight. Price, 35 cents.—"Greek Literature." By W. C. Wright. Price, \$1.50. New York: American Book Company.
 "The Fruit of the Tree." By Edith Wharton. Price, \$1.50. New York: Charles Scribner's Sons.
 "The Principles of Intellectual Education." By F. H. Matthews. Price, 75 cents. New York: G. P. Putnam's Sons.
 "New Arithmetics." By J. W. Hopkins and P. H. Underwood. Price, 30 cents.—"Specimens of Modern English Literary Criticism." Edited by William T. Brewster. Price, \$1.00.—"The Modern Reader's Bible." Edited by R. G. Moulton. Price \$2.00. New York: The Macmillan Company.
 "The Art Literature Readers." [Book Three.] By F. E. Chutler. Price, 50 cents. Chicago: Atkinson, Mientzer & Grover.
 "Stories to Tell to Children." By Sarah Cone Bryant. Price, \$1.00.—"Finding a Home." By Kate Douglas Wiggin. Price, 15 cents.—"The Flag Raising." By Kate Douglas Wiggin. Price, 15 cents.—"A Theory of Motives, Ideals, and Values in Education." By William E. Chancellor. Price, \$1.75. Boston: Houghton, Mifflin & Co.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

- November 7-9:** Wisconsin State Teachers' Association, Milwaukee.
- November 8:** Berkshire County Teachers' Association, Pittsfield, Mass.
- November 8:** New England Association of School Superintendents, in Latin School Hall, Warren avenue, Boston.
- November 16:** New England Association of English Teachers, Huntington hall, Institute of Technology, Boston.
- November 29, 30:** Inter-County Teachers' Association of Southwestern Indiana, Evansville.
- December 20-21:** Southern California Teachers' Association, Los Angeles; H. A. Adrian, Santa Barbara, president.
- December 26, 27, 28:** Montana State Teachers' Association, Missoula.
- December 26, 27, 28:** New Jersey State Teachers' Association, Atlantic City.
- December 26, 27, 28:** High School Department, Pennsylvania Educational Association, Harrisburg.
- December 27, 28, 29:** Southern Educational Association, Lexington, Ky.
- December 31-January 1, 2, 3, 1908:** Iowa State Teachers' Association, Des Moines, F. E. Lark, president, Onawa; Frederick E. Bolton, chairman of executive committee, Iowa City.
- December 31-January 1, 2, 3, 1908:** Colorado State Teachers' Association.
- December:** California Teachers' Association, Santa Cruz; Morris E. Dailey, San Jose, president.
- January 1, 2, 3:** Minnesota Educational Association, St. Paul.
- February, 1908:** Department of Superintendence; president, Frank B. Cooper, Seattle, Wash.; secretary, George B. Cook, Hot Springs, Ark.; at Washington, D. C.
- July, 1908:** National Educational Association of the United States; president, Superintendent E. G. Cooley, Chicago, Ill.; secretary, Irwin Shepard, Winona, Minn.; at Cleveland, Ohio.

EDUCATIONAL ASSOCIATIONS OF NEW YORK.

- November 29-30:** Association of Colleges and Preparatory Schools of the Middle States and Maryland; president, Woodrow Wilson, Princeton University, N. J.; secretary, A. H. Quinn, University of Pennsylvania, Philadelphia, Pa.; at College of the City of New York.
- December 26-28:** Associated Academic Principals; president, Superintendent Avery W. Skinner, Oneida; secretary, Superintendent W. J. Deans, Elmira; at Syracuse.

December 27: Classical Teachers' Association; president, Professor Frank Smalley, Syracuse University, Syracuse; secretary, F. R. Parker, Elmira; at Syracuse.

December 26-28: Council of Grammar School Principals; president, R. H. Savage, Rochester; recording secretary, John E. Healy, Troy; corresponding secretary, Miss C. A. Farber, Rochester; at Syracuse.

December 27: Arts Teachers' Club; president, Miss Stella Skinner, New Paltz; secretary, Miss Katharine Saunders, Auburn; at Syracuse.

December 26-28: Teachers' Association; president, Professor George P. Bristol, Ithaca; secretary, Lyman A. Best, 748 Carroll street, Brooklyn; at Syracuse.

December 26-28: Science Teachers' Association; president, J. S. Shearer, Cornell University, Ithaca; secretary, J. E. Stannard, Greenwich, Conn.; at Ithaca.

December 27, 28: Training Teachers' Conference; president, Superintendent S. J. Slawson, Olean; secretary, Principal J. D. Bigelow, Moravia; at Syracuse.

Spring of 1908: Association of Colleges in the state of New York; chairman, President Rush Rhees, Rochester University; secretary, Howard J. Rogers, Albany; at Rochester University.

NEW ENGLAND STATES.

MAINE.

ORONO. The final figures of the registration of Maine State College for the fall term gave a total of 244 new students in the departments at Orono (which does not include the school of law), including 225 men and nineteen women. They are classified by residence as follows: Maine, 193; Massachusetts, thirty-six; New Hampshire, five; Connecticut, three; New York, two; Rhode Island, one; Pennsylvania, one; New Brunswick, one; Porto Rico, one; China, one, making a total of fifty-one from outside the state. Of the counties in the state, Penobscot leads, as usual, with forty-seven students; Cumberland is again second, with twenty-two; Androscoggin has seventeen; Aroostook, sixteen, and Piscataquis, fifteen, respectively. It is believed that the total registration will be over 750, an increase of ten per cent. over last year. Fourteen different institutions are represented by students admitted to advanced standing, namely: Bates, Colby, Bangor Theological Seminary, Norwich University, Harvard, Tufts, Worcester Technology, Holy Cross, Smith, Pennsylvania Military College, Bryn Mawr, Hamlin University, Taylor University, and the Garrett Biblical Institute of Chicago.

MASSACHUSETTS.

BOSTON. The Norfolk County Teachers' Association held its sixty-first annual convention in Huntington hall November 1. The program consisted of speeches, music by the Schubert male quartette, and an hour of music and verse, by Mrs. Jessie L. Gaynor and Mrs. Alice C. D. Riley, composers. These officers were elected for the

coming year: President, Marshall Wentworth, Canton; vice-presidents, Edgar P. Varney, Milton, George P. Hitchcock, Brookline; councilors, Leslie L. Cleveland, Quincy, William Hobbs, Norwood, Helen L. Rockwood, Weymouth, John C. Anthony, Braintree; secretary, Ethel Rinn, Dedham; treasurer, Emerson Rice, Hyde Park.

The New England Association of Teachers of English will hold its seventh fall meeting in Huntington hall, Massachusetts Institute of Technology, Boylston street, November 16, at 10 a. m. The general topic will be: "Results in English: What to Expect and What Not to Expect." Regular business at 10 a. m. Program at 10.15 a. m.: (1) "What the Community Has a Right to Expect of the Colleges and Schools," Thomas B. Fitzpatrick, Esq., president and treasurer of the Brown-Durell Company, Boston; (2) "What the College Has a Right to Expect of the Schools" William Allan Neilson, professor of English, Harvard University. The New England Association of Teachers of English was organized to advance the study and the teaching of the English language and literature. Membership is open to persons living in New England who are teachers of English in schools or colleges; principals of elementary, secondary, or normal schools; superintendents or supervisors of schools; or presidents or deans of colleges or scientific schools. Applicants from outside New England, and applicants from New England not teachers of English, duly approved, may be elected associate members, with all the privileges of active members except the right to vote. The officers for 1907-'08 are: President, Professor Henry G. Pearson, M. I. T., or 140 Dudley street, Newton Centre; vice-president, Professor James A. Tufts, Phillips Exeter Academy, Exeter, N. H.; secretary-treasurer, George H. Browne, Browne and Nichols School, Cambridge.

PEABODY. A strong indorsement of trade schools along the lines discussed by Massachusetts educators was given by Elmer E. Brown, United States commissioner of education, who spoke at the seventh-eighth annual convention of the Essex County Teachers' Association at Peabody, November 1. He declared that such schools could be established without giving up the first principles of education. Other speakers were: James L. Hughes, chief inspector of education at Toronto, Ont.; Alfred S. Lee, supervisor of the Worcester evening schools; Mrs. Jessie L. Gaynor, and Mrs. Alice C. D. Riley. Officers were elected as follows: President, Philip Emerson, Lynn; vice-president, Wallace E. Mason, North Andover; secretary, Charles F. Towne, Salem; treasurer, Ralph P. Ireland, Gloucester; councilors, E. S. Riley, Lawrence, W. W. Woodman, Peabody, Forest Brown, Amesbury; representatives to the Massachusetts Teachers' Association, Ralph E. Files, Haverhill, O. M. Sheridan, Lawrence; representative to the Massachusetts Council of Education, Philip Emerson of Lynn.

NORTHAMPTON. The principal address of the annual meeting of the Hampshire County Teachers' Association November 1 was delivered by G. Stanley Hall of Clark University, who spoke on "Some New Criticisms and New Problems Before the Ameri-

-can Public Schools." Addresses were also delivered by Professor John M. Tyler of Amherst College; John G. Thompson, principal of the Fitchburg Normal School; Frank F. Murdock, principal of the North Adams Normal School; F. K. Congdon, superintendent of the Northampton schools; and Wilbur F. Gordy, superintendent of the Springfield schools. The following officers were elected: President, C. W. Marshall of Amherst; vice-presidents, B. M. Clough, Easthampton, Miss L. G. Pickett, Chesterfield, M. H. Trappagen, Northampton; delegate to state convention, C. B. Roote, Northampton.

WORCESTER. The general session of Worcester County Teachers' Association was held in Mechanics' hall, Worcester, November 1. The nominating committee presented this list of officers, which was accepted: President, C. T. Woodbury of Fitchburg; vice-presidents, R. O. Small of Grafton, F. E. Corbin of Southbridge, C. F. Adams of Spencer; secretary, Miss Mary A. Drake of Worcester; treasurer, A. Harry Wheeler of Worcester; executive committee, H. J. Jones of Holden, the principal of Clinton high school, and a woman to be named; delegates to Massachusetts Teachers' Association, J. E. Lynch of Worcester, F. G. Stockwell of Baldwinville; delegate to Massachusetts Council of Education, E. E. Thompson of Worcester.

CONNECTICUT.

NEW BRITAIN. Miss Agnes Garvey has been engaged to take charge of a new fourth-grade room at the grammar school. She is from Concord, N. H.

DANBURY. Harry C. Folsom, principal of the South Manchester high school, has been appointed superintendent of the Danbury high school, succeeding A. E. Peterson, who goes to New York. Mr. Folsom is a graduate of Tufts and of Harvard.

BRISTOL. The school banking system at the Federal Hill school was successfully opened in October. The deposits of the children amounted to \$65 the first day. The depositors were many, and the amount deposited by each was small. A small statement of account book was given to each depositor.

HARTFORD. The vacancy in the West Middle school district force, caused by the resignation of Mrs. Eva A. Heath, physical culture instructor, has been filled by the appointment of Miss Grace B. Lord of West Hartford. Miss Lord received her education at the Ashburnham (Mass.) Academy, and at the State Normal school at Willimantic. She taught four years at West Hartford, and has since graduated from the New Haven Normal School of Gymnastics, of which Dr. E. Hermann Arnold is the director.

MIDDLE ATLANTIC STATES.

NEW YORK.

NEW YORK CITY. In 1905 the Child Labor Committee of New York established child labor scholarships for the purpose of preventing hardships to a child laborer's family when the child's illegal earnings were really needed, and with the other and deeper effect of creating a new interest in the child's educa-

EMERSON

College of Oratory

tion on the part of the family, was the effect to impress on officials charged with enforcing the law the fact that they were not causing suffering to families in requiring a full compliance with the law. In the first year of the plan 345 applications for scholarships were made by school officials and others interested in the work. Of this number on investigation fifty-nine per cent. were believed not to be in need of assistance. Of the remaining 203, or forty-one per cent., help in the way of scholarships was given in sixty-two instances, in the rest the need was only temporary and was relieved through various societies. The scholarships vary from \$1 to \$3 a week, and extend from three to thirteen months. The holders are required to present weekly a card signed by the school principal, certifying to their regular attendance at school. The committee are fully "convinced of the practical value of the plan, not so much as a means of assisting worthy families, but for the purpose of disarming public criticism in regard to the poverty plea for child labor."

SOUTHERN STATES.

GEORGIA.

The governor of Georgia has appointed Jere M. Pound of the Georgia Normal and Industrial College to succeed State Commissioner Merritt. Special attention was first attracted to Mr. Pound when he was president of Gordon Institute, at Barnesville. His success there was notable. As superintendent of Bibb county he was eminently successful, and the effect and influence of his work are felt in the system to-day.

CENTRAL STATES.

IOWA.

CEDAR RAPIDS. We are pleased to invite those who visit schools to find commendable conditions to imitate, not to overlook the interior material equipment of Cedar Rapids school buildings. The buildings are clean, well groomed, and pleasingly decorated. This means all the buildings. Few towns of 30,000 population have done as well. The teaching force is generally in keeping with the material fittings. If Iowa had inspectors to disapprove the weak teachers, Cedar Rapids could be a model to Massachusetts. Superintendent J. J. McConnell's comforting discipline produces harmony among his corps noticeable to even a hurrying visitor.

MARION. Close to Cedar Rapids one would guess it might be in the shadow of its greater sister, but not so. Superintendent Grant E. Finch is efficient and the schools under his charge are a credit to Marion, the teachers, and the man who directs them.

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OHIO.

CINCINNATI. The new school for the incorrigibles has been opened at the Fourteenth District school, at Poplar and Freeman avenue. It is designed for the purpose of caring for incorrigibles and truant. It is the idea of the school board to have those who misbehave treated with kindness and their faults righted in that way, but if it so happens that they do not come to their senses under such treatment Principal Wiley will deal out bodily punishment. The school is fitted out with a gymnasium, and baths are attached for the use of the pupils. The regular course of study will not be adhered to, but such subjects as will interest the youngsters who are sent there for instruction will be taught. Superintendent Dyer has been greatly interested in this work. Street car tickets are provided for all children who have to be sent to this special school from a distant part of the city.

WISCONSIN.

OSHKOSH. J. A. Keith has been selected to succeed the late Rufus H. Halsey as president of the Oshkosh Normal school. Mr. Keith goes from the State normal school at Normal, Ill., where he was head of the training department. He is a graduate of this school and of Harvard University, from which he received his master's degree in 1900. He has taught at the Normal University and at the Northern Illinois Normal at DeKalb.

MICHIGAN.

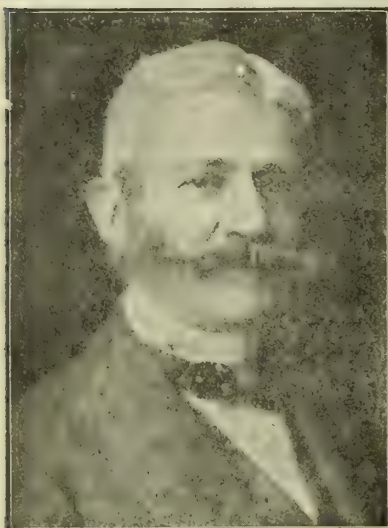
KALAMAZOO. The State Normal school at Kalamazoo enrolled in its first year, 1903-'04, 232 students; 1904-'05, 483; 1905-'06, 815, and this year it will go almost to 1,100.

NORTHWESTERN STATES.

OKLAHOMA.

The educational institutions of the Indian Territory part of the new state are divided into four distinct classes, none of which were dependent upon the other, or in any manner connected, until recently when the government and the Indian tribes commenced to combine their schools. They are church schools, public schools in cities, tribal schools established and maintained by the tribes for Indian children and government schools established by the government in rural communities for both Indian and white children. The Indians of the five tribes brought the idea of education with them from Alabama and Georgia, when they came to Indian Territory in 1836, and it was instilled into them there by the Scotch blood

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that had intermingled with the Indian. This was fostered by the missionaries who came to the territory immediately after the Indians had settled in their new home. The missionary idea was to make a Christian out of the Indian by educating him. Consequently every missionary became an educator, if not a teacher in the usual sense, and most of them proceeded to found schools wherever they could get encouragement from the tribal authorities of prominent Indians. Within fifteen years after the Indians reached the unconquered West they commenced to build schools. This was the direct result of encouragement and inspiration on the part of the missionaries. The Presbyterians, Baptists, Methodists, and Catholics were the most active in the Indian country. The result is schools of the denominations all over the five nations. The Presbyterians have Henry Kendall College at Muskogee, Wynnewood College at Wynnewood, Cherokee Institute at Tahlequah, Dwight Mission in the Cherokee nation, Nawyaka mission in the Creek nation, Elm Spring mission at Welling, Park Hill mission at Park Hill. The Baptist schools are Indian University, usually known as Bacone, at Muskogee, and the Cherokee Baptist Academy at Tahlequah. The Methodist schools are Spaulding Female College at Muskogee, Hargrove College at Ardmore, and Willie Halsell College at Vinita. The Catholic schools are St. Agnes' school at Antlers, St. Agnes' Academy at Ardmore, Holy Name school at Chickasha, a school at both Lehigh and Coalgate, conducted by the Benedictine sisters, a school at Hartshorn, and one at Krebs, conducted by the Sisters of Mercy; at Muskogee are the Nazareth College and the Nazareth Academy, the former conducted by the Brothers of the Sacred Heart and the latter by the Sisters of St. Joseph; St. Elizabeth's convent at Purcell, St. Mary of the Quawpaws in the Quawpaw agency, St. Theresa school at Tulsa, Sacred Heart institute at Vinita. All of these schools are open to both whites and Indians. They were originally for the education of the Indian children, but as the whites poured into the territory in advance

of any educational system these schools, as well as all others, were so conducted as to lend themselves more readily to general educational advantage. These schools have enjoyed a remarkable growth. They afford the only means of higher education available in the new state to-day. They are a credit to the new country and have been of immense advantage to the churches which founded them, and their work will tell upon the citizenship of the new state for generations.

OKLAHOMA CITY. There are in this city twelve public school buildings, valued at \$650,000, with an enrollment of 750 in the ward schools and 700 in the high school, with preliminary steps taken to expend \$500,000 for additional ward and high school buildings. In addition to public schools there are one university of high rank, two colleges for young ladies, and two business colleges, making Oklahoma city an education centre with facilities not easily surpassed in any of the states.

FOREIGN.

PORTO RICO.

Porto Rico's new commissioner of education, Professor Edwin Grant Dexter, was graduated at Brown University in 1891, got his Ph. B. at Columbia, has taught civil engineering, the natural sciences, psychology, and pedagogics, and will be forty on his next birthday.

NATURAL RESULT.

He—"The ship I last came over in had twin propellers."

She—"No wonder you had such a squally passage."—Pick-Me-Up.

HIS STUBBORNNESS.

"Haven't you and your friend got through that argument yet?" asked a parent of his youngest son.

"It isn't any argument," answered the boy. "I am merely telling Jimmie the facts in the case, and he is so beastly stubborn that he won't understand."—Chums.

Don Desperado—"What would you do for twenty thousand pounds?"

Jones—"I'd be ashamed to tell you."—Punch.

THE WEEK IN REVIEW.

(Continued from page 493.)

of Abyssinia has been of the mediaeval feudal order, with a state council, composed of the leading chiefs, under whom have been placed the governors of provinces and the headmen of villages. Now there are to be five cabinet ministers, presiding over the departments of foreign affairs, justice, finance, commerce, and war.

THE MAGAZINES.

—In St. Nicholas in 1908 Carolyn Wells has written a series of quaint and humorous verses, which she calls "The Happychaps," which will run through several numbers of St. Nicholas. They will have plenty of pictures, made by Harrison Cady, the artist who has been illustrating Mrs. Burnett's "Queen Silver-bell" stories.

—It is not many years since little or nothing was known of the life of John Harvard, the founder of the university of that name. Recent researches, however, have thrown a flood of light upon his origin and antecedents, and, in the November number of Putnam's Monthly, Henry C. Shelley, who has just written a life of Harvard, summarizes the available information on the subject. Incidentally he makes it appear highly probable that Harvard's father was introduced to his future wife, the founder's mother, by Shakespeare's father.

SOMETHING DOING.

A fond mother, hearing an unusual noise in the nursery overhead, hurried upstairs to find out what was the matter. She found Johnny sitting in the middle of the floor, quietly smiling.

"Oh, said he, 'I've locked grandpa and Uncle Henry in the cupboard, and when they get a little angrier I am going to play Daniel in the lion's den.'"—Liverpool Post.

CHANGEABLE.

"What would you call the color of Mrs. Swiftley's hair?"

"I think I'd call it fickle."—Exchange.

League of Home and School Associations.

That was a bright and significant gathering in the New Century Woman's Club of Philadelphia October 18 and 19, when the representatives from the newly formed parent-teacher associations came together for conference and to unite for mutual helpfulness. Forty girl pupils of the Joseph Leidy school, under the leadership of Enoch W. Pearson, city schools musical director, welcomed the assembly at the opening Friday afternoon session; greetings were given by a number of principals who have had experience in parents' meetings; and reports were made by the delegates from the organized associations. Among the principals who spoke was Miss Anne Heygate-Hall, head of the department of observation and practice in the Girls' Normal school, who declared that the schools want the parents' co-operation more than they need books, slates, or blackboards; and that nothing is better than the inspiration that the teacher gets with the word of kindly cheer from those that are interested. Miss Margaret Robinson, another experienced principal, pronounced the parent-teacher movement the greatest feature of the educational work of the public schools. Both of these teachers have conducted parents' meetings for a period of seven years and have flourishing associations. The association in the normal school has provided the schoolhouse flag, tent for the playground, Christmas dinners, and summer outings for the needy children, and has reached out to help the children in the college settlements. That at the Joseph Leidy school has provided pictures, pianos, and gymnastic apparatus, holds monthly round tables, and has a constituency of 200 members.

Before Miss Helen Yerkes, principal of the George H. Thomas school, formed their parents' and teachers' association last year there were 450 cases of tardiness in a month; now there are but seven per cent. daily. A father is president of the George H. Thomas school association and plans all its work, relieving the teachers of any unnecessary burden.

Great variety marks Philadelphia's home and school associations, according to the reports, those located in the congested districts of aliens doing the most effective work in Americanizing foreigners, parents visiting the schools in company with their little ones, who act as guides and interpreters, one Italian father recently being asked what he thought of the school, responding, "School? It is a palace!"

The Boys' Central High School orchestra and the Girls' Normal School Glee Club furnished the music for the public mass meeting Friday evening, when William Justice, a local publicist, presided. Dr. Martin Brumbaugh graphically outlined the functions of parent-teacher associations from the standpoint of the city school superintendent, and Joseph Lee of Boston gave the chief address on "Moral Training Through Play," play being the subject of a general discussion led by Physical Director William Stecher, Philadelphia.

Saturday afternoon was devoted to several appropriate topics, including

the weak places in the movement to be avoided; and the beginning and development of the work. The home and school associations in Philadelphia have been fostered during the past year by the mothers' and women's clubs, which have conducted this initial conference and formed the new city union. Mrs. Joseph P. Mumford told how the National and Pennsylvania Congress of Mothers had been intimately concerned in the movement, which had been led by Mrs. Edwin C. Grice, national corresponding secretary of the National Congress of Mothers and president of the new League of Home and School Associations. John Spray, principal of the Whitehall school, pointed out the weaknesses, one of which is the common tendency to transfer the devotion of the adherents of a body from the vital thought that brought them together to the machinery of organization.

A valuable feature of the conference was the presentation of a uniform constitution prepared by Miss Helen Yerkes, secretary of the new league, and in use by the Home and School Association of the George H. Thomas school, of which she is principal.

One of its good points is embodied in the declaration of the purpose "to aid in all movements to provide good pure recreation in the neighborhood of the school." Two classes of members are provided for: Seniors, not less than twenty-one years, paying fifty cents annual dues, and juniors, not less than fourteen years, who wear a badge or button for which they pay the association ten cents, and who become seniors at twenty-one. The constitution demands that all meetings shall be held in the school "with the full knowledge of the president of the association and the principal of the school; and, if they so desire, with the attendance of these individuals upon the meetings, with the right to speak and vote upon any question."

There was a total of over 1,500 members enrolled in the new Philadelphia League of Home and School Associations, as it is called; the membership embracing local associations on the basis of ten-cent fees for each enrolled member; affiliated organizations at \$1 or more each; and individual members at twenty-five cents or upwards.

BEFORE THE PARTY.

Host—"Why did you write all our guests that this is to be a very informal affair?"

Hostess—"So I'd be sure to be the best dressed woman here."—Life.

Jeweler—"This ring is \$1 more than the plain one on account of the chasing."

Farmer—"See here, mister, yew don't haf ter chase me. I'm goin' ter pay fer what I git."—Chicago News.

"Curious thing about that statue of Washington," said old Crane, in a musing sort of tone, as he sauntered past the public garden with young Gull; "always shrinks when it rains you know." "Don't say so?" said the latter. "Fact," muttered the old man. "Every time it rains it becomes a mere statue wet."

CLASSIFIED DEPARTMENT.

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MISCELLANEOUS.

AGENCIES will find this new department a useful one for their business. Address, Journal of Education, Boston.

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FROM THE SIDE LINES.

"Yes," remarked Farmer Corntosel, "my boy Josh gets a good deal o' fun out of automobilin'."
"But he doesn't own a machine."
"Of course not. He's one o' the county constables."—The News.

The teacher had been talking about a hen sitting on eggs, says English Country Life, and, with the incubator in mind, asked if eggs could be hatched in any other way.
"Yes, sir," said an experienced person of nine. "Put 'em under a duck."—Selected.

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New Arithmetics.....	& Underwood	"	"
Specimens of Modern English Literary Criticism.....	Brewster [Ed.]	"	1.00
The Principles of Intellectual Education.....	Matthews G. P.	Putnam's Sons,	.75
Explorers and Founders of America.....	& Skinner	American Book Co.,	.60
Greek Literature.....	Wright	"	1.50
Cooper's Deerslayer.....	Haight [Ed.]	"	.35
The Fruit of the Tree.....	Wharton	Charles Scribner's Sons,	1.50
Extracts for Composition in French.....	Mansion	D. C. Heath & Co., Boston	.60
A Theory of Motives, Ideals and Values in Education.....	Chancellor	Houghton, Mifflin & Co. Boston	1.75
Stories to Tell to Children.....	Bryant	"	1.00
Finding a Home.....	Wiggin	"	.15
The Flag Raising.....	"	"	.15
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"Where are you going, my pretty maid?"

"I fear I can't tell you just yet," she said.

"I'm out in my automobile, brand new,

And I'm not quite certain what it may do."

—Washington Star.

For the benefit of teachers in general it should be said that most boys will never die from reprimands.

THE MAN FROM MARS.

The man from Mars looked around for his guide.

"I wish you wouldn't leave me," he said. "Everything looks so strange and threatening. Where are we now?"

"We are standing on the safety strip," the guide replied. "This is really the only spot where pedestrians are supposedly free from danger. The water is on one side and this embankment on the other."

"Tell me," said the man from Mars, "what are those goggle-eyed demons that fly along the road in fierce machines?"

"Those are the mile-a-minute automobile drivers."

"And what are these sooty fiends that urge the frail hulls along the waves?"

"Those are the mile-a-minute motor boat drivers."

"And what causes the wild rushing sounds that come to me from overhead?"

"They are caused by the mile-a-minute airship drivers."

The man from Mars looked about nervously.

"And you say there is no danger here?"

"No," replied the guide; "the danger has been reduced to a minimum."

At that moment a detached tire flew over the embankment and smote the stranger grievously. At the same time the motor boat cast off a flying eccentric that smote him still more grievously. As he sank to the ground an airship dropped a sixty-pound bag of ballast squarely on his head.

The man from Mars gasped feebly and then made a mile-a-minute exit. —Cleveland Plain Dealer.

THE ANNUAL GAME.

"Let's see," remarked the summer boy,

"I guess I've thought of everything;

I've yellow socks, some lurid ties, a cane

And one bright diamond ring."

"Let's see," remarked the summer girl,

"I guess there's nothing more to choose;

White skirts, a bath suit, parasol, And half a dozen peek-a-boos."

"Let's see," remarked the god of love,

"I think I'm all prepared for play: I've bow and arrow, beach and moon;

The season's open; step this way."

—Puck.

OKLAHOMA VIEW OF WOMEN.

In his Muskogee speech, Roy Hoffman said:—

"We love the woman who loves her husband and her country with no desire to rule either."—Kansas City Star.

An Irish sailor fell from a lower part of the rigging on the first lieutenant, carrying him to the deck. "Where did you come from, you rascal?" said the lieutenant as soon as he gained his feet.

"From the north of Ireland, your honor."—Exchange.

BOSTON THEATRES.

KEITH'S.

In addition to Zelig De Lussan, W. H. Thompson and company, the Novellos, the Willy Pantzer troupe, the "Pianophiends," James and Jennie Jee, and Pilu, the program at Keith's next week will bear the names of two more acts of the head-line class, making the biggest vaudeville bill that Boston has ever known. Zelig De Lussan, whose first triumphs were won with the famous old "Bostonians" and who has recently been prominent in grand opera, is to make her first appearance in Boston as a vaudeville artist. She recently made her debut in this line of work in Chicago, where she scored a positive triumph, a triumph which she is now repeating in Philadelphia. "For Love's Sweet Sake" is the title of the dramatic sketch to be played by that great character actor, W. H. Thompson, assisted by Thomas H. Ince and company. This is one of the best playlets vaudeville has ever seen. The Novellos and the Willy Pantzer troupe will present the two big "sight" acts of the bill. The Novellos' act is a miniature circus, with elephants, horses, and tumblers in its make-up. Willy Pantzer and his assistants do some of the most remarkable stunts in the acrobatic line that have ever been accomplished. Jesse Lasky's "Pianophiends," who made such a hit last spring, will return with all new songs and piano selections, to say nothing of fresh costumes. "Pilu" is the name of a dog educated by Professor Ancilotti. His intelligence is so great that he is known as "The mind reading dog." James and Jennie Jee, in a novel wire act; Carroll and Baker, Hebrew character comedians; Wesson, Walters, and Wesson, in a sketch; Leo St. Elmo, a versatile musician; the Parson sisters, comedienness, and the kinetograph, with new pictures, will all be on the list.

TEMPUS FUGIT.

Do not stop to kiss your wife—
Hurry!
There's a car! Drop fork and knife,
Hurry!
When you go to get your lunch,
Push and struggle with the bunch,
Anything will do to munch,
Hurry!
If you wish to catch a train,
Hurry!
One may never come again,
Hurry!
If you are a second late
And you find they've shut the gate,
Climb the fence—but never wait,
Hurry!
Now remember, life is brief,
Hurry!
Even though you come to grief,
Hurry!
Save a minute, time is cash;
Grab your hat and make a dash,
Don't care if you come to smash,
Hurry!

—The Bohemian.

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Pa. to Me. Bertha Woods, Erie to Bangor; to N. Y. Earl L. Lavers, Athens to Yonkers; Geo. H. Gere, Pittsburg to White Plains; Jeanette A. Morton, Emporium to Lakemont; Mary E. Boyd, Chambersburg to Sharon Springs.

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A. E. WINSHIP, Editor

EDUCATIONAL SPECTATOR.

TWO MEMORABLE WEEKS.—(I.)

[Editorial.]

October 11-25, 1907, are days in a class by themselves, from the Spectator's point of view. In these was more of variety and interest, privilege and opportunity than in any other two weeks that he can recall, and that is saying much, for a quarter of a century of almost incessant travel, with public speaking attachments, has stored in memory many choice experiences. Nevertheless these mid-October days have no rivals.

The start was from the Puritans of Boston, the finish was with the Dutchmen of Doylestown, Pa. The distance, reckoning the forward and backward moves on the gridiron, was nearly 5,000 miles, or an average of 400 miles a day, there being two more days of traveling than of talking. This would mean little if there was an across-continent trip included, but it is a big stunt when one does not get so far West as Chicago, and does not travel for the fun of it, but merely to meet engagements. Just for traveling it was worth while, for in New York and Pennsylvania the autumn effects were matchless; the corn harvesting of Ohio, the apple gathering of Michigan, and cotton picking of Mississippi, Alabama, and Tennessee furnished no end of interest.

Eleven entirely different lectures and addresses before twenty different audiences in three states of the North and four of the South was a unique experience. In Michigan it was a privilege to stand before the largest state teachers' association in the country, now or ever, with nearly 5,000 paying members actually in attendance. At Oneida it was with the annual meeting of the New York State Association of Mothers' Clubs, with representatives from every city in the state. In Toledo and Cincinnati there were large and thrifty schoolmasters' clubs. At Columbus, Miss., it was with the justly famous Women's Industrial College; at Memphis it was in the notable Goodwyn lecture course; in Toledo, Nashville, and Louisville it was the City Teachers' Association; and otherwheres it included four normal and other higher institutions of learning, four secondary institutions, one Sunday evening congregation in church, and three colored audiences. Do you wonder that these two weeks are in a class by themselves? Combine distances, eleven entirely distinct addresses, and a startling array of conditions, and the interest deepens. In nearly every instance the

occasion demanded the best effort one could make. In the two weeks before starting the Spectator had made twelve public addresses in Boston and vicinity, but twice only had he gone ten miles from his office, and had spent every night at home. The contrast is interesting.

The social functions on such a round of public life are well worth while. At Memphis I attended a barbecue, with twenty shoats and twelve lambs, laid open and spread on their backs on iron rails above a deep bed of live coals, made by twelve hours' burning of cord wood. Never will there pass from memory the taste of those slices of tidbits of pork and mutton, cut sizzling hot. Beside this nothing can compete, and the Spectator does not forget the Country Club dinner at Birmingham, or any of the daily feasting at homes, hotels, and dining clubs through the courtesies of his hosts in the cities North and South.

But feasting does not rival local sightseeing, as at Birmingham, where for four hours the Spectator was driven among industrial plants that rival Homestead and Bethlehem, and residential districts that make Birmingham a close second to Brookline and Spokane, Montclair and Pasadena. At Nashville for five hours he was driven out on the three famous pikes, each unexcelled in its class. The one is lined for miles with vast estates and noble homes, where men of large fortune spend time and money without stint. Another has lovely modern homes built by the men of Nashville, whose capital is in business, men who develop their residences as their surplus will warrant. The third has farms from which men are making their living, some making enough, year by year, to justify luxurious homes. In Oneida and Detroit was an automobile view of the city and adjacent country. At Columbus, Miss., it was a never-to-be-forgotten stroll by stream and fields on a glorious afternoon. Everywhere there was something by way of an outing.

But neither feasting nor touring have the centre of the stage in memory. That is occupied by the men and localities that claim one's interest or challenge his admiration.

At Columbus, Miss., the Spectator enjoyed a tramp out to the place where De Soto crossed the river as the first white man in all this region. At Birmingham he heard the story of Helen Keller's childhood from the man who knew her girlhood life better than any one outside her own home, for his home was her home often and for long periods.

At Memphis the Spectator was at the celebration of Forrest's famous Cavalry brigade, and he joined as heartily as the Confederates in recognition of the heroism of those days. He had been reading "On the Field of Honor," by Annah Robinson Watson, in the city of her home, had ridden from Nashville to Memphis as seatmate with the most famous of Forrest's officers now living, and had heard many a tale of the struggle of those who fought and lost, and rejoiced in the fact that they are now Americans. The word rebel will never pass the Spectator's lips again.

At Columbus, Miss., there was an afternoon in the home of the most distinguished living Confederate officer, Major-General Sidney E. Lee, who was at Vicksburg at its fall, who had many important commands, who succeeds General J. B. Gordon as head of the Confederate veterans, who is chairman of the United States commissioners of the Vicksburg National park and cemetery, and who presided with John Sharpe Williams when the President was there recently. Although the Spectator often met General Gordon, this was the first opportunity to sit with a distinguished Southern general in his own palatial home and hear of the siege and fall of Vicksburg and of personal campaigns during those four terrible years.

At Toledo the hero was John E. Gunckel, president of the National Newsboys' Association, a close rival of Judge Ben Lindsey in the work for juveniles. His story is thrilling. There are more than 5,000 newsboys and their comrades enrolled in the Toledo local association, and they have a newsboys' home that has cost a hundred thousand dollars. Practically every one of these 5,000 boys would have had arrested development and have gone to the bad but for the development of personality under the head of "Gunkie," as the boys familiarly style him!

These boys of the street have voluntarily reported a total of \$30,000 of cash and valuables that they have found.

A boy recently brought in \$56 in a roll of bills, and wanted "Gunkie" to hurry up and find an owner, for he couldn't spend the time. He had three penny papers left that he must sell.

Mr. Gunckel is the Toledo agent of the New York Central system, but the general officers of the road said to him long ago: "Take all the time you need for the saving of these boys." He can call every boy by name. There are sixty boy officers among the 5,000, and each has approximately a hundred for whose conduct he is responsible. If any boy in the city does anything reprehensible, Mr. Gunckel takes it in hand at once, gets the best possible description, puts his officers on his trail, and, if one of the 5,000, he is run down without fail.

After all, the interest in discoverers and warriors is not to be compared with that in men like Lindsey and Gunckel, who are doing things.

Toledo interested the Spectator in many ways.

Superintendent C. L. Van Clerc is getting into the game in a masterly way. The teachers and the public are proud of him. Few superintendents are his equal in polished oratory or in skill in administration. The city has apparently passed the 200,000 mark in numbers, and everything else keeps pace with size. Ex-Superintendent Chalmers is a booming success as a business man, and has no regrets that he changed from a professional to a business life, but his interest in education will never lag.

The Northwestern Ohio Schoolmasters' Club starts off with a membership of a hundred, and Superintendent J. H. Sharkey of Van Wert is marshaling the men in all phases of educational effort, public and private, skilfully. By the way, Sharkey is one of the noblest and most successful men in the business. Nothing brings the men together like a club, a banqueting club.

The Cincinnati fellows have a great club. The city itself, or rather Greater Cincinnati, without going far afield, has a club of 150 schoolmasters, a group of brilliant, earnest, and skilful workers. No city in the country, possibly excepting New York, has a body of men who so directly and broadly influence state legislation as do the schoolmasters of Cincinnati. Superintendent F. B. Dyer and President Dabney of Cincinnati University are two exceptional leaders, and they work like brothers. Never before has any president so fully considered himself a part of the city system.

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Third, the state should continue its supervision over the child who leaves school at fourteen, until he shall have arrived at his sixteenth year.

Fourth, the truancy departments should be constituted a labor bureau for children between the ages of fourteen and sixteen years, and the responsibility for the enforcement of the child labor laws should be placed in this department.

Fifth, a practical commercial course should be added by law to every high school.—Address.

W. H. LOTT, *Supervisor Music, Columbus, O.*: The fact that music is a great art does not excuse or justify a neglect to apply its beneficent effects in every-day life.

MORAL TRAINING IN THE PUBLIC SCHOOLS.—(II.)

BY DON E. MOWRY.

The apparent inability of the church to meet the question of moral training, or ethical education, and the constantly changing character of the family, caused, for the most part, by the rapidly changing economic conditions, makes it necessary for the state to take up the question of moral training in the public schools. The state cannot come to the assistance of the church and the family, but these must come to the assistance of the state—must recognize that the entire body politic is dependent upon the state. Moral training is not a question of religious belief; it is a question of civic righteousness, in a large measure, and it is for the state to educate its coming citizens with this end in view. Religion, as we find it to-day, aims not so much at civic goodness, as it does at holiness, regarding such a standard of far more importance than social and political advancement from a moral point of view. In a word, it is not difficult for a man to be what is termed a "good churchman" and at the same time violate all laws of moral ethics. With the changing conditions in our economic life, we cannot hope to obtain that ideal condition when the family will be the all-important factor in promoting and encouraging high moral ideals. The family is destined to undergo a severe strain within the next fifty years, and it is almost useless to hope, with conditions as they are, that we can build up a moral code independent of state activity and apart from our present educational system.

The fact that one-tenth of the population above ten years of age has failed to obtain even the little education that is implied in the ability to read and write, seems to indicate a rather surprising degree of ignorance of even the most elementary principles of education, reflecting upon the boasted efficiency of our common school system.

In our large cities where there is a considerable foreign population, I have noticed that little care is given to the moral training of the children. These people believe that the school will teach their children everything; and they feel that by sending them to school they are freed from all responsibility as to their conduct. Between the years twelve to fifteen fully 70 per cent. of these children of foreign birth or foreign parents are put to work in the factories, shops, or mills, where they are expected to learn a trade and settle down.

Anyone who has studied the conditions of this class will admit that their moral training has been utterly neglected—that they are unfit even for the industrial world when they are compelled to enter it. The lack of intelligence, on the part of their parents, makes it impossible for them to expect any training through home influences. A policy of state training in moral ethics would tend to increase the standard of life in this class and promote a better citizenship.

Generally speaking, it must be understood that those who are capable of giving moral instruction, in the home or in the church, are not numerous, and classes which are in need of such training would be the least to receive it, even if a system of

moral instruction could be taught in the church and in the home. From a careful consideration of the advantages of both the church, in its broadest sense, and the family, I cannot persuade myself to believe that the activity of either institution will ultimately solve the question which confronts us at the present time: Moral education, or a speedy decay of American civilization and institutions.

It remains for me, then, to advocate a state policy which will be comprehensive and intelligent in its character, and cosmopolitan in its workings. It must be feasible and practical, and not excite undue criticism from the press or from religious circles. In general, it must form a part of the common school system as we find it to-day.

Our public school system, in the first place, is inadequately supplied with teachers. There is scarcely a vicinity where the teacher in the grades is not overworked. He or she has too many pupils to handle, and is consequently unable to obtain even the best possible results from the too numerous subjects which must be taught.

In attempting to reorganize our public school system, with moral training as a co-ordinate branch of instruction, we must come to believe that teachers as such must be more numerous, and smaller classes must be made if effective work is to result.

With these classes reduced in size, it will be possible for the teacher to come in contact with the pupils in a different atmosphere. Time should be allowed for the visitation of the homes of those children whose parents are in need of some enlightenment upon home training. This work would necessarily require a great deal of the teacher's time, outside of school hours, and, for this reason, if for no other, the salaries in the public schools should be increased from 30 to 90 per cent., depending upon the localities, and the amount of visitation necessary.

It is only by coming in direct contact with the pupils that the teacher can exercise an important influence over the children, either in an educational or in an ethical way. Too many of our so-called teachers are inspired with the love of pecuniary reward, and are utterly impervious to the actual needs of the child. These must be eliminated from the public school system.

To make the instruction of the child, from both the moral and the educational standpoint, a success something must be done to better the condition of the teacher. To-day the common school teacher is socially inferior to many of his or her associates. There is, perhaps, no so-called profession at the present time which is so looked down upon as that of "teaching."

I feel quite sure that the changed attitude,—in the sphere of the teacher, if moral training is introduced into our public schools,—will tend to do away with many of the present ideas of social inferiority. Certainly, the influence which the teacher will exercise in the community will in and of itself give to such teacher a certain amount of prestige which could not be obtained in any other way.

PHYSICAL WELFARE OF SCHOOL CHILDREN.

AN EXAMINATION OF THE HOME CONDITIONS OF 1,400 NEW YORK SCHOOL CHILDREN FOUND BY SCHOOL PHYSICIANS TO HAVE PHYSICAL DEFECTS.

BY NEW YORK COMMITTEE ON PHYSICAL WELFARE OF SCHOOL CHILDREN.

The physical condition of American school children occasioned little comment and less alarm prior to the meeting of the National Educational Association held at the St. Louis Exposition in 1904. The teaching of hygiene had been compulsory for a generation, but it had to do with the child's attitude toward alcohol and tobacco rather than with his physical condition while at school. Physical training had been introduced into colleges and into a few city schools, but for the most part concerned itself with improving muscle, agility, and athletic skill rather than physical welfare. Medical inspection had been tried in many cities, but, when not perfunctory, had concentrated its attention on communicable diseases. The term "biological engineering" had not been coined nor a constructive program outlined whereby school authorities will see to it that neither curriculum, building, school habits, enforced home study, nor any other element in school environment shall do physical harm to the school child. It was, therefore, from a clear sky of unconsciousness as to obvious facts of under-nourishment and physical defects that the country received from the superintendent of New York city the suggestion,—To insure a race physically able to receive our vaunted free education, we must provide free meals at school.

This idea of free meals was so novel as to obscure for a time the disease that free meals were intended to cure,—under-nourishment. The country refused to become interested in a discussion of starvation in midsummer, when it was hot enough to make it seem a blessing to go without eating. Even the publication a few months later of Robert Hunter's "Poverty" failed to stimulate any general interest in breakfastless children. But when in midwinter, 1905, a Washington dispatch put in the mouth of a government official the statement that 70,000 New York children went breakfastless to school, both weather conditions and news conditions were ripe for a sensation. The whole country took up the story, and in thousands of minds was fixed the idea that sooner or later our American school child must be fed at public expense for at least one meal a day.

The origin of the figure 70,000 was frankly stated to be three guesses by the author of "Poverty," plus a supervisory guess by the super-

intendent of New York, plus an additional 20,000 by the press for full measure. This method of producing a statistical conclusion received an impressionist's touch from a woman journalist,— "Mr. Hunter says that Miss Booth says that Superintendent Maxwell says that Mr. Hunter says that 70,000 New York children go to school without breakfast." A special committee took opinions,—still a favorite way of investigating in America. Some of the testimony was furnished by principals who went from class to class asking pupils if they came to school without breakfast or with too little breakfast. Advocates of free meals at school cited individual instances of children so ill-nourished that it was both cruel and wasteful to keep them at school. Opponents told of even more individual pupils who were known to have ample to eat. Economic and political reasons for and against free meals were debated at public hearings. Finally, the committee of the board of education reported that a negligible percentage of pupils came to school without breakfast: therefore there was nothing in the free meal idea. The press reported the scheme killed.

Now the most casual student of the ways of public opinion knows that no great question can be ruled out of court by such simple procedure as this. Every time any one referred to the thousands of children below their proper grade in school because of physical defects, some one else remembered the free meal remedy. The department of health issued bulletins from time to time showing that two-thirds of all children examined had some physical defect; no remedy was suggested but free meals and free medical treatment. Dr. Linsly R. Williams examined 1,200 children on fresh-air outings at Sea Breeze, and found an alarming proportion of defects, emphasizing particularly bad teeth that prevented proper digestion and that proved the need for dental clinics. Every such investigation added fuel to the free meal, free medical treatment, bonfire. John Spargo published "The Bitter Cry of the Children," and told in a very convincing way how Italy, Austria, France, and England had met tardily the situation that America ought to meet promptly by giving free nourishment. Plausibly—yes, convincingly—he seconded Mr. Hunter's appeal for a sound child stock, even though some

new application of an old principle was required. Had not every reason now urged against free meals been earlier offered against free schooling? Every reason for free schooling could be urged for giving nourishment necessary to enable the child to profit from that schooling. In the absence of opposition based on facts, it was certain that the arguments for free meals would sooner or later win on sheer merit of logic and appealing power.

Mr. Hunter and Mr. Spargo were both disappointed that so great a remedy had been for a time discredited. They naturally regretted the soup kitchen experiment that ended in giving crullers and coffee as the only means of enticing child patrons. Both expressed the hope that the physical needs of the school child would not be lost sight of in public misunderstanding of their remedy. Both co-operated heartily in making plans for a committee to investigate the home conditions of children thought by teachers or discovered by physicians to have physical defects.

The New York Committee on Physical Welfare of School Children was organized in May, 1906,

funds having been provided in advance for three years' work. The word *welfare* in its name was substituted for *condition* because the committee proposed to use the facts obtained through investigation for the improvement of home and school conditions prejudicial to child welfare. The following program was adopted:—

1. Study of the physical welfare of school children.

(a) Examination of board of health records of children needing medical, dental, or ocular care and better nourishment.

(b) Home visitation of such children, in order to ascertain whether their need arises from deficient income or from other causes.

(c) Effort to secure proper treatment, either from parents or from free clinics, or other established agencies.

(d) Effort to secure proper physical surroundings for children while at school,—playgrounds, bath, etc.

2. Effort to secure establishment of such a system of school records and reports as will disclose automatically significant school facts; e. g., regarding backward pupils, truancy, regularity of attendance, registered children not attending, sickness, physical defects, etc.

3. Effort to utilize available information regarding school needs so as to stimulate public interest, and thus aid in securing adequate appropriations to meet school needs.

Blessed is the teacher who owns many shares in "Incentive" stock.

A PLAN FOR TEACHING ARITHMETIC IN THE COMMERCIAL COURSE OF THE HIGH SCHOOL.

BY ALLISON R. DORMAN.

It is not the purpose of this paper to discuss the value of arithmetic to the commercial course nor its relation to other subjects in the course; but to give, as briefly as possible, an outline of the work in this subject as it is carried out in the Springfield high school. We do not believe that we have an ideal course, for we are as yet in the experimental stage, but we do believe we are on the right track in trying to make the subject of more practical value to the business life that is ahead.

That this fact might be true, it was first necessary to determine what the business men in this special field require of their recruits. The following list of questions was prepared and presented to those business men who draw mostly from our school for their young assistants: 1. Along what lines in commercial arithmetic do you find our graduates especially deficient? 2. To what extent are fractions handled in your business? 3. What knowledge of measurements do you want your help to have? 4. To what extent do you handle percentage, commercial discounts, interest, bank discount? 5. What principles in this subject do you consider of special value in your business? 6. Can you offer any suggestions towards the strengthening of this course? Some interesting interviews and results followed. In every case there was an appeal for more drill on the fundamentals—addition, subtraction, multipli-

cation, and division. One man even went so far as to say: "Give me a boy who can do those four things accurately and with some degree of rapidity, and I'll look out for the rest." In only two lines of business did we find fractions smaller than the twelfth used. Of the tables of measure, the linear, square, cubic, board, dry, and liquid capacity and measure of quantity were the only ones we could find in everyday usage. Practically all use billing, commercial discounts, interest, and bank discount in one form or another. Of the other subjects nothing was said—with the exception of percentage, asked for by an insurance concern, and the metric system of linear measure, used to some extent in the dry goods business.

Starting with these facts as our basis, we are trying to build up a course that shall meet these requirements. If the business men have found that our graduates are not as well drilled in the fundamentals as they would desire, that is where we must put special stress. If most of their work in fractions is done with those larger than the twelfth, it is our work to put more emphasis on the drilling of those of larger and less on those of smaller denominations. Why should we require our pupils to crowd their memories with tables which they will, in all probability, never put to practical use, especially when we know that such tables are always near at hand for reference? If billing, addition, discounts, and interest are subjects the pupil will be called upon to use constantly when his life's work begins, it is for us to drill him on those particular things so that he may

be ready to meet his work and be master of it. The success or failure of a graduate depends more upon the teacher than the teacher, as a rule, realizes, and this is as true in the teaching of commercial arithmetic as in any other subject in the high school curriculum.

Working on the supposition that we have found just what must be required from the course, we have divided the work into three parts in order to meet these requirements. To obtain rapidity of thought, oral work is made very prominent; for drill in the useful subjects, class work is of equal importance; while lesson work gives an opportunity to touch on the more difficult phases of the required subjects or those allied to them.

It is from the oral and class work that we expect the best results. The oral work consists of rapid addition, subtraction, multiplication, and division of whole numbers and simple fractions; the handling of simple percentage and aliquot parts along such lines as loss and gain, marking goods, commercial discounts and interest. A great deal of the material for this work can be selected from the more modern text-books, but it is not a difficult matter to extemporize. The class work—by which is meant work dictated in class to be done with pencil and paper—is especially satisfactory. It includes addition of columns, payrolls, sales sheets, ledger accounts, billing, statements; problems in linear, surface, and board measure; percentage and discounts; interest and bank discount.

Since in these two divisions of the work accuracy and rapidity are the objects sought, no work that is beyond the immediate grasp of every pupil is given. As a result, instead of having a few brilliant pupils a more uniform capacity for work is obtained. By spending a large part of every period given up to this subject in drilling by these two methods, we believe we are getting more practical value from the course.

Just as in the oral and class work we eliminate everything but that which will have actual use in after years, so in the lesson work a great deal that the text-book contains is omitted. This is not by any means an insinuation that the text-book is improperly planned. The book must be written on a broad plan to supply any and all the needs. We simply select what our field requires. Probably not one in a hundred, at the least, of our students will ever be called upon to figure customs and duties, lay brick or stone, paper a house, or figure on other problems of similar nature given in the text-book—consequently we pass them over, not wishing to sacrifice the needs of the many to the possible wants of the very few. So in making up our lesson course we have selected the following subjects: Fractions, percentage, including also taxes and insurance, commercial discounts, billing and statements, commission, interest and bank discount, including partial payments and equation of accounts. While this list would probably not be suited to another locality we believe it will cover all the requirements of our field.

Our method of handling this lesson work may possibly be of interest. First of all let me state that we thoroughly believe in that old axiom, "A

little well done is better than a lot just begun." So our lesson assignments are not long and laborious. One hour is the limit set for the pupil for outside work and most lessons are intended to occupy less time. Care is taken in the selection of problems and only the practical ones are used. This is rather an important point, as there is hardly a text-book but contains problems which, although theoretically proper, probably never appear in actual life.

Neatness and system are keystones in the arch of commercial education, and commercial arithmetic furnishes a splendid opportunity to exact them. Our effort in this line takes the form of a notebook for lesson work. We use a loose-leaf book and require all the work to be carefully done in ink on paper cut to fit the covers. Lessons are numbered consecutively, as are also the examples in each lesson, the whole making a very good problem in indexing. These books also serve a splendid purpose in keeping up the interest of the class, for the pupil not only has something at the end of the year to show for his work, but he is also sure that he is getting credit for what he does, and that his work is not being thrown into the wastebasket as soon as he is out of sight.

The assigning of short lessons necessarily cuts down the time required for going over the work in class. At least two-thirds of the recitation period is given up to the oral and class work, and more if possible. In order to get this time no lesson problem is taken up unless it has proved especially troublesome, but with careful explanation of the work at assignment and only practical problems in use trouble should be reduced to a minimum.

Analysis of thought is a point upon which special emphasis should be placed, and here again we find the notebook helps wonderfully. How often we find pupils who can reach results in problem work, but find it extremely difficult to give a clear logical statement of the method employed in doing so. All problems divide themselves into certain classes, and a model example of each class, worked out in logical, statement form, should be presented to the class before the assignment of similar problems, in order that the pupils may see and be able to follow the analysis in each case. Problems should be worked from the unit basis, and no short cuts taken without the pupil being given the explanation of such cut. This, I believe, is quite a deviation from the old idea that the teaching of commercial arithmetic should be the teaching of short cuts in order that the pupil might get at results quickly. As a general rule it takes the pupil about as long to think which rule to apply as it would to work out the problem. We do, however, give a few of the common-sense methods, together with the reason therefor. The statement form of analytic work is very helpful in preparing the pupil for the work in bookkeeping which follows the work in arithmetic. If the pupil is taught to write out good clear statements of each successive step in a problem, and to do it in a careful and painstaking way, it will not be necessary to drill and drill on bookkeeping statements, for their

form will be, to him, the only logical way to show the desired facts, and neatness will come as a matter of course.

In summary, then, we believe that the high school is not an institution for the teaching of arithmetic in its broad sense, but a place for the

thorough drilling on just those principles of arithmetic which the great majority of pupils will be called upon to apply in the struggle they will face when school days are over.—Address before New England High School Commercial Teachers' Association.

THE TEACHER.—If we work upon marble, it will perish; if we work upon brass, time will efface it; if we rear temples, they will crumble to dust; but if we work upon immortal souls, if we imbue them with principles, with the just fear of God and love of fellow men, we engrave on those tablets something which will brighten all eternity.

—Daniel Webster.

WHITTIER CENTENNIAL EXERCISE.

BY JANE A. STEWART.

[Fame—A tall girl in white with laurel wreath on her brow. Poetry—A youth in long robe and student cap, with a lyre.]

Fame.—We are here to-day to celebrate the one-hundredth anniversary of the birth of John Greenleaf Whittier, the beloved Quaker poet. Among all the great writers in the Hall of Fame no name shines with clearer lustre than his.

Poetry.—Whittier has enriched earth's treasures of poetry with some of the noblest and sweetest of songs. He was a lover of nature, and ranks with Wordsworth and Bryant in his beautiful descriptions of natural scenes. He was a prophet and had the poetic insight which enabled him to foresee the victory of right over wrong.

Fame.—The nobility of Whittier's character and the sweetness and purity of his nature have invested his works with a rare charm and greatly added to his fame. He was not only a poet but a philanthropist, a reformer, and a statesman.

Poetry.—You are right. Whittier was great in many ways. But as a poet, he was greatest of all, for he became the poet of the oppressed, of the neglected, and of the needy. His songs aroused and touched the heart of humanity, so that charity, love, and gentleness held sway over the hearts of men. It is in considering Whittier's work as a poet that we best commemorate his memory to-day.

Fame.—That is so. How devoted to his art Whittier was! He looked on his talent as a trust. "I am very grateful for the gift of verse that has been vouchsafed to me," he said.

Poetry.—Whittier drew his inspiration from the scenes about him. In that perfect poem, "Telling the Bees," he gives an accurate description of his boyhood home at Haverhill, Mass. Let us hear that now.

[Enter a boy dressed as a young man in simple country costume. A screen at the side is removed disclosing several beehives. As the boy recites "Telling the Bees," he accompanies each stanza with appropriate gestures. As he repeats the line "Nothing changed but the hive of bees" a young girl appears and commences to drape the hives with black, as indicated in the poem, humming the words:—

"Stay at home, pretty bees, fly not hence!
Mistress Mary is dead and gone!"

as the poem is recited.]

Fame.—There is another poem of his youth by Whittier which I like very much—that is "In School Days." Cannot we have that?

"In School Days."—

[Two children enter, a boy and a girl. As a concealed reader reads the poem (or Poetry may read it herself),

the children act the part, indicated in verses six, seven, eight, and nine. At the close of verse nine they pass out, and the reading of the last two verses is continued.]

"To My Schoolmaster."—

[Two boys dressed as old men enter, one stout, jolly, and bald; the other tall, dark, thin, and lank. The poem is read by a concealed reader, omitting the last part beginning with "Threshing Time's neglected sheaves," and reading the section beginning with "Time is hastening on" and closing with

"Who shall give to thee and me
Freeholds in futurity?"

As the lines are read the two men make appropriate gestures. They enter at opposite sides of the platform, shake hands in greeting, take seats, and continue the pantomime while the reading is going on.]

Fame.—That was just like Whittier, to honor his old schoolmaster that way. How well he describes his school. One sees the very place and just how Whittier himself looked as a school boy. I believe we could follow his life history through his poems.

Poetry.—Indeed we can. And that is just what we are doing. Here is another reminiscence of his youth. "Memories."—

[Two framed pictures, tableaux, are shown as this poem is read. The first is a young girl. Before verse six there is a brief intermission and the tableau is changed to show a mature woman, the picture suddenly disappearing as the last lines are read.]

Poetry.—Whittier was a Quaker and all his life long was true to the precepts of the sect into which he was born. In one of his poems, "The Quaker of the Olden Time," he describes his people.

[Enter Youth dressed in full Quaker costume as an old-time Quaker. He recites the poem.]

Fame.—I recall that Whittier wrote many stirring anti-slavery poems,—that he was the poet of the abolition cause,—just as Harriet Beecher Stowe was the novelist, Garrison, the journalist, and Sumner, the orator.

[Enter four boys. Each in turn recites a verse of "The Crisis," beginning at verse five. (Page 79, Household Edition, Whittier's Poems).]

["Ein Feste Burg ist unser Gott" (Luther's Hymn) is next sung by a group of six or eight girls. Sing verses one, three, four, eight, and nine.]

"The Watchers."—

[Two angels (described in the poem) are seen in the tableau frame. As the poem is read, they make appropriate gestures.]

Poetry.—In his beautiful home ballads and lyrics, Whittier has depicted many interesting events. I like his songs of labor with their stir and impulse.

[Enter in turn several groups dressed to represent the various poems illustrated. "The Shipbuilders," a group

of four boys, with tools, dressed in overalls, suspenders, etc., go through the motions of the craft as the poem, "The Shipbuilders," is read by a concealed reader. As the seventh verse is read, a large full-rigged ship is held up to view.]

["The Shoemakers" are dressed with leather aprons and carry awls, shoe blocks, etc., kneeling on the floor and rapping as the verses are read.]

["The Drovers" have long whips, boots, etc. Read verses one, four, five, six, seven, and eight of "The Drovers."]

[Half a dozen boys in fishermen's costume may illustrate "The Fishermen." They carry nets. Read verses one, two, five, six, seven, nine, and ten.]

["The Corn Song" is illustrated by a group of six farmer girls carrying baskets of corn and corn husks. Read verses one, two, three, four, five, six, seven, nine, ten, and eleven (or each girl may recite a verse in turn). The girls may be dressed in farmer costume, with skirt, blouse, and kerchief.]

[For "The Lumbermen" let four boys be dressed in outing costume, carrying axes. Each in turn recites a verse, with appropriate action. Use verses five, six, seven, eight, nine, ten, twelve, thirteen, and fourteen.]

Poetry.—Whittier's religious hymns and poems are among the finest in our language and show the deep piety of the poet.

"The Call of the Christian."—

[Tableau of young girl kneeling beside a cross. The poem is read by a concealed reader.]

"My Triumph."—

[Tableau, a young girl dressed as Victory or as Thanksgiving, crown on head; sheaf of wheat in her arms, she stands in an attitude of triumph with head thrown back and arms extended.]

Fame.—That is a beautiful poem. Whittier's long, hard labor for the anti-slavery cause had come to a close when that was written. His beloved mother and sister had passed away. He looked cheerfully and hopefully on life. What a strong and sympathetic spirit was his!

Poetry.—It is shown in many poems. For instance, in "The Sisters."

"The Sisters."—

[Two girls, one older and one younger, are seen. The older holds the younger in her arms, and embraces her as she recites the poem.]

Poetry.—"The Pumpkin" illustrates Whittier's great power as a nature poet.

"The Pumpkin."—

[Boy dressed to represent an adult man enters carrying a big pumpkin. He places it on a stand and soliloquizes in the words of the poem, omitting the last verse.]

"The Barefoot Boy."—

[Tableau, boy, barefoot and tattered, is seen in the frame. Omit greater part of the poem.]

Poetry.—As Whittier descended life's sunset slope, his dear ones gone before him, and burdened with the weight of years, he still wrote poems and kept up his interest in life. Something of his feelings in those closing years is reflected to us in the beautiful poem, "My Birthday."

"My Birthday."—

[A tall boy dressed to represent Whittier is seen in the frame. The concealed reader recites with expression the words of the poem.]

Fame.—The life of Whittier from beginning to end is a source of inspiration and joy. At his centennial Fame rejoices to herald his name around the globe as one of the noblest and best of poets that the world has ever seen.

Poetry.—I join with you in that. And we must acknowledge that great and noble as his poems were, his own happy, helpful life was his greatest and most complete poem.

PARTRIDGES AND PHEASANTS.

BY CLARABEL GILMAN BOSTON.

The great order of Gallinae, the scratching birds, is perhaps more interesting to the average boy or man than any other group of our feathered friends. Here are found those game-birds of the world, turkeys, pheasants, grouse, partridges, and quails; the magnificent strutting peacock and the quaint guinea-fowl; and last, but most important of all to the welfare of man, the red jungle-fowl of India, the wild ancestor of our domestic cock and hen. Many of these are natives of the Old World; others, and among them the noble wild turkey, the largest game-bird in the world, are found only in America.

I. PARTRIDGES AND GROUSE.

The beautiful ruffled grouse is more or less common everywhere in the eastern and northern parts of the United States. This is the "partridge" of the North and the "pheasant" of the South, but it is distinguished from true pheasants and partridges by the feathering of the legs. It is easily recognized by the loud whirr! which betrays its presence as it rises from the dense cover of leaves, so near as to be almost under one's feet. Its flight is swift, and it is the rapid strokes of its short, stiff wings that produce the whirring sound just mentioned.

The handsome brown and gray plumage of this bird, beautifully mottled as it is with velvety black and white, is such a perfect imitation of the colors of leaves and twigs in the brush and dead leaves where it finds cover that it trusts to these to escape detection, and will, as sportsmen say, "lie well to a dog." As the mother bird goes off with her whirr, the young are practically invisible in their mottled dress, and as motionless as the stones around them. It has been proved by recent experiments that this protective coloring is due to the gradations of color rather than to the perfect imitation of surrounding objects. Birds and other animals are usually lighter colored below than above, and as the upper parts are more brilliantly lighted, they are thereby made to look lighter in color, while the under parts, being in the shadow, appear darker than they are. In this way the bird seems to be of nearly uniform color, and casts no shadow on the ground. This was tested by making decoys of the same size and shape as a woodcock and coloring them differently. They were placed on uprights, or on a rod just above the ground. The one which was colored uniformly like the ground above and below was plainly seen at a distance of forty or fifty yards; others painted earth color above, gradually fading out to white on the median line beneath, were completely hidden at twenty or thirty feet, and if one walked slowly backward from them would disappear as by magic when that distance was reached.

Like other game-birds, the young can run about

as soon as hatched from the buff eggs in the nest under brush or among leaves on the ground. In the summer they feed on insects and berries, they feast on seeds in the fall, and in winter find their

or stone, spread his beautiful black-banded tail, and raised the long, black, silky feathers of his ruff, then he beats the air with his wings, making the loud "dum! dum! dum! dum-dum-dumdum-dum," which can be heard a mile off in the woods, and is a signal to the female that her lover is at his trysting place. The handsome fellow is indeed a sight to attract the female, and he beats his drum oftenest in the spring of the year, just at mating time.



COMMON PHEASANT.

Fig. 1. Note the tuft of feathers behind the eyes and the lack of either crest or comb; the short, round wings; the long tail, composed of eighteen straight, pointed feathers; the strong, muscular legs, and the large, blunt claws.

table supplied with the buds and catkins of the forest. If we examine their feet in the summer and again in the winter, we shall find a curious adaptation to winter conditions. In warm weather the toes are entirely naked, but in winter a strong, horny fringe spreads like a comb on each side of the toes, supporting the feet on the snow like miniature snowshoes. At the North this bird finds protection from the intense cold of winter

The Canada grouse, with its black breast, throat, and tail, and barred-gray back and sides, the pinnated grouse, or prairie chicken, once so abundant on the prairies, but now, like the buffalo and passenger pigeon, practically extinct, and the great sage grouse, the noble "cock of the plains," next in size to the black cock of Europe, are all interesting members of this group.

The Old World and the New World species of grouse and partridges, taken together, number about 200, and all of these after nesting gather in "coveys," which are generally composed of only one family.

BOB-WHITE.

The two clear notes, "Bob-white," ringing over the fields, tell us that the quail, as he is familiarly known, is visiting our neighborhood. Another handsome game-bird and much-persecuted by the hunters, he has also a dread enemy in the deep snows of Northern winters. When snow falls, Bob-white sits close to the ground and is buried in its soft depths. But let a thick crust form over the top of the drifts, and he is a helpless prisoner doomed to death by starvation. If the farmers would leave a few corn-shocks and brush-heaps in their fields, where the birds might settle, the lives of many would be saved. But reckless shooting and an utter lack of care have made the quail far from common in our Eastern states, even though millions of birds have been brought from the South to restock our empty covers.

Quails nest in the fields, and the little ones are wonderfully well able to take care of themselves, running about and picking up food as soon as they have chipped the shell, and instantly dropping out

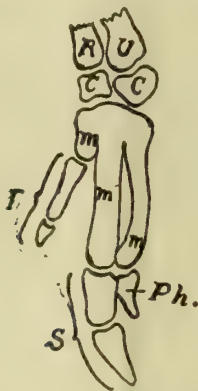


Fig. 2. Part of wing skeleton of the common fowl. R, radius; U, ulna; C, carpal; M, metacarpal; T, thumb; S, index finger; Ph, single phalanx of the other digit. (Newton.)

nights by burrowing in some snowdrift, but in summer and where snow does not fall it needs no other shelter than that of evergreen thickets.

The skeleton of any bird shows plainly how the fore leg has been modified to form the wing, so well adapted to flight (Fig. 2), but the ruffed grouse gives us an interesting example of the use of the wing for some other purpose than flying. When the male has taken his stand on some log

of sight at the first alarm. A few simple devices will attract them to one's land, such as one or two stumps with tall weeds and briars about them, where nests may be hid; a patch of buckwheat, on which they love to feed; and one or two apple trees with fruit left on the ground.

When roosting quails sit in a bunch, tail to tail, all their heads pointing outward, as Chapman says, "a living bomb, whose explosion is scarcely less startling than one of dynamite manufacture."

PHEASANTS.

Gorgeous birds of Eastern Asia, and one, the English pheasant, the commonest game-bird of Europe, they are represented among our native birds only by the wild turkey, which is now well-nigh extinct. This American pheasant is a majestic bird well worthy of preservation, but our sportsmen have chosen rather to kill him off, and then import pheasants from the Old World. Various species, the English, the Mongolian, the golden, and the silver pheasant, have been introduced.

The Mongolian is distinguished from the English pheasant by the white band about the neck. The silver pheasant, which has the distinction of being embroidered as a badge on the dresses of Chinese mandarins, has a velvety-black head and

under parts, the back and wings white, veined with black, the central quills of the tail pure white and wide, and the outer ones white, with black veins. The only touch of any other color is the rich red of the skin around the eyes and bill. But for dazzling splendor of color, the golden pheasant is unrivaled. The body of this bird is not large, little longer than a pigeon's, but much more perfect in its oval, rounder and fuller, and carried horizontally, as is the tail. Paint its plumage in the most gorgeous colors that fancy can depict—a brilliant gold for the head, orange and black on the ruff, on the mantle below a metallic green, deep blue on the wings, and orange-yellow on the rump, with the sides and under parts a rich red, the whole ending in a brown tail veined with black fully twice the length of the body, bordered by a few outer, very slender, and shorter red quills; soften and blend these varied tints in one radiant whole, with not the slightest suggestion of gaudiness, and you shall have a picture not too splendid to suggest the wonderful beauty of the golden pheasant.

Other interesting pheasants are the Amherst, hardly less beautiful than the golden, Reeves's pheasant, with a tail sometimes five feet long, and the Impeyan, with its golden-green rump and under parts.

"The reason some men do not succeed is because their wishbone is where their backbone should be."

A NEW METHOD OF FACTORING.

BY D. R. HERRICK.

Take the general quadratic expression:—

$$ax^2 + bx + c, a > 1.$$

$$\text{Let } x = \frac{y}{a} \therefore y = ax.$$

Substitute the given value of x in the expression, and reduce:—

$$\frac{1}{a}(y^2 + by + ac) \quad (1.)$$

Factoring $y^2 + by + ac$ we have

$$y + m / y + n *$$

m and n representing the general factors of the absolute term.

Substitute for y its value ax , then:—

$$(1) = \frac{1}{a}(ax + m)(ax + n).$$

Dividing out a we have factors of the form:—

$$rx + t / sx + e.$$

From this work we get the following rule for factoring a quadratic expression when the co-efficient of x^2 is greater than unity.

Multiply the absolute term by the co-efficient of x^2 and factor the resulting expression; then for x write ax and divide out superfluous monomial factors.

*In such cases as this in factoring we use a slant line to separate the factors, instead of the parenthesis. It serves the same purpose, and saves much time.

We can of course make the regular substitution of $\frac{y}{a}$ for x , but this is not necessary. We have

only to remember that the x we get after multiplying the absolute term by a is a new x .

We will give a few examples that will show how much this method helps in factoring.

Take the expression:—

$$4x^2 - 15x + 14.$$

Our work is:—

$$x^2 - 15x + 56$$

$$x - 8 / 4 - 7$$

$$4x - 8 / 4x - 7$$

$$x - 2 / 4x - 7$$

$$\text{Take } 6x^2 + x - 15$$

$$x^2 + x - 90$$

$$x + 10 / x - 9$$

$$6x + 10 / 6x - 9$$

$$3x + 5 / 2x - 3$$

I have given the work in these examples in full. In practice much of it can and should be done mentally. All we need, taking the first example, is:—

$$x^2 - 15x + 56$$

$$x - 2 / 4x - 7$$

What we have said concerning a quadratic expression is equally applicable to a quadratic equation,

If we are to find the values of x by completing the square in the equation,

$$\begin{aligned} 3x^2 - 4x &= 7 \\ \text{we have } x^2 - 4x &= 21 \\ x &= 2 \pm 5 \\ x &= 7 - 3 \\ x &= \frac{7}{3} - 1 \end{aligned}$$

Take this equation:—

$$\begin{aligned} (a + b + c) x^2 - (2a + b + c) x &= -a \\ x^2 - (2a + b + c) x &= -a(a + b + c) \\ x &= \frac{2a + b + c}{2} \pm \frac{b + c}{2} \\ x &= a + b + c, \quad a \\ x &= 1, \quad \frac{a}{a + b + c} \end{aligned}$$

Sometimes it is better to vary a little from the rule that we have given.

Take these equations:—

$$\begin{aligned} 72x^2 - 30x &= -7 \\ \text{Let } x &= \frac{x}{12} \therefore x^2 - 5x = -14 \\ 49x^2 - 98x &= -40. \\ \text{Let } x &= \frac{x}{7} \therefore x^2 - 14x = -40. \end{aligned}$$

$$21x^2 - 32x - 64 = 0.$$

Reverse equation, changing signs, and write:—

$$\begin{aligned} 64x^2 + 32x - 21 &= 0. \\ \text{Let } x &= \frac{x}{8} \therefore x^2 + 4x = 21. \\ x &= 3, -7 \\ x &= \frac{3}{8}, -\frac{7}{8} \\ x &= \frac{8}{8} - \frac{8}{7} \end{aligned}$$

THE WORLD'S NERVE CENTRES.—(XL.)

BY RALPH WARBURTON.

KARATAGH: TURKESTAN.

When, the other day, the wires bore to the world outside intelligence of an appalling disaster to Karatagh, by a landslide from a mountain near by, whose rocks had been loosened by an earthquake previously, many people, not at all ignorant of geography in general, found themselves asking where this strangely-named and ill-fated community could be.

Karatagh is one of the smaller cities of South-western Turkestan, in the Khanate—or province—of Bokhara. It is on one of the many tributaries to the Anne-Darya, or Oxus, river, and is at the base of one of the mountains of an inferior range, that to the east stretches as far as Pamir—"the Roof of the World." The place itself is some 2,500 feet above sea-level, and this elevation secures for it so genial a climate in summer that it is a favorite resort for many whose home is on the lower and sun-stricken level of the Steppes.

The climate of this region about Karatagh has pronounced extremes, from an intense summer heat of 100 degrees and over to a cold in winter that covers the mountains with a thick mantle of snow, and seals up the streams with ice for several months, so that caravans may safely cross them, and even the broad flood of the Oxus. Karatagh is in about thirty-nine degrees north latitude, which is the same as Washington.

The spring comes abruptly, and in a little time the steppes that are not touched by the plough are covered with myriads of gaudy-colored flowers,—scarlet poppies, wild tulips, geraniums, and many others. But the life of these is transient, for the hot sun of early summer makes short work of them, as there is but little rainfall.

To make agriculture possible recourse has to be

had to irrigation; and as the snows on the peaks are not melted until nearly midsummer, the streams are full enough to make this work a success. Every here and there in the neighborhood are fruitful spots, which might properly be styled oases. Here is grown the millet, which yields a crop of 200 fold, and is the chief reliance of the poor. Besides this there are crops of wheat, barley, pulse of various kinds, and cotton of an excellent fibre, which finds its way by caravans of camels or by train to the Russian mills.

Fruit trees abound in favored sections along the streams,—figs, pomegranates, plums, pears, apples, and quinces. But the finest fruits are peaches, apricots, and especially grapes, all of which yield abundantly and have a peculiarly choice flavor. The wine trade is in the hands of Armenians and Jews, for the Mohammedans are prohibited by the Koran from entering upon or patronizing it.

The cultivation of the fields is night work, owing to the intense heat of mid-day. The farmer ploughs his acres between midnight and 9 a. m.

All along the streams may be found the mulberry tree, where the silkworm flourishes; and silk culture is one of the most rewarding pursuits of the locality. The people of the middle class invariably dress in silk garments; while the upper class have their velvets, or cloth of gold, and the laboring class their blue or striped cotton.

The people of Karatagh and neighboring centres manufacture carpets and rugs of harmonious colors and patterns, and gaudy shawls from the wool of their goats, which is but little inferior to that of cashmere. They are also adepts in making

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WHAT THE SCHOOLS SIGNIFY.—(XV.)

THE PIVOTAL PERIOD.—(VIII.)

THE EIGHTH GRADE.

There is no single year of school that is quite so vital as is the eighth grade. It is critical and crucial, initial and culminating. Then, as never before, he feels that he is rounding out something educationally. He is to receive his first diploma, is to stand up for the first time as a graduate, is a senior somewhere for the first time. He is either going up or going out. He is either to learn a great deal more or he is to put to definite use all that he has learned. He is now looking ahead, looking toward something. Now he is a young man.

The principal is now in close touch with them. They recite almost exclusively to the principal. They are more manly, and the principal realizes it and treats them from that point of view.

The attitude of the curriculum is that of putting on the finishing touches. Everything is viewed from a more important standpoint than before. There is more of getting the opinion of the pupils and less of testing for mere knowledge.

Literature has a higher purpose, her geography and history are now more nearly the real thing. Civil government is their delight. Everything is positive rather than negative. They do more things and think more things rather than learn mere facts.

They are thirteen and fourteen. They are liable to be conceited, to be self-satisfied. They know so much that they feel as though they knew everything. So much of their work this year is review, and it is all so much easier than it was at first that it helps to clinch their conceited state of mind.

It requires infinite patience to be patient with them now. That is, if you begin to get impatient,

there is no place to stop. Don't begin, don't lose patience. Above all, don't allow yourself to be sarcastic. You can easily make a wound that will never heal, start an estrangement that will never end.

Another feature of the eighth grade is the first line of cleavage that they experience. There are two distinct classes of boys and girls,—those who are going on with their studies, and those who are going out into life.

The principal is sure to magnify this. He knows how much better it is for a child to go to the high school than it is to stop. In a way, his own rank depends not a little upon the percentage of his pupils who are in the high school. Rightly he urges all to go on who can. All this emphasizes a condition that is most undesirable. It requires the utmost tact not to aggravate a situation that is bad at the best.

When a boy graduates from the grammar school he is virtually insured against everything common. All investigations show that there is almost literally no common pauper, common criminal, common drunkard who ever took his diploma from a grammar school, especially if he had to make any sacrifice to stay in school.

A grammar school course signifies a badge of honor, a mark of character nobility. This is what the pivotal period especially signifies in school.

GUNKEL'S "BOYVILLE."

Next to Judge Ben B. Lindsey and a close second to him is John E. Gunckel of Toledo, president of the National Newsboys' Association and author of "Boyville." Of him Judge Lindsey says: "Gunckel! He's the whole thing," and indeed he is. His work is one that is sure to be as widely known as Lindsey's, and along parallel lines will do approximately as much good. He is almost as good a speaker as the judge, and is a man that every teacher and worker among boys should hear. He will be in and about Boston soon, and every city should arrange for him as soon he can be secured. Teachers need to hear men who do things and those who know what men are doing. He has 5,000 newsboys and their pals enrolled, and they are no longer bad boys, but are enlisted for better ways and means of doing things. They have cut out so much that was natural for them to do that they are really good, relatively good surely. They are banded together for good deeds. They are, indeed, a rescue band.

THOUSAND COLLEGE WOMEN.

One thousand members of the Association of Collegiate Alumnae from all over the United States were in Boston last week. Important discussions concerning the education of women and the field of woman in the world were features of the big convention, and the members enjoyed visits to the historic spots in and about Boston and to nearby institutions of learning. The celebrated lights in the women's college world were here. The convention opened with a public meeting in the public library building. Addresses were delivered by Florence M. Cushing, Horace G. Wad-

lin, librarian of the Boston public library; James P. Munroe of the Massachusetts Institute of Technology; LeBaron R. Briggs, president of Radcliffe College; William E. Huntington, president of Boston University; Caroline Hazard, president of Wellesley College; Eva Perry Moore, president of the association; Elizabeth M. Howe, ex-president of the association; Bessie Bradwell Helmer, Chicago; Madeline Wallin Sikes, Chicago; Ethel D. Puffer, Cambridge; Alice Upton Pearmain, Boston; Ellen H. Richards of the Massachusetts Institute of Technology; Charles R. Van Hise, president of the University of Wisconsin; Miss M. Carey Thomas, president of Bryn Mawr; Professor William James, George H. Palmer of Harvard; Abby Leach of Vassar College; Helen M. Searles of Mt. Holyoke College, and President Eliot of Harvard. It was a great uplift for college women.

THE TRAGEDY OF THE EYES.

One of the most pathetic, as it is also one of the most interesting, children's problems the school authorities have to face came up at the meeting of the Boston board of education recently in a letter from Dr. Margaret E. Carley, supervisor of the department of school nurses. Dr. Carley drew the board's attention to the fact that there are in the public schools a large number of children of all ages who are silent sufferers from poor eyesight, but whose parents are utterly unable to provide them with spectacles. As a consequence, those children are backward in their school work and apparently unintelligent, when, as a matter of fact, the whole secret of their slowness and inefficiency is to be found in their inability to see as well as the other children. Those little ones should be examined and fitted with suitable glasses. But the difficulty is their parents cannot afford the cost, and the helpless children go on from day to day suffering this serious handicap, which is no fault of theirs. The doctor gave it as her opinion that an appropriation should be made for the provision of glasses for those needy children. If there is no law permitting this expenditure, there should be one.

THE GIRLS' GIRARD COLLEGE.

Robert N. Carson has left upwards of \$5,500,000 to found a Girard College for girls near Philadelphia, on grounds of not fewer than fifty nor more than one hundred acres. "No man shall be a gentleman on my money," said old Stephen Girard, considering the disposal of his millions. And he bequeathed \$5,000,000, a tremendous sum in 1831, to found Girard College for orphan boys.

In the admission to the college preference is to be given equally to girls born in the city of Philadelphia and Montgomery county. After that, admissions are to be to those born in the state of Pennsylvania, and lastly to those born in the United States.

The age of admission is between the ages of six and ten years, and of discharge from the college at eighteen or earlier if the trustees deem it to the best interest and advantage of the girls.

They are to be given a good moral training and taught common English branches, and if any of

them are capable and so desire they are to be taught the elements of instrumental or vocal music.

The domestic arts, including laundrying and dressmaking, and so far as possible the domestic sciences, are to be taught so that the girls may be prepared to take up successfully housekeeping and nursing.

They also are to be taught woodworking, horticulture and gardening, milking and poultry raising.

In order to avoid the appearance of charity and to encourage individuality among the girls there is to be no uniformity of dress. The girls will live in cottages, not more than twenty-five in each cottage.

What an age is this for gifts to education! What may we not expect in the near future?

A CONTENTED TEACHER.

[The following letter, not written for print, is from a teacher to a friend who had sent her "The Child and the Book." It is too good not to be passed on.]

"I have just finished 'The Child and the Book.' It is thoroughly interesting, suggestive, too, but I am glad I do not have to live with a man that has such Utopian ideas. 'The crowd' has its trials, but down deep in my heart I am thankful my lot has been thrown with 'the taught and the praught.' The everyday people who are of average intelligence and good temper are very comfortable to get along with, even though 'they have had their brains taken out' and 'have lost all sense of joy.' Strange to say, some of them do appreciate the sky and the wind, and courage and love, even under those conditions."

LETTER SALUTATIONS.

When one is alert he finds no end of interest in the affairs of every day. Recently it was my privilege or duty, according to the point of view, to read about 100 letters on the same subject from statesmen, authors, editors, and educators. For the first time there was fascination to see how they signed themselves. The subject was one upon which no one of them ever wrote before or ever expects to write again was one which his private secretary did not exploit, therefore there was some touch of psychology in it, as Hugo Munsterberg would say. This is the way they did it:—

John Wanamaker—Very sincerely yours.

Edward Bok—Very cordially yours.

Hamilton W. Mabie—Cordially yours.

Joel Chandler Harris—From yours.

John Burroughs—(Omits entirely.)

Margaret Deland—Sincerely.

Elbert Hubbard—I am ever your sincere Elbert Hubbard.

Margaret Sangster—Very sincerely yours.

Judge Lindsey—Sincerely yours.

Booker T. Washington—Yours sincerely.

Benjamin Ide Wheeler—(Omits entirely.)

President Butler—Sincerely yours.

President Hyde—Very truly yours.

President Jordan—Very truly yours.

Woodrow Wilson—Most sincerely yours.

President Schurman—Very sincerely yours.

Professor Jenks of Cornell—With best wishes.

State Superintendent Schaeffer—Yours truly.

State Superintendent Baxter—Very sincerely yours.

The German ambassador—Faithfully yours.

Persian Ambassador—Very truly yours.

Russian Ambassador—Very sincerely yours.

Bishop Henry C. Potter—Very faithfully yours.

Senator La Follette—Sincerely yours.

William Jennings Bryan—Very truly yours.

C. J. Bonaparte (Cabinet)—Very truly yours.

James Wilson (Cabinet)—Very truly yours.

James Wilson (Cabinet)—Very truly yours.

ENGLAND'S GOOD EXAMPLE.

"The managers are to treat direct canvassing on the part of any applicant for the position of teacher or of schoolkeeper as an absolute disqualification for appointment, and to treat in the same way the action of any candidate who induces any one else to canvass on his or her behalf." This is an official utterance of the board of education of London. When will any American city reach such a standard? It looks like an impossible standard in the United States, and yet we have slight respect for England in public educational ideals.

A NORRISTOWN IDEA.

Norristown, Penn., has an idea that is new in city supervision, so far as we know. The board is to pay the superintendent \$3,000 extra salary. He is to select two assistants at \$1,500 each, and pay them from his extra salary. The board has the veto power on his selections, but the initiative is with him. It is easy to commend or criticise an untried scheme, but we shall do neither, but await in patience developments and see what it demonstrates, wise or otherwise.

OKLAHOMA'S EDUCATION.

The constitution of the new state of Oklahoma has this important section on "Education":—

The legislature shall provide for the establishment and support of institutions for the care and education of the deaf, dumb, and blind of the state.

Separate schools for white and colored children, with like accommodations, shall be provided by the legislature and impartially maintained. The term "colored children" as used in this section shall be construed to mean children of African descent. The term "white children" shall include all other children.

The legislature shall provide for the compulsory attendance at some public or other school, unless other means of education are provided, of all the children in the state who are sound in mind and body, between the ages of eight and sixteen years, for at least three months in each year.

The supervision of instruction in the public schools shall be vested in a board of education, whose powers and duties shall be prescribed by law. The superintendent of public instruction shall be president of the board. Until otherwise provided by law, the governor, secretary of state, and attorney-general shall be ex-officio members,

and, with the superintendent, compose said board of education.

The legislature shall provide for a uniform system of text-books for the common schools of the state.

The legislature shall provide for the teaching of the elements of agriculture, horticulture, stock-feeding, and domestic science in the common schools of the state.

VALUE OF SCHOOL PROPERTY.

New York has school property valued at \$126,000,000; Pennsylvania, \$71,000,000; Illinois, \$64,500,000; Massachusetts, \$59,000,000; Ohio, \$51,000,000; Indiana, \$29,000,000; California, \$27,000,000; Michigan, \$26,000,000; Iowa, \$23,000,000; Missouri, \$22,600,000; Minnesota, \$22,000,000; New Jersey, \$22,000,000.

LIBRARY ART EXHIBITS.

A new feature of library work is the giving of art and other exhibits in the library buildings. In Grand Rapids seventeen such exhibits were held. The total attendance at these exhibits was 86,740, and they were a source of great pleasure and profit to many citizens who seldom use the library in other ways. The appeal of art through the picture has a place in the economy of our lives that is no less important than the appeal to intelligence through the printed page. Many of these exhibits are of such a character that they are usually shown only in the leading art galleries of the largest cities.

Optimism in educational circles is at its height. "This will be the best year my schools have ever known," says Superintendent F. B. Dyer of Cincinnati, and so says every superintendent we know.

Buffalo still elects the superintendent by political nomination, but this year there is but one ticket. Henry P. Emerson has all the nomination.

Exploiting the schools for advertising purposes seems inevitable. There is some way around nearly every rule passed to prevent it.

November 29 is the 300th anniversary of the christening of John Harvy, founder of Harvard University.

Cleveland actually hopes to exceed the Boston N. E. A. registration. So mote it be.

W. H. Langdon, the schoolmaster district attorney of San Francisco, was re-elected by a large majority over all competitors.

Read Ernest Thompson Seton's "The Natural History of the Ten Commandments."

Some professions and occupations demand pessimism, but not that of teaching.

Cincinnati for the first time had but one school board ticket in the field.

Christian faith ought to annihilate worry, but it does not always do it.

Agitators need common sense.

THE WEEK IN REVIEW.

SOME ELECTION SURPRISES.

No great excitement attended the state and local elections which were held November 5, and no general significance attaches to the results; for the issues varied widely in different states and cities. But there were some surprises. One of them was the triumph of the Republicans in electing their candidate for governor in Kentucky. If this original "Bourbon" state were to become debatable in national politics, it would be an extremely interesting political change. The Republicans had a struggle to hold their own in New Jersey, which they wrested from the Democrats ten or twelve years ago, and have since held; but they succeeded. In Massachusetts the surprise of the election was not the great plurality of 105,000 which Governor Guild secured over his Democratic opponent, Mr. Whitney, for the split in the ranks of the Democrats made a big Republican plurality inevitable. It was the heavy vote of 75,000 polled by Hisgen, the Independence League candidate, which startled the politicians and set them to analyzing the returns to see where it came from.

STIRRING MUNICIPAL CONTESTS.

In San Francisco the one dominant issue was whether the Schmitz gang, whose leader is languishing in the penitentiary on a five-years' sentence, should get back to power, or whether Acting-Mayor Taylor and District Attorney Langdon should be sustained. The result was an overwhelming victory for decency over spoils. In Cleveland, Mayor Johnson secured a decisive victory over Representative Burton, who would fain have displaced him. In Salt Lake City, the Mormon hierarchy received a staggering blow through the election of the American or anti-Mormon ticket for municipal offices. In Boston, the election of District Attorney Moran over his Democratic and Republican opponents, and the plurality given Governor Guild and the whole Republican state ticket wears an ominous look for the local Democratic machine, and promises to enliven the municipal contest in December.

SILLY SPECIAL SESSION TALK.

It is not surprising that President Roosevelt should have felt irritated by the circumstantial reports, from sources ordinarily well-informed, that he contemplated calling an extra session of Congress to take up currency questions. With the regular session of Congress three weeks distant, only a very extraordinary emergency would have justified calling a special session; and the issue of such a call would have been in itself a notification that such an emergency existed. Anything more fatuous than this at a time when public confidence was just recovering from the shock of the bank panic it would be difficult to imagine. The President never for a moment contemplated taking such a step, but there is room for considerable speculation as to the motives of the people who started the report.

ASSOCIATION OF COLLEGIATE ALUMNAE.

As the association of college women was organized in 1882, the recent meeting in Boston was its quarto-centennial. This was sufficient to attract attendance from many points where branches are established, about twenty-five being represented by about 150 delegates. The attendance of the entertaining Boston branch ran the total far up into the hundreds.

The association's aim by its organization is to draw college women together and maintain their interest in collegiate education, to study and secure favorable legislation, and to familiarize them with such social reforms as naturally appeal to educated women. To further these ends the association establishes branches in such centres throughout the land as can provide a reasonably sure number of graduates to make the branch effective.

At the general meeting of the association the representatives of the branches compare notes, report the work they are attempting, and stimulate each other towards larger and more fruitful endeavors. Among these reports at the Boston meeting were, for example, one by Millicent W. Shinn of Berkeley, Cal., on "The Study and Development of Children," and one by Christine Ladd Franklin of Baltimore on "Endowed Professorships for Women."

The address by Ellen H. Richards of the Massachusetts Institute of Technology bristled with facts. "Less than one per cent. of the total of women workers in the United States," she said, "were in what may be termed professional occupations. Yet there are 3,000 women clergymen, 3,125 librarians, 100 architects, 40 mechanical engineers, 30 civil engineers, and 50 astronomers." She thought it "within the bounds of probability that the next half dozen great leaders in the reconstruction of society will be found among university women."

President Van Hise of the University of Wisconsin suggested the wisdom of establishing such courses as would interest women, such as political economy, civics, sociology, and economics.

M. Carey Thomas, president of Bryn Mawr, expressed her confidence that "the battle for the higher education of women, which has been gloriously fought for twenty-five years, is won forever."

Incidentally she spoke of a visit by President Eliot to Bryn Mawr a year after its opening, who said, as he saw student government as it prevailed there: "If this continues, I will give you two years and no more in which to close Bryn Mawr College." "But," said Miss Thomas, "from that day to this Bryn Mawr College students have had free and unrestricted self-government, and have proved that women of the age our mothers were when we were born are old enough to govern themselves."

The association had many opportunities for visiting historical places and educational institutions, though the weather was execrable, a stout and ill-mannered November gale raging through most of the sessions. But the women were not daunted by a bit of weather. They went to Concord, to Wellesley, to Cambridge, and to several institutions in Boston. They were especially pleased with Simmons College, and thought it a model for self-supporting women and home-makers in some of its courses.

Miss Alice Longfellow welcomed them to Craigie house, and the Agassiz house was thrown open to them for an evening reception.

The Collegiate Alumnae are not only interested in collegiate and industrial education, but also in the betterment of the conditions of working women. At headquarters several great charts were on exhibition showing practical plans for household management. On these charts were given model divisions of income,

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[Continued from page 517.]

weapons of different kinds, the finest of which are quite the peers of the famous Damascus blades.

The population is made up of various races, though the Turcoman prevails at least in numbers. Besides this race, there are numbers of Persians, some Hindoos, who are there as traders with India, Armenians, Jews, and, since its occupation by Russia, many Muscovites.

But the population of Karatagh and vicinity is evidently but a tithe of what it was formerly. There are ruins of former cities, and irrigation canals now choked by the drifting sand from the steppes, that suggest a great decline in population. There is an old legend that says that "once a nightingale could hop from branch to branch of the fruit trees, and a cat could jump from housetop to housetop, all the way from Kashgar to the Sea of Aral."

Probably no spot on earth has seen more numerous or more sanguinary conflicts than Karatagh and the Khanate to which it belongs. It is not at all extravagant to say that the sands of Bokhara's steppes have been drenched with human blood. Here Genghis Khan came with his pitiless and victorious hordes; and afterwards Tamerlane, the most merciless of conquerors. Races have here fought out their hatreds by well-nigh exterminating each other. In later years came the unwelcome Russian, who secured and still retains a real authority over the region about the Oxus.

It was this Russian advance that threatened England's position in India. Karatagh is but a short distance from Afghanistan, and from her doorsteps may be seen the giant peaks of the Hindu-Koosh range, which are between her and India. So the neighborhood has been for many years considerable of a storm centre between Russia and Britain.

Karatagh has been noted for violent thunder storms and occasional, but threatening, earthquakes. On October 21 there was a quake which shook the little, decadent city from end to end. And it is believed that this rent the mountain near by, and led subsequently to the fearful landslide, which in a moment swept hundreds of its people down to death and immediate interment. Such a disaster, almost simultaneous with a similar one in Calabria, leads one to speculate somewhat nervously about planetary conditions, and to wonder where the next calamity may come. Earth's

mountain pillars are certainly getting a great shaking up in this year of our Lord.

INDUSTRIALIZATION OF PHILIPPINE SCHOOLS.

BY WALTER J. BALLARD.

In the *Far Eastern Review* for August, Frank R. White, second assistant director of education for the Philippines, says that with the beginning of the current school year a fourth year was added to the course of primary instruction in the public schools of the islands so that some time per day might be given to industrial instruction. Decidedly that is a move in the right direction, so that the pupils may know how to earn a living when they finish school, using the trades then naturally available. This instruction covers, in order as named over the first three years, stick laying, paper folding, clay and sand modeling, weaving of various fibres, practical garden work, wood and bamboo work, repair of school furniture, framing of blackboards, weaving of fans, mats, baskets, hats, and fabrics, simple pottery, and plain sewing. In the fourth year, all these lines will be pursued to the making of articles of actual salable value. In this year 100 minutes per day will be given to industrial instruction. For this purpose \$30,000 has been set aside this year by the Philippine commission, which will be added to by sums from the municipal and provincial treasures. This movement—educating the hands as well as the mind—is the result of experiments in school gardens made by superintendents and teachers over the past six years. The planting of a few hills of corn five years ago by an American teacher in a Visayan coast town furnished seed for hundreds of gardens, so that while famine was common throughout the Visayas the people of his town had food in plenty. Corn fields now cover much of the fertile area of the coast of that island, thanks to that practical American teacher.

Woodworking shops have been equipped and instruction established in the intermediate departments of thirty of the provincial high schools. This is aside from the trade school at Zamboanga, and the woodworking department in the Philippine normal school. The pupils are actually constructing large amounts of school and house furniture, and, in many cases, are gaining a general knowledge of rough carpentry. At five provincial points, namely, Iloilo, Sorsogon, Vigan, Batangas, and Bacolor, extensive woodworking machinery plants have been installed and are now in operation in connection with high and intermediate schools.

Blacksmithing and iron working tools have been supplied in six schools. Dishes, cooking apparatus, and sewing materials have been provided by the insular government at twenty-five provincial capitals, and practical instruction in this line is in progress at each of these towns.

This industrial education could not have been undertaken when American education in the islands began. "The first responsibility," says Mr. White, "of the public schools was to win the interest and support of the Filipino people. This has been accomplished. The popularity of the schools is established. The transition from the old to the new is now being effected, not only without loss of prestige to the schools but with increasing evidence of loyalty to the system on the part of the masses of the people and their leaders."

Americanism is prevailing in the Philippines.

The habit of looking at the bright side of things is worth more than a thousand a year,

—Samuel Johnson.

HONESTY IN ATHLETICS.

BY CLARENCE F. BIRDSEYE.

We clamor against brutality in football, because a score of persons are killed and a few hundred injured each year. But this happens in all the other sports and businesses of our country, and is important only as indicating an evil beneath. If we wish to clear the moral atmospheres of our alma mater, let our alumni unite to force a full annual accounting of her athletic funds. This need not be open to rivals, but should, at least, be made to honest and fearless graduates who will see to it that any corruption or underhanded work shall be exposed and stopped, and that the guilty are punished and put in a position where they shall not repeat the wrong against their college and her good name, and against every undergraduate, as well as the players and others directly corrupted or benefited. —“Individual Training in Our Colleges.”

INDIAN SCHOOLS.

The interest the Cherokee Indians, as a nation, have taken in education is remarkable. As early as 1819, in their treaty with the United States, the Cherokees set apart a valuable tract of land, the proceeds of the sale of which were to be invested and the interest to be used in the education of the Cherokee youth, and more lands were added to this endowment fund by the subsequent treaties of 1835 and 1866.

The annual teachers' institute of the Cherokee nation was in session in July in the historic town of Tahlequah, the capital of the Cherokee nation. In recent years great pains have been taken to secure instructors of prominence in the West and Southwest for the institute work. Snowden Parlette, a Harvard man and president of the high school of Guthrie, is loud in his praise of the institutions for the higher education of the Cherokee nation. He says:—

“A visit to Tahlequah by one who is a stranger to Indian territory fills one with admiration and surprise—admiration for these people who have made such progress in education in the last century. Tahlequah has been designated the ‘Athens of the Cherokee nation,’ and the appellation is aptly put, for one scarcely ever finds a more cultured community and a more delightful people than at Tahlequah.

“As a result of the conditions included in the treaties with the United States government, whereby the Cherokees set apart lands for educational purposes, the nation is to-day supporting the Cherokee male and female seminaries, the Cherokee orphanage, and the colored high school, all of which are located at Tahlequah.

“The Cadmus of the Cherokees was Sequoyah, who in 1824 invented the Cherokee alphabet. It consists of eighty-six characters, and by it the Bible, many sacred songs, and religious tracts were translated, and one-half of their national paper, the Cherokee Advocate, a weekly paper which until lately has been published at Tahlequah, was printed in these characters. This was the only instance in the history of any nation of the free distribution of a newspaper by a government to its citizens.

“The plan of the seminaries was the same and they were opened for admission of students on May 7, 1850. In the female seminary have been educated the mothers of the Cherokee nation, and their greatest regret at the approach of statehood is that they will be compelled to give up the institution that has moulded the character of thousands of Cherokee women and will be compelled to find other institutions in which to educate their daughters.

“This institution to-day is beyond doubt the finest school building in the two territories, and affords ample accommodation for 175 girls, all members of the faculty, and the steward's family. The building is a magnificent structure of three stories and modern throughout. The course of study is supposed to be stronger than the ordinary high school course. The faculty is composed of women educated in the best schools of the country, a majority of which are of Cherokee blood, a fact of which they are proud. Miss M. Elenor Allen, the present superintendent, and Miss Minta Ross Forman, the principal, are both women of high intelligence and of extraordinary executive ability.

“The Cherokee male seminary also has a remarkable history and has done much in moulding and improving the citizenship of the nation.”

FARM ARITHMETIC AND FIELD INVESTIGATIONS.

(V.)

BY SUPERINTENDENT C. F. GARRETT,

Sac City, Iowa.

MEASUREMENTS OF THE HORSE.

Any boy who has learned the names of the external parts of the horse can easily take the measurements suggested below and ascertain how near any horse on the farm approaches the standard of perfection. The measurements should be taken in a straight line, to be exact, and the tape line used should not be allowed to follow the outline of the body.

Measure the length of the horse from the point of the shoulders to the point of the buttocks, then measure the height of the horse at the withers. These measurements should be the same, and each should equal two and a half times the length of the head measured from the poll to the muzzle. The length at the croup should be eight inches less than half the height of the horse at the withers. The measurements of the thickness of the body from the back to the abdomen, the length of the neck from the poll to the centre of the shoulder, the distance from the point of the withers to the point of the shoulder, from the stifle joint to the point of the hock, and from the point of the hock to the ground should all be the same, and each should equal the length of the head from poll to muzzle. These are said to be the proportions of the ideal roadster. The boy who makes these measurements on a number of horses will probably form a habit of observing the proportions of horses, and the results of his observation will surely be of practical value to him.

Some of the points of excellence to be looked for in a good roadster are a broad, full forehead, a straight nose and face, full, expressive eyes, good muscles on forearms, quarters, and lower thighs, a straight, strong back, a straight croup with but

BOOK TABLE.

A THEORY OF MOTIVES, IDEALS, AND VALUES IN EDUCATION. By William Easterbrook Chancellor, superintendent of District of Columbia. Boston: Houghton, Mifflin & Co. Cloth. 534 pp. (5 x 7.) Price, \$1.75 net.

Superintendent Chancellor is leading and has been leading a wholly unusual life for a schoolmaster. He comes near being a Roosevelt in educational activity—as impetuous, as indifferent to personal consequences, as courageous, as strenuous. At the same time he is even more bitterly regarded by the powers that be with whom he has to do. Washington has been in turmoil from the day of his arrival and grows no quieter very fast. Yet there is something a-doing all the time, and history is being made. In the midst of it all Dr. Chancellor brought out the most important book on everyday pedagogics that has appeared in a long time—"Motives, Ideals, and Values in Education"—from the press of Houghton, Mifflin & Co. It is a book that must be read by all who would maintain rank as educationists; a book that every library in the world must have if it has any books on education; a book that must be in every progressive teacher's library; a book that must be studied in every collegiate department of education and in every normal school. Of how many other books can this be truthfully said? The superiority of the book is not in its wisdom, though there is abundant wisdom; is not in its literary merit, though this is of real value; is not in its completeness, though it is remarkably complete; it is in its fervor, spirit, and vitality. A live man, in the heat of campaigns for progress, writes of education ancient, modern, and recent, writes of what he has observed, thought, and experienced in many places and under many conditions. Conviction and belief, hope and fear, meditation and contention are the ancestral strains that blend in his thought. A prodigious reader, an alert thinker, a vigorous worker, has produced a book in which all of these threads play their part. It is not a book to swear by; it is not a mild remedy to be safely taken on all occasions for disturbances of the system. There is strychnine and arsenic, aconite and *nox vomica* always in the mother tincture, and a reader must understand his ailment before he swallows the dose, but he has the real thing in these pages. It is the pure article unadulterated, recommended for its purity rather than for its safety. Of the book the author frankly says: "In this book I have undertaken that most difficult of all intellectual tasks,—to determine the values of the activities and of the ideals of men. In this task, many men engage themselves more or less seriously; poets, philosophers, statesmen, historians, men of affairs, gossips, cynics, idlers; and all fail. Yet no critic is competent to measure the extent of their failures. If, however, the practical educator would lift his own work out of empiricism and traditionalism into the freedom and reasonableness of philosophy, he must undertake this task. The immediate influences upon me have been of two kinds: the practical experiences of a working superintendent and the academic associations of a university lecturer. The true substratum, the bedrock of the book is not science or art, but a faith that seems to me warranted by history as well as by philosophy and necessitated by the nature of the human mind,—that this life is, to use the frequent phrase of Carlyle, 'but a little gleam between two eternities.' I am well aware of the place of this opinion in the history of philosophy. But only such an opinion, true or false, it seems to me, can justify true seriousness of thought or of conduct in life. It warrants the saying of Emerson, 'I am to see to it that the world is better for me, and to find my reward in the act,'—my reward being the irreversible education of an eternal soul."

DAYS BEFORE HISTORY. By H. R. Hall. New York: Thomas Y. Crowell & Co. 8vo. Cloth. 129 pp. Price, 50 cents.

This work finds a place in "The Sunshine Library," published by the Crowell Company. The author exercises a trustworthy imagination as to what occurred in the pre-historic ages, what kind of people the cave-dwellers were, how they made their stone implements, how they hunted and lived, etc. It is certainly a book that will make a stout appeal to young people, who are naturally interested in imaginative stories. The adventures of "Tig" will fascinate many a lad who is eager to know something of the world before it took the form it wears at present.

TURKEY AND THE TURKS. An account of the lands, the people, and the institutions of the Ottoman empire. By W. S. Monroe. Boston: L. C. Page & Co. Illustrated. Cloth. 335 pp. Price, \$3.00.

Mr. Monroe has published several valuable books on education, until he is known as the best-equipped man in the profession when it comes to writing discriminately about educators of Europe and America, past and present, but it has not been generally known that he is one of the best-traveled men, so far as European countries are concerned, in the profession, and his reading has kept pace with his travels, so that he enters the field of geographically descriptive writings as the only man in the country who is at once an expert educator who can write of lands and peoples as a pedagogist, a geographer, and a traveler. This first book is easily the best book on Turkey and the Turks that is in print, and none is more beautiful. It is a piece of strong literary work; is built on scientific lines, and is aglow with life from root to blossom. It is critically authentic as to information, is fascinating as to style, and exquisitely illustrated. Like a Claude Lorraine mirror, it brings within less than 400 pages every fact of all the masters who have written on Turkey; like a microscope, it sees into cause and effect historically; like a phonograph, it has the author's personality. Boy or girl, man or woman, can but revel in this book. Whatever else you may have read on Turkey, this will give you a better perspective; if you have read nothing else this will give you an equipment as though you had read much of others writers.

JOHN HARVARD AND HIS TIMES. By Henry C. Shelley, author of "Literary By-Paths of Old England." With twenty-four full-page illustrations from photographs. Boston: Little, Brown & Co. Decorated cloth, gilt top, in box. 330 pp. Price, \$2.00.

This is a book of surpassing interest, educationally, historically, and scholastically. John Harvy is the spelling at the time of his christening, November 29, 1607. It is doubtful if there is any other American about whom a book could have been written at this time that would have aroused so much interest among scholarly people as this life of John Harvard. In the nature of the case the book has a much more far-reaching historical value than the biography of John Harvard, since it touches no end of other lives and associations. It is almost incredible, yet strictly true, that this will be the first book to be published regarding the young English minister, who, graduating from Emanuel College in the English Cambridge, emigrated to America and immortalized himself by founding the great university which bears his name. Mr. Shelley has brought to light a great deal of valuable material regarding John Harvard's parents and companions, his life at Southwark, where he was born, and in the college where he was educated, has given all the information concerning his life in America and the founding of Harvard College that can be obtained, and has furnished a fresh and vigorous picture of the people of John Harvard's times, with analysis of their motives and their acts. One of the most notable chapters in the volume is that in which Mr. Shelley elaborates a novel theory of his own to show that the parents of John Harvard may most probably have been introduced to each other by William Shakespeare. Table of contents: "Environment," "Parentage," "Early Influences," "The Harvard Circle," "Cambridge," "Last Years in England," "The New World," "The Praise of John Harvard."

SHAKESPEARE AS A DRAMATIC THINKER. The Moral System of Shakespeare. By Richard G. Moulton. New York: The Macmillan Company. Cloth. 380 pp. Price, \$1.50 net.

Dr. Moulton has made himself a leader of a host of students of Shakespeare by his lectures, popular and literary, in the Middle West, and this masterly study of the greatest of English dramatists will be welcome as few books on this great writer have been. The publishers are slow to learn what a change has come over the book market, notably the scholastic book market. In good (?) old conservative times a professor stayed in his sanctum sanctorum and mulled over his thoughts and studies, telling a handful of students what he thought, until he could go to England for a summer or two and sit worshipfully at the shrine of Shakespeare and then write about him for a handful of readers. Now, an Englishman, born in the atmosphere of British literary men, has come to America, has gone out to the great American public carrying a Shakespearean message to hundreds of thousands of earnest people until they call for his wisdom for their homes, for their daily life. The

book has the culture of the student and the glow of a public speaker without the technicalities of the classroom.

HERBERT SPENCER AND SCIENTIFIC EDUCATION. By Gabriel Compayre. Translated by Maria E. Findlay. Pioneers in Education Series. New York: Thomas Y. Crowell & Co. Cloth. 120 pp. Price, 90 cents net.

It is interesting to read a biography of the greatest of English educators by the best of French educators. The study is worthy both men, and more could not be said.

STORIES FROM FRENCH REALISTS. Edited by L. B. Shippee of Hope Street School, Providence, R. I., and N. L. Greene of Peddie Institute, Hightstown, N. J. New York: American Book Company. Cloth. 16mo. 185 pp. Price, 40 cents.

Here are half a dozen short stories in French by De Maupassant and Zola, who were conspicuous exponents of the modern realistic school of French story-writers. In this text one finds not only the language of modern France, but also the thrilling interest that accompanies the events described,—as the Coup d'Etat of 1871, when France became a republic. The editors have made a happy selection of text, have chosen exercises for translation into French that will aid the student, and have a complete vocabulary which leaves no important word in the text unconsidered.

KRUSI, THE GREAT EDUCATOR. "RECOLLECTIONS OF MY LIFE." Edited by Elizabeth Sheldon Alling. New York: The Grafton Press. Cloth. Price, \$2.50. Postage, 20 cents.

An important work for all interested in educational matters is this book by the late Professor Hermann Krusi. Professor Krusi was the son of Hermann Krusi, the associate of Pestalozzi. The son was born in Switzerland in 1817 and came to America in 1853. He is best known to the general public as a member of the faculty of the Oswego (N. Y.) State Normal and Training school. The larger part of the book is made up of Professor Krusi's own journal, but the editor has contributed a good deal of interesting data as well as selections from his unpublished essays. The illustrations are interesting.

THE ILIAD FOR BOYS AND GIRLS. Told from Homer in simple language by Rev. Alfred J. Church, with twelve illustrations in color. New York: The Macmillan Company. Cloth. Illuminated cover. 500 pp. Price, \$1.50.

What strides have been made in universalizing classic knowledge. The time is not long in the past when no one knew or cared for classic stories unless they could read them in a classic language, but now all children of all classes are expected to know and have a desire to know of Hector and Ajax and Paris, Glaucus and Diomed, Agamemnon, Achilles, and Ulysses. Nowhere can the marvelous story of the Iliad be better read by young people than in this charming version retold for them by Mr. Church.

THE IDYLLS AND THE AGES. By John F. Genung, professor of rhetoric in Amherst College. New York: Thomas Y. Crowell & Co. Price, 75 cents net.

The primary aim of this volume is neither eulogy nor criticism, but a disinterested endeavor to answer the question as to the value of a great poem which has been seasoned and mellowed by time. Tennyson's stately epic, "The Idylls of the King," did not first appear before the world in a way at all favorable to the poem's true valuation. Published at uncertain intervals and in haphazard order from 1858 to 1885, the various sections purported to be nothing more than modernized tales of chivalry and romance, set to smooth-flowing meters. In this light they were accepted and read, and it was not until the last of them appeared that the general public became aware of a larger and weightier intention on the part of the poet—that the whole series should be read as a single poem. In their completed epic form the "Idylls" have now been before the world for twenty-one years. The study is thorough and illuminative, perhaps beyond anything before attempted on the subject, and will set readers afresh to studying the fine original. The book is really a great lecture, delivered before a popular but studious audience in Boston.

SMITH'S NEW INTERMEDIATE COPY BOOKS.

Eight numbers. New York: The Macmillan Company. (7 x 7). Price, 60 cents net per dozen.

These attractive copy books use a round hand, almost

vertical, light lines, with large letters in three books. The copy sentences are instructive, and the sentiment is always worth while. The space in the first three books is five-eighths of an inch and in the other five books the space is one-half an inch.

SEA STORIES, RETOLD FROM ST. NICHOLAS.

By Jack London, George Kennan, and twelve other popular writers. New York: The Century Company. Cloth. Illustrated.

This is a series of wide-awake, captivating stories in prose and verse, all delightfully illustrated, notably the stories in verse. Each of the stories is complete in itself and yet it is as satisfactory as though an entire book had been devoted to it.

LITTLE WATER FOLKS. By Clarence Hawkes, author of "The Little Foresters." Twentieth Century Juveniles. Illustrated by Charles Copeland. New York: Thomas Y. Crowell & Co. 160 pp. 12mo. Cloth. Price, 75 cents.

Those children who read "The Little Foresters," by the same author, will be pleased to know that Mr. Hawkes now turns to the lakes and smaller water-courses, and gives intimate glimpses of the small inhabitants—their going and coming, food, and manner of life. The first chapter, "A Twenty-Dollar Coat," tells the life story of "Trojan," a tame otter who learned many tricks from both his wild and his human neighbors. Then come a description of the "People of Frog Hollow," "Little Musky's Story," "The Revenge of the Blue Horde," "The Weasel of the Waters," "The Tale of a Turtle," and other chapters of like interesting and instructive nature. The author's fancy is as keen as his observation, the stories are well told, and the illustrations by Copeland excellent.

DOROTHY'S RABBIT STORIES. By Mary E. Calhoun. With illustrations by E. Warde Blaisdell. New York: Thomas Y. Crowell & Co. 120 pp. Square 12 mo. Cloth. Price, \$1.00.

The rabbit is the hero of the story, but the adventures in which he figures are thoroughly new and laughable on their own account. Dorothy, a little southern girl, has a pet kitten named Kim, and every evening after supper she tells one of these stories into his sleepy ears. He hears of the doings of rascally Captain Crow, of Major Possum, Colonel Coon, and General Bear; the "Peace Supper,"—first of conventions of this sort which have come to naught,—"The Moonlight Dance," and the various other happenings of sage-brush land. Each episode has an illustration by Blaisdell.

FRENCH SHORT STORIES. Selected and edited by Professor Douglas L. Buffum, Ph. D., of Princeton University. New York: Henry Holt & Co. Cloth. 16 mo. 491 pp. Price, 90 cents.

The need of short stories to teach his classes in French effectively led this editor to select and annotate some of the most varied and most interesting of the modern French writers. In this collection one finds Merimee's "Tamango," Maupassant's "La Peur," Daudet's "Les Etoiles," Balzac's "El Verdugo," besides other representative works from About, Gautier, Zola, Musset, and others. Explanatory notes are given in full measure, and a vocabulary that is a lexicon in itself. The whole makes up one of the daintiest little text-books that has come to our table recently.

BOOKS RECEIVED.

"How to Invest Your Savings." By I. F. Marcossen. Price, 50 cents. Philadelphia: Henry Altemus Company.

"Linguistic Development and Education." By M. V. O'Shea. Price, \$1.25.—"A Student's History of Greece." By J. B. Bury. Price, \$1.10. New York: The Macmillan Company.

"The Child's Mind." By W. E. Urwick. New York: Longmans, Green & Co.

"Introductory Sightseeing Melodies." By E. W. Newton. Price, 22 cents.—"Six Weeks Preparation for Reading Caesar." By J. M. Whiton. Price, 50 cents. Boston: Ginn & Co.

"The Infinite Affection." By C. S. MacFarland. Boston: The Pilgrim Press.

"The Natural History of the Ten Commandments." By Ernest Thompson Seton.—"American Birds." By William Lovell Finley. Price, \$1.50. New York: Charles Scribner's Sons.

"Questions for Class Study: Ivanhoe" By S. V. Taylor.—"Macbeth." By S. V. Taylor.—"Julius Caesar" By Louise VanCamp.

"Silas Marner." By Louise VanCamp.—"Idylls of the King." By Harriet E. Towne. Lincoln, Neb.: The University Publishing Company.

"Europe on \$4.00 a Day." By A. Rollingstone. Price, 50 cents. Medina, N. Y.: The Rollingstone Club.

"Filippo." By Laura B. Starr. Price, 60 cents. New York: A. S. Barnes & Co.

"The Teachings of Thomas Henry Huxley." By I. W. Voorhees. Price, \$1.00.—"The Story of the Covenant and the Mystery of the Jew." By J. L. Woodbridge. Price, \$1.00. New York: Broadway Publishing Company.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

- November 16: New England Association of English Teachers, Huntington hall, Institute of Technology, Boston.
- November 29, 30: Inter-County Teachers' Association of Southwestern Indiana, Evansville.
- December 20-21: Southern California Teachers' Association, Los Angeles; H. A. Adrian, Santa Barbara, president.
- December 26, 27, 28: Montana State Teachers' Association, Missoula.
- December 26, 27, 28: New Jersey State Teachers' Association, Atlantic City.
- December 26, 27, 28: High School Department, Pennsylvania Educational Association, Harrisburg.
- December 26, 27, 28: Southern Educational Association, Lexington, Ky.; president, R. J. Tighe, Asheville, N. C.; secretary, J. B. Cunningham, Birmingham, Ala.
- December 31-January 1, 2, 3, 1908: Iowa State Teachers' Association, Des Moines, F. E. Lark, president, Onawa; Frederick E. Bolton, chairman of executive committee, Iowa City.
- December 31-January 1, 2, 3, 1908: Colorado State Teachers' Association.
- December: California Teachers' Association, Santa Cruz; Morris E. Dailey, San Jose, president.
- January 1, 2, 3: Minnesota Educational Association, St. Paul.
- February, 1908: Department of Superintendence; president, Frank B. Cooper, Seattle, Wash.; secretary, George B. Cook, Hot Springs, Ark.; at Washington, D. C.
- July, 1908: National Educational Association of the United States; president, Superintendent E. G. Cooley, Chicago, Ill.; secretary, Irwin Shepard, Winona, Minn.; at Cleveland, Ohio.
- December 27: Arts Teachers' Club; president, Miss Stella Skinner, New Paltz; secretary, Miss Katharine Saunders, Auburn; at Syracuse.
- December 26-28: Teachers' Association; president, Professor George P. Bristol, Ithaca; secretary, Lyman A. Best, 748 Carroll street, Brooklyn; at Syracuse.
- December 26-28: Science Teachers' Association; president, J. S. Shearer, Cornell University, Ithaca; secretary, J. E. Stannard, Greenwich, Conn.; at Ithaca.
- December 27, 28: Training Teachers' Conference; president, Superintendent S. J. Slawson, Olean; secretary, Principal J. D. Bigelow, Moravia; at Syracuse.
- Spring of 1908: Association of Colleges in the state of New York; chairman, President Rush Rhees, Rochester University; secretary, Howard J. Rogers, Albany; at Rochester University.

EDUCATIONAL ASSOCIATIONS OF NEW YORK.

November 29-30: Association of Col-

leges and Preparatory Schools of the Middle States and Maryland; president, Woodrow Wilson, Princeton University, N. J.; secretary, A. H. Quinn, University of Pennsylvania, Philadelphia, Pa.; at College of the City of New York.

December 26-28: Associated Academic Principals; president, Superintendent Avery W. Skinner, Oneida; secretary, Superintendent W. J. Deans, Elmira; at Syracuse.

December 27: Classical Teachers' Association; president, Professor Frank Smalley, Syracuse University, Syracuse; secretary, F. R. Parker, Elmira; at Syracuse.

December 26-28: Council of Grammar School Principals; president, R. H. Savage, Rochester; recording secretary, John E. Healy, Troy; corresponding secretary, Miss C. A. Farber, Rochester; at Syracuse.

NEW ENGLAND STATES.

MAINE.

Under the law by which towns may unite for the purpose of employing a superintendent of schools sixteen supervisory districts, including forty-three towns, have been formed. By the provisions of this law the state aids in the payment of salaries of these superintendents, who are required to devote their entire time to school supervision. The districts already formed with the superintendents of schools are as follows:—

Abbot, Blanchard, Monson, Miss Agnes E. Steward.

Athens, Bingham, Carratunk, Moscow, Concord, the Forks, West Forks, Charles E. Ball.

Bluehill, Brooklin, Sedgwick, Frank E. McGouldrick.

Brownville, Milo, Herbert L. Douglass.

Dexter, Guilford, E. L. Palmer.

Dover, Foxcroft, W. H. Sturtevant.

East Livermore, Jay, Charles B. Knapp.

Eastport, Lubec, John Foster.

Fairfield, Oakland, Charles S. Sewall.

Gardiner and Farmingdale, Charles O. Turner.

Farmington and Wilton, C. W. Pierce.

Old Town, Orono, Milford, D. Lyman Wormwood.

Rumford and Mexico, H. J. Chase.

Sangerville and Greenville, Clifton E. Wass.

Vinalhaven, Deer Isle, Stonington, and Isle au Haut, Tyler M. Coombs.

Yarmouth, Falmouth, and Cumberland, H. M. Moore.

BANGOR. George R. Gardner of Brewer has been elected to take Frank H. Damon's place as head of the science department in Bangor high school. Mr. Damon will go to Powder Point school, in Massachusetts, of which institution he has been elected master. Mr. Gardner, after graduating from Brewer high school, went to Bowdoin, from which institution he was graduated in the class of 1901. He came to Brewer high school then, acting as assistant principal and principal, and then went to Bridgton high school, where he installed one of the finest laboratories in the state.

MASSACHUSETTS.

SHELburne FALLS. The school committees of Shelburne, Buckland, and Colrain at a meeting November 7 elected Austin R. Paull of Sanford, Me., as superintendent of the schools of the three towns, to succeed Capt. C. P. Hall, whose resignation takes effect December 1. Mr. Paull was for three years at Roston University and one year at Brown. He is now superintendent of schools at Sanford.

BOSTON. The eighty-first meeting of the New England Association of School Superintendents was held in the Boston Latin school hall November 8, with a large attendance of supervisors from all parts of New England. The general topic for the forenoon was "School Hygiene," and the speakers were Hon. George H. Martin, secretary Massachusetts state board of education; Dr. Thomas F. Harrington, director of physical training, public schools, Boston, and Dr. Luther H. Gulick, director of physical training, New York city. In the afternoon the general topic was "Industrial Education." Charles H. Mors, secretary Massachusetts industrial commission, spoke on "Industrial Education Abroad." James J. Storrow, chairman of Boston school committee, and Henry J. Skiffington of Revere read papers on "Industrial Education" from the standpoint of the employer, and from the standpoint of the labor unions respectively. At a business meeting preceding the discussion on industrial schools the following officers were elected: President, Henry D. Hervey, Malden; vice-president, F. H. Beede, New Haven; secretary and treasurer, Frank O. Draper, Pawtucket; auditor, Charles H. Morss, Medford.

CENTRAL STATES.

IOWA.

TAMA. It seems to have been left to Superintendent C. E. Fleming of Tama, Iowa, to conceive and carry out the ideal plan by which to enthruse pupils with the reading habit, and to secure good readers by reading. Superintendent Fleming supplies every schoolroom with from seventy-five to one hundred different books, of good reading matter, suited to the grade of pupils in room. The last fifteen minutes of each day is spent by the pupils in silent reading; the book used is one that the pupil has personally selected. Pupils are compelled to read complete and with care every book chosen. Each pupil is expected to be ready every morning to tell concisely or extendedly to the school, if called upon, what he has read from his last book, or to read a passage or passages that most interest him, or which he thinks deserve special notice. The plan needs no commendation. The wonder is that it has been left to Superintendent Fleming to conceive a method so commendable.

COUNCIL BLUFFS. The session of the Southwestern Iowa Association at Council Bluffs, lasting three days and closing November 2, was attended by over 900 persons. President C. E. Blodgett and the executive committee were most heartily approved in their choice of prominent speakers. Doubtless Dr. Toyokichi Iyenago was the star of the gathering. He deserves all the praise he

receives. The meeting will convene next year at Denison with Superintendent W. W. Clifford as president.

MICHIGAN.

GRAND RAPIDS. During the school vacation last summer the experiment was tried of opening six of the school libraries, placing in each a collection of selected books from the Ryerson building. These were open two hours of a given day each week, or twelve hours a week for the six. The most important library extension for the year is the arrangement whereby the State Telephone Company has leased its building on West Bridge street to the board of education for a term of seventeen years, on condition that it be used exclusively for library purposes, and that the city maintain the building, keep it insured against fire, and pay all taxes which may be levied against it. This generous offer on the part of the Telephone Company gives the city the free use of a valuable property for a long term of years, and makes possible the establishment, at small expense, of a branch library in a building well adapted for our purposes.

KENTUCKY.

The Southern Educational Association will convene in Lexington, Ky., December 26, 27, and 28. Local arrangements have been made and the program is now being prepared. President, R. J. Tighe, Asheville, N. C.; secretary, J. B. Cunningham, Birmingham, Ala.; local chairman, Milford White, Lexington, Ky.

TERRITORIES.

INDIAN TERRITORY.

J. D. Benedict, superintendent of Indian Territory schools, is looking for teachers for the new government and other schools which require many additional teachers. Mr. Benedict was county superintendent of Vermilion county, Illinois, schools in the pioneer days of the rural school course of study.

DISARMAMENT.

"John, what is this disarmament talk about?"

"It is a movement to prevent pretty girls wearing pins in their belts."—Houston Post.

HIS CHANCE WILL COME.

"You don't seem to be growling at the world now?"

"No; but I'm expectin' that trouble will soon strike me and give me another chance."—Atlanta Constitution.

He had an ample fortune
And lovely daughters, three,
And young men knew that peaches
grew

Upon his family tree.
—Nashville American.

EASILY PLEASED.

He—"Are you a vegetarian?"
She—"Oh, no; I love good beef."
He—"Ah! I wish I were beef."
She—"Well, I like veal also."—
Pick-Me-Up.

The New and Enlarged BRADLEY CATALOGUE of KINDERGARTEN GOODS, SCHOOL SUPPLIES, WATER COLORS, and DRAWING MATERIALS

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Another Victory for the "New Typewriting."

The merits of the "New Typewriting" have again been fully demonstrated by the winning of the International typewriting contest for speed and accuracy by Miss Rose L. Fritz, an advocate and brilliant exponent of touch typewriting as presented in Charles E. Smith's "Practical Course in Touch Typewriting," and published by Isaac Pitman & Sons, 31 Union Square, New York city. At the above contest, held at Madison Square garden, October 12 to 19, Miss Fritz in open competition wrote 5,619 words in one hour from copy, making a net speed of eighty-seven words per minute. On the following night, blindfolded, she wrote 3,032 words in thirty minutes, making an average of ninety-seven words net per minute, the actual average was 100 words a minute, but there were nineteen mistakes in the copy, and for each of these, as a penalty five words were subtracted from the total. In the above contests Miss Fritz broke her own and all previous records.

Association of Collegiate Alumnae.

(Continued from page 521.)

visions of housework, for the homemaker's time, and a set of menus for a week. These charts were ingeniously arranged, and quickly suggestive of how domestic funds and labor might be scientifically planned.

This feature of social service was peculiarly interesting, specially that of the New York Western branch at Buffalo, where summer outings are provided for mothers and children of the poorer sections of the city. Home libraries are circulated, and courses of helpful lectures given. This branch is also investigating peasant handicraft among foreigners, with the aim of making it profitable and serviceable to the immigrant people who are so numerous in Buffalo.

All told, the quarto-centennial was a success as well as a pleasure. And as the western delegates turned homewards they bore with them many a delightful memory of Boston entertainment and culture.

REASON ENOUGH.

"Why is Jones growing a beard?"
"Oh, I believe his wife made him a present of some ties."—Punch.

FROM PAPA, ALONE AT HOME.

O woman, in your hours of ease,
come home and wash the dishes,
please!—Baltimore Sun.

College Notes.

The report of the University of Cincinnati for the last year, as given out by President Dabney, says that the number of regular instructors and professors is 239; number of students in attendance within the year is 1,374; number that received the degree of B. A. at the last commencement—men, 25; women, 37; number that received other baccalaureate degrees at last commencement, including those granted professional degrees—men, 158; women, 51. The total number of persons graduating since the founding of the university, in 1819, is 8,509. The endowment and property belonging to the institution approximates \$3,300,000, and an important possession is the library of 100,000 volumes. The amount received from students during the year was \$51,042.50. The income from other sources is \$148,434.78; total, \$199,477.28.

The graduate school of the University of Illinois, which the late legislature granted \$50,000 a year to maintain, is intended to give more instruction than the ordinary college courses afford. The school offers courses of instruction and facilities for research in more than twenty-seven general branches of learning, including subjects in language and literature, economics and philosophy, physical and natural sciences, agriculture, engineering, etc., leading to advanced degrees. Membership in the school is open to graduates of the university and of other institutions of approved standing, and to others who present evidence of sufficient qualification. Several scholarships and fellowships have been established, and these are awarded to the candidates giving evidence of being best able to profit by the advantages offered.

President Hamilton of Tufts College in his annual report condemns co-education. He prophesies that every institution in New England where the sexes are together in the classroom will ultimately become girls' colleges. "The average young man," Dr. Hamilton says, "will not go to a co-education institution. He is not comfortable with the women in the classroom. I do not believe that Tufts ought to go out of the business of educating women, but I do believe that it should educate its women separately."

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(Signed)

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To the Editor of the Journal of Education:—

It is with pleasure that I give you some of my "impressions" of the recent meeting of the Vermont Teachers' Association. I ceased my wanderings among the schools some time ago and it had been ten years since I attended one of the Vermont meetings. Great have been the changes since that time.

To a former teacher of the state, and one who had for years attended these annual meetings, that of October 17-19 was a surprise for its record-breaking numbers, its spontaneity and enthusiasm, as well as the personnel of those to whom the educational interests of the children are now confided. So large was the attendance that many were turned away from the doors, and the teachers, instead of making the not unusual visits to other places of attraction, attended, or tried to attend, every session. The papers were, most of them, on different and more general subjects than in the past,—those of detail evidently being left to the superintendents and principals for their local teachers' meetings.

I have attended larger meetings, for the state is small, but I think I never attended a better one. With conspicuous exceptions (of the past) the men were of larger calibre, better educated, and better trained. The women were better dressed, better appearing, and, I should say, better teachers. As a Vermonter, I could but have a feeling of pride at the quality and character of the men and women elected to the new district superintendencies. They gave reports from their several fields. All carried themselves well upon the platform, spoke well, and had something to say. From these superintendents much is expected, and the people will not be disappointed.

I am, from the nature of my business, in indirect touch with the educational systems and schools of every state in the Union, and I doubt whether any state has, in recent years, made greater progress educationally. I speak now of the schools in the larger centres, for the small district schools are yet far from the desired standard and would not compare favorably with those of other states where such schools have had, for several years, expert supervision.

It was for these schools particularly that the last legislature made ample provision,—the state paying from two-thirds to five-sixths of the salaries of the district superintendents. Too much cannot be said for this very recent provision for intelligent supervision of the country schools, and to three men is all praise due,—one of the ablest and best Governors the state has had in a generation, the Speaker of the last House of Representatives, and the present efficient State Superintendent of Public Instruction.

In a recently published new edition of Conant's "Vermont" photographs are given of the new school buildings of the state, and to one who has in the past visited every important city and village, with two exceptions, these furnish a most agreeable surprise.

Benjamin H. Sanborn.

120 Boylston street, Boston.

THE WEEK IN REVIEW.

(Continued from page 521.)

LOCAL OPTION EXTENDING.

One of the side issues in certain of the elections was that of license or no-license under local option. In Delaware, indeed, it was the only issue, since no candidates were voted for. The state had been divided into four districts, under the local option law, and the voters in each voted upon the question whether saloons should be licensed within the limits of the district. The result was that two districts, one of them that in which Wilmington is included, voted for license and the other two voted against it. In Illinois, the vote was by counties, and sixteen counties voted for varying degrees of local prohibition. Altogether, 250 saloons were driven out of business in the new prohibition area.

HOBNOBBING ROYALTIES.

This month witnesses the largest gathering of royalties in England since the funeral of Queen Victoria. Without any apparent reason for the coincident visits, the king and queen of England are entertaining simultaneously the emperor and empress of Germany, King Haakon, Queen Maud

and Prince Olaf of Norway, and King Alfonso and Queen Victoria Eugenie of Spain and the little prince of the Asturias. It is an interesting instance of that touch of human nature which makes the whole world kin that the German empress was for days hesitating whether she ought to accompany her husband to London or to remain at home to care for one of her children, who had come down untimely with the chicken pox, like any plebeian.

INDIAN TROUBLES BREWING.

There is a familiar sound in the reports from South Dakota of menacing discontent among the Utes. The Indians make complaint that the government is not keeping its promises to them, and that they are in a fair way to starve for lack of needed supplies; and an army officer who was sent out to investigate conditions reported that the conditions were not past mending and that they had been aggravated by the harshness of the local agent. But it appears from the Indian bureau that the root of the trouble is the hopeless laziness of the disaffected Indians, and that they have had abundant opportunities to work which they have rejected. Whatever the real truth may be, troops are being hurried to the reservation, and it looks as if we might find a harassing Indian war on our hands before we know it.

A GREAT STRIKE AVERTED.

The British public breathes a good deal more freely since the great railway strike, which was threatened by the 100,000 members of the Amalgamated Society of Railway Servants, and which promised to tie up transportation and hamper business for an indefinite period, has been averted by an agreement reached through the mediation of the president of the board of trade. The companies alienated public sympathy at the start by a flat refusal to give any consideration to the demands of their men; but they have been brought to a better state of mind. Under the agreement which has been made, they are bound to submit questions which arise to a mixed board of conciliation, composed of company officials and employees, and in the event of failure to reach an agreement they must accept the decisions of a tribunal of arbitration.

Current Events.

Illustrative of the methods followed in the public schools of Tacoma, Wash., the following bulletin, issued by the superintendent to the teachers, will be read with interest, it being one number of a regular weekly series:—

1. The President's River Trip: Trip taken down Mississippi from Keokuk to Memphis, where a deep water way convention was held. Railroads are no longer able to handle nation's produce, hence plans are being made to increase efficiency of water transportation. The establishment of a national department of public works is asked for. Plans are being discussed for the making of a deep water-way of the Chicago drainage canal, Des Plaines, Illinois, and Mississippi rivers. The director of the International Bureau of American Republics says: "The great middle West will control the trade of the entire west coast of South America when the Panama canal is complete, providing the deep water-way from the lakes to the gulf is constructed. Otherwise it will be Japan, Germany, and England, which will exercise commercial sway over the great empire to be opened up."

Questions: Tell about the recent trip taken by the President. By whom planned? What is the significance of this trip? For the past fifty years which has received more attention, railroad or river transportation? Why has attention been lately turned to the improvement of our water-ways? What effect may their development have on railroad rates? Tell what you can of the Erie canal. Why important? Is it right that New York should maintain this canal? Trace shipment of meat from Chicago to New York city by way of canal. If you were planning a canal between Chicago and the Mississippi where would you build it? Who will receive the greatest benefit from such a water-way? Who should pay for its building? What states will be benefited by the improvement of the Mississippi channel? Should this be done by local or national government? Tell something of the history of the building of the Panama canal. Why so many failures? Why is the United States determined to push the building of the canal? What markets will these water-ways enable us to command? Trace a shipment of grain from Chicago to Japan by way of Panama.

References: President's trip: Review of Reviews, October, '07; Indiana, October 3, '07; recent newspapers, Chicago canal; World To-Day, September, '07; Panama: Current Literature, April, '07; Review of Reviews, October, February, '07; Harper's Weekly, May 11, '07; Curtis, "Between the Andes and the Ocean." Erie canal: McMurtry geography.

2. More Liberal Governments for Oriental Nations: Persia became a constitutional monarchy January 1, 1907. General elections provided for every two years. New government has not yet quieted unrest. Prime minister shot September 1. China: A year ago an edict was issued which was to pave the way for constitutional government. In September conferences were called by Dowager Empress to discuss future government of China. Nothing has yet been done towards making the gov-

ernment constitutional, but in order to preserve the Manchu dynasty a few restraints such as prevention of daughters of Chinamen from marrying into Manchu families and compulsory binding of Chinese women's feet were removed. India: For several years unrest in India has been growing. Self-government or home rule was asked for by the Indian congress held in December, 1906.

Questions: We have regarded the Oriental as non-progressive. What eastern nations are showing themselves capable of industrial and political progression? What nation seems to give least evidence of awakening? What changes have been taking place in the Persian government? In the Chinese? What are Indians demanding? What is the attitude of the English conservative in this matter? Of the liberal? What do you think ought to be England's attitude? Why?

References: Persia: Geographical Magazine, February, '07; World To-Day, October, '07; Nation, January 17, '07; Review of Reviews, October, '07. China: World To-Day, October, '07; Spectator, September 21, '07. India: Review of Reviews, February, October, '07; World To-Day, June, '07; Nation, January 17, '07.

3. Notice latest reports of the Lusitania; Japan's measures to restrict immigration; immigration of Italians to Argentina.

THE PUNSTER GOES BUGGY RIDING.

"Suppose," he said, in accents soft,
"A fellow just like me
Should axle a little girl to wed,
What would the answer be?"

The maiden drops her liquid eyes,
Her smiles with blushes mingle,
"Why seek the bride halter when
You may love on, sur, cingle?"

And then he spoke, "Oh, be my bride,
I ask you once again;
You are the empress of my heart,
And there shall ever rein!

"I'll never tire of kindly deeds
To win your gentle heart,
And saddle be the shaft that rends
Our happy lives apart."

Upon her cheeks the maiden felt
The mantling blushes glow,
She took him for her faithful hub,
To share his wheel of whoa!
—Eugene Field.

"The department of agriculture has figured out," he read from the paper, "that rats cost the people of this country \$100,000,000 a year."

"John Henry," replied his wife, "I don't believe a word of it. Why, mine only cost thirty-five cents, some women make their own, and some wear their hair flat. Huh! can't tell me."—Philadelphia Ledger.

Little Dorothy had been intently watching her brother, an amateur artist, blocking out a landscape in his sketch-book. Suddenly she exclaimed: "I know what drawing is."
"Well, Dot, what is it?"
"Drawing is thinking, and then marking around the think."

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MISCELLANEOUS.

AGENCIES will find this new department a useful one for their business. Address, Journal of Education, Boston.

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Speed with Accuracy again Triumphant

At the great International Contest for SPEED and ACCURACY in shorthand writing, held at Boston, March 30, 1907, under the auspices of the Eastern Commercial Teachers' Association, Miss Nellie M. Wood (Isaac Pitman writer) carried off the Eagan International Cup, and Sidney H. Godfrey (Isaac Pitman writer) again won the Miner Gold Medal.

Send for copy of "Pitman's Journal" containing a full report of above contest.

ISAAC PITMAN & SONS 31 Union Sq., N. Y.

A PHONY TENNYSON.

Break, break, break
My phone connections—see?
And I would that my tongue could utter

The thoughts that arise in me.

Oh, well for the telephone girl
That she's only in reach of my shout;

Oh, well for the manager, too,
That his lies cannot be found out.

And the damnable breaks go on,
To the ruin of business hopes;
But oh, for a chance to revenge myself

On the telephone central dopes!

Break, break, break,
And I rave most bootless!—
But the tender grace of a placid mind

Will never come back to me.

—New York Mail.

Guard—"Now, then, miss, get in quick, please; the train is just going to start."

Young Lady—"But I want to give my sister a kiss."

Guard—"Get in, I'll see to that."
—Tit-Bits.

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How to Invest Your Savings.....	Marcossen	Henry Altemus & Co., Phila.	.50
Filippo.....	Starr	A. S. Barnes & Co., N. Y.	.60
Europe on \$4.00 a Day.....	A. Rollingsstone	The Rollingsstone Club, Medina, N. Y.	.50
The Infinite Affection.....	MacFarland	The Pilgrim Press, Boston	

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NATURALLY.

"Waiter, it seems to me the portions have grown much smaller."
"Yes, but see how the place has been enlarged!"—Fliegende Blaetter.

THE MAGAZINES.

—The special features of the November number of the Review of Reviews are a comprehensive illustrated survey of the American lumber industry, with special reference to the recent enormous advance in prices; a clear and detailed presentation of "The Milk Supply as a National Problem"; a character sketch of Francis Joseph, the Austrian emperor, by Wolf von Schierbrand; an exposition of Boston's "sliding-scale" system as applied to the gas situation, by Louis D. Brandeis; an account of Dr. James Wilson Robertson's remarkable contributions to the training of Canadian farmers, by George Iles; a brief study of the lessons in colonial architecture impressed by the Jamestown exposition, by Ernest Knauff; and the story of Persia's political and social regeneration, by Herman Rosenthal. In the editorial department, "The Progress of the World," appears the usual complete resume of the events of the past month, giving special attention to the traction situation in New York city and the movement for the deepening of our inland waterways.

The girls who are establishing the precedent of kissing their rescuers are doing more for the promotion of heroism than all of Carnegie's money.—New York American.

The American Digestive Faculty.

William H. Maxwell, superintendent of public instruction in the city of New York, makes the announcement that the enrollment of children in the public schools for this term reaches 630,387. Here is an increase of 20,000 over last year. In Los Angeles we are likely to think that half-day school attendance prevails only in a city growing at the unusual ratio known to us here. But in three of the New York boroughs there are nearly 69,000 pupils attending school only part time owing to lack of room. A year ago there were nearly 13,000 children more who were kept out of school from this same lack of accommodations. The city of New York, like the city of Los Angeles, is taxed every year to keep pace with the growth in number of children of school age. Mr. Maxwell expects that during the month of October there will be additional accommodations sufficient to take in about 5,000 of the pupils on half time.

New York is the great inlet through which reaches us the tide of foreign immigrants coming day by day into this new land of promise. About 1,000,000 of these a year come to us, most of them without knowledge of our language, of our laws, and with views, moral and otherwise, radically at variance with ours. Much of the crime and industrial disturbances from which we are suffering is due to this unusual influx of foreigners of this type.

It is a marvelous thing that we digest and assimilate this million of newcomers so rapidly and effectively. Here are the real digestive organs of America, these public schools. The educational institutions of the city of New York, maintained at public expense free to all comers, furnish education and training in American ideals to an army large enough to make of themselves an immense city. An American public school presided over by a teacher thoroughly intelligent in American principles, patriotic in American impulses and duly diligent in impressing these upon the minds of the pupils, very rapidly converts the little brown-skinned Neapolitans and Greeks, these lower classes of Poles and Russian Jews, into pretty good types of American citizens, speaking generally and taking all things into consideration.—Los Angeles Times.

Twenty-four Racial Types in Bowdoin School, Boston.

American	Swedish
Italian	Armenian
Greek	Danish
German	Negro
Dutch	Portuguese
Jewish	Swiss
English	Finnish
Irish	Polish
Scotch	Hungarian
French	Welsh
Canadian	Norwegian
French-Canadian	Roumanian

CONSOLATION.

There ne'er was climate
Nor day so hot
But that in time
It cooler got.

—Cleveland Plain Dealer.

BOSTON THEATRES.

KEITH'S.

The swift pace that has been set at Keith's this season in the way of shows combining novelty and merit will be well maintained next week, for among the big features will be Bransby Williams, Al Leech, and the Three Rosebuds, the Willy Pantzer troupe, the Novellos, Callahan and St. George, and the Murray sisters. Lovers of Dickens have a great treat in store for them in the engagement of Bransby Williams. For a number of years this exceptionally talented man entertained the best people in England with his remarkable impersonations of the characters Charles Dickens made familiar to readers of his novels, but it remained for American managers to bring Williams before the general public as represented by the patrons of vaudeville. His characterizations, the make-ups for which are taken from the drawings by Cruikshank, Barnard, and Phiz, are remarkable in many ways and stamp him as an artist of the very highest class. The return of Al Leech to vaudeville is one of the most notable events of a very eventful season. He is a comedian who has few equals as an entertainer. Assisted by the Three Rosebuds he presents a skit that is full of merry moments. The Willy Pantzer troupe of acrobats were announced for last week, but circumstances held them back for a week, a fact that will only add to the welcome they will receive, for they are supreme in their line. The Novellos with their miniature circus scored so heavily this week that they have been retained as a leading feature. "The Old Neighborhood," the sketch presented by Callahan and St. George, is one of the best things in vaudeville to-day; while the Murray sisters are two very pretty girls, who well know what the public want in the way of songs. The bill will also include Phil Bennett, with pleasing vocalisms; Elsie Harvey and boys, in a dancing novelty; the Abbots, in a sketch; the Hurleys, great acrobats; Mozarto, a versatile instrumentalist; Hagan and Westcott, in a playlet, and the kinetograph, with its customary quota of new motion pictures.

CAUTIOUS LISTENER.

"Do you ever talk back to your wife?" asked the solicitous friend.
"Sometimes," answered Mr. Meekton, "a very little, just to show her that I have not gone to sleep."—Washington Star.

ALPHABETICAL.

The kindergarten children are struggling with the alphabet.
"Who can tell what comes after G?" asks the teacher. Silence reigns.

Again she questions, "Doesn't any one know what comes after G?"

Then Carleton raises his hand. "I do," he says. "Whiz. Gee whiz."—Woman's Home Companion for November.

GOOD GROUND.

Knicker—"The President intends to hunt wild hogs."

Bocker—"Pity he didn't come to the subway."—New York Sun.

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Pa. to Me. Bertha Woods, Erie to Bangor; to N. Y. Earl L. Lavers, Athens to Yonkers; Geo. H. Gere, Pittsburg to White Plains; Jeanette A. Morton, Emporium to Lakemont; Mary E. Boyd, Chambersburg to Sharon Springs.

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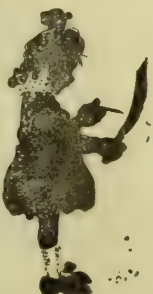
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JOURNAL OF EDUCATION.

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NOVEMBER 21, 1907.

A. E. WINSHIP, Editor.

EDUCATIONAL SPECTATOR.

TWO MEMORABLE WEEKS.—(II.)

[Editorial.]

Mississippi was in a way the great revelation of those two weeks. A state without a city! The census of 1900 does not give a city of 15,000! What would Louisiana mean to the world without New Orleans, Alabama without Mobile and Birmingham, Georgia without Atlanta and Savannah, Tennessee without Memphis, Nashville, and Chattanooga, but Mississippi has had no city of any magnitude. And yet Mississippi has done more to build up Memphis than has Tennessee and almost as much for New Orleans and Mobile as have Louisiana and Alabama. When her people have earned and saved money they have gone to Memphis, New Orleans, Mobile, and Birmingham to spend it; when they became rich, in these cities they established homes; when their boys aspired to city life they went to these cities.

Mississippi has made the most of her resources. She has the best forests in the South and there are no better rice lands or cotton fields. No state takes more pride in the character of her citizens. She leads all other states in the percentage of her people whose parents were born in the state. Her appropriations for schools are phenomenal. Here is a state of which seventy-two per cent. of the entire state appropriation is for public education. What would Massachusetts, or any other Northern state, say to such a proposition! Only expert and devoted educational leadership for a quarter of a century has made this possible. The last of the trio of notable state superintendents was Hon. A. H. Whitfield, who is now the skilful president of the Women's Industrial College, in which are enrolled 800 young women of exceptional worth and devotion. The entire student membership is apportioned to the counties of the state, each being assigned its quota, and the county superintendent has the selecting of the young women to enjoy the privilege. Is this paralleled in any other state institution for its entire student membership? In thinking of Mississippi it must never be forgotten that for every two white men struggling with the problems there are three colored men who do not bear much of the burden, to put it mildly.

Alabama is making a famous record in the proportion of her state appropriation that goes to the equipment and maintenance of her state educational institutions, but the "spectator" saw nothing educational outside of Birmingham, which is wonderful for its newness. Superintendent J. H. Phillips, who has been here less than twenty years, has developed the entire system of schools. A native of Kentucky, a graduate of Marietta College,

he taught in Ohio for three years and in 1888 became principal in the one small building in which all of the children were gathered. To-day he presides over the system in a large city, and it has all come in his day. The white high school has 800 enrolled. In a colored high school the spectator heard plantation songs beyond anything he had heard before, and that is saying much. But the highest interest attached to the industrial features. The girl seniors make literally everything worn at graduation except their shoes. Their whole course in sewing, knitting, and dressmaking is focused on this fact, and each year all previous classes are outdone.

The state fair was a feature of my Birmingham visit. Here were abundant evidences of the agricultural and mineral resources of the state which make her the Pennsylvania of the South. One lump of coal weighed 2,950 pounds, and was taken out 9,025 feet from the mouth of the mine. At Nashville the return of Superintendent H. C. Weber marked an epoch in the educational history of the city. He is an accomplished scholar, a graduate of the Tennessee college of rare culture, Swannee, with extended post-graduate work in chemistry at Harvard, leaving that institution as one of the most promising of her chemists, author of a text-book on the subject which is still a standard. Into mining he dipped, making and losing two fortunes before he settled down to the superintendency in which he is eminently successful. The South has no better educational leader than he.

Nashville rivals the best Northern cities in tenure and practical pension.

The superintendent here is elected for five years, and teachers after satisfactory trial are placed upon a permanent list from which they cannot be removed except by positive vote of the Board and notice of thirty days in advance being given them. When a teacher retires from age she becomes a regular substitute, which is practically a pension list. A teacher on this list works or not as she is disposed. There is no compulsion. With the regular grade teachers the regular maximum salary is \$60 per month, with possibilities of promotion to special positions such as hall principals with salary going as high as \$85. In the high school the regular teacher's maximum salary is \$120 a month with chance of promotion to special hall principalships going as high as \$155 per month. The principalships in the grammar schools pay as high as \$170 per month.

JOHN GREENLEAF WHITTIER.—(I.)

BY R. W. WALLACE.

Of our leading poets he was almost the only one who learned nature by working with her at all seasons, under the sky, and in the field and wood.—E. C. Stedman, in "Poets of America."

This year of grace which is now so near its ending has furnished favorable opportunities for interesting and rewarding retrospects. The mental eye has been directed to the planting of that little colony of Saxons on the shore of the James river, destined as it was to expand into the puissant America of our time. Then, too, certain imposing figures have reappeared for at least one gratifying and favoring glance, such as Longfellow the bard, Agassiz the naturalist, and Fulton the inventor; their features untouched and their aureoles undimmed by the hand of time.

And now there comes afresh into the line of vision with the closing of this year the graceful and genial face of the poet Whittier, as his centennial falls due on the seventeenth day of the twelfth month according to his Quaker computation. No one who ever saw that face in life can ever forget it, with its high forehead—as if thought was no transient tenant there; its powerful, level brows, its deep-set and dark eyes—so radiant with kindness, and yet so suggestive of possible fire, and the compressed lips that so easily broadened into a winsome smile. There was no hidden meaning about those features; they were as open as a sunlit morning.

It was Whittier's good fortune to be born and reared in humble surroundings. A contracted and somewhat unfertile farm on the north shore of the Merrimac was the Whittier homestead. Here as a boy the poet learned to turn a furrow, to mend a fence, to house and fodder the cattle, and after a frantic winter storm to break a way through giant snow-drifts that blocked the lane. He knew where the strawberries were on the hill, where the lily pond and the pickerel pond were, where the woodchuck dug his tunnel, where the wild bee sought the wild thyme, where the migratory waterfowl paused to rest a weary wing, where the squirrel hid his hoard of nuts and the oriole swung its nest. Charming experiences these to remember, and to enshrine afterwards in simple, unaffected verse.

School advantages were scanty, but good as far as they went. Joshua Coffin, the schoolmaster, stirred slumbering ambitions in the shy and honest farm lad, and especially so on that day when he placed in the boy's hand his own well-thumbed copy of "Bobbie Burns." No loan was ever repaid with ampler interest, for it was that book that awakened in Whittier his earliest poetic impulse. The wish to go beyond the district school was interfered with by the restricted income of the farm, but by making slippers at twenty-five cents a pair to pay his way, the boy was able to spend a few terms at the Haverhill academy, and prepare himself for a brief attempt at school-teaching. This was as far as his tuition went. Probably had he enjoyed more robust health he would have aspired to a college degree in course; but such his straitened circumstances both in purse and vitality denied him.

And in a real sense this was well, for, as Stedman says, "Whittier's origin and early life were auspicious for one who was to become a poet of the people. His muse shielded him from the relaxing influence of luxury and superfine culture. . . . It placed him years in advance of the comfortable Brahmin class, with its blunted sense of right and wrong, and to use his own words, turned him 'so early away from what Roger Williams calls the world's great trinity—pleasure, profit, and honor—to take side with the poor and oppressed.'"

Whittier came of Quaker stock, and that stock was instinctively friendly to the untutored redman and the manacled black. Such kindness to the hunted and enslaved had to be preached into many of the other religious persuasions, but it was native to the Friends. Ere Whittier began to vote, he entertained the longing and the hope that some day, in the land he loved, every yoke might be removed from human shoulder, and every thong from human wrist. So it was a day of vital interest to America—though neither knew it at the time—when Whittier and Garrison first met each other. That day there was the signing of a compact of affection and endeavor between them that rivaled that of David and Jonathan, and that, like this, stood the tense strain of all the years till their work was done.

Loyally did Whittier share the obloquy that came to Garrison and his fellow-reformers. It was not a comfortable experience that came to the early abolitionists. Their cause was most unpopular, and even their lives unsafe. Whittier himself was pelted with stones and mud and ancient and malodorous eggs, in the capital of a New England state, and his modest Quaker garb spoiled beyond repair, though his life was saved by flight. Armed men surrounded Quaker homes, and gave them a rude rifle serenade, but nothing daunted these kindly non-resistants.

One day while visiting Whittier, I spied a gun with an inordinately long barrel leaning in a corner of the library wall. Modestly I rallied him on the incongruity of such a weapon being found in the home of such a non-resistant as himself. Taking up the gun and holding it for my inspection, he said,—while the merriest twinkle lurked in his dark eyes,—“Yes, this is the thing which the orthodox folks once used to persuade the Quakers.” And then, as he set the gun back in its old corner, he added: “But it is not nearly so dangerous a thing as it looks.” And he had had an experience of looking along a hostile gun-barrel.

There was not even a trace of fear in the man who wrote "Voices of Freedom." They were a trumpet call to freemen to heed their conscience and do their duty. They said the same thing in poetry as Garrison said in prose, and they met the same scorn, the same anger. Men of ante-bellum days were wont to wonder how such hot, belligerent words could come from a Quaker and a non-resistant, and they declared him inconsistent. So he was, judged by their standard of consistency. But one feature they overlooked, and in the case of some of his accusers intentionally so. There was a strain of love and goodwill accompanying all his indignation that modified it, and kept it pure and sinless. Take, for instance, the poem "Icha-

bod," written when Daniel Webster—either with his sanction or by his connivance—allowed the fugitive slave act to pass without his protest.

"So fallen! so lost! the light withdrawn
Which once he wore!
The glory from his gray hairs gone
Forevermore!

"Reville him not,—the Tempter hath
A snare for all;
And pitying tears, not scorn and wrath,
Befit his fall!"

Writing of this poem, David A. Wasson has said: "Ichabod" is the purest and profoundest moral lament, to the best of our knowledge, in modern literature, whether American or European. It is the grief of angels in arms over a traitor brother slain on the battlefields of heaven." There was no admixture of hate in Whittier's denunciations. They were saved from any such base alloy. His words were much like the words of Him, who while announcing the sure destruction of ancient Jerusalem "beheld the city and wept over it."

With the national crisis past, and emancipation gained, Whittier turned his pen to other work. He never reopened the bloody chasm, as the politicians did for many years. Blue and gray were blended into a new color. He never cared to speak of the days of strife. They were not congenial to him as a child of peace. Friends could not hurt him worse than by any complimentary allusion to him as one of the authors of a new freedom. There was other work to be done now than swapping reminiscences around a campfire. The land of his birth that had been wrong was now right, at least on one great issue, and now he

would speak to it in other strains. Fortunately the way for this was open. For twenty years he had been shut out from the favor of booksellers and magazine editors. But now he was "persona grata" to both. And he had something to say through them that the people would wish to hear.

And he developed the precious power of creating homely beauty, which an eminent writer thinks is "one of the rarest powers shown in modern literature." Such, for instance, is "Snow-Bound," which was published in 1866. When Field was about to publish it, Whittier wrote: "Don't put the poem on tinted or fancy paper. Let it be white as the snow it tells of." But it tells of much more than snow. It paints for us the group about the fireside:—

"While the red logs before us beat
The frost-line back with tropic heat."

"Here we have, absolutely photographed," says Colonel T. W. Higginson, "the Puritan colonial interior, as it existed till within the very memory of old men still living. No other book, no other picture preserves it to us; all other books, all other pictures combined, leave us still ignorant of the atmosphere which this one page recreates for us. It is more imperishable than any interior painted by Gerard Douw. And this picture we owe to a lonely invalid, who painted it in memory of his last household companions, his mother and his sister."

Such poems as "Snow-Bound," "A Tent on the Beach," and "The Last Walk in Autumn," are sterling poems and with the stamp of the mint upon them; and "some of the strains are such as no living man but Whittier has proven his power to produce."

MORAL TRAINING IN THE PUBLIC SCHOOLS.—(III.)

BY DON E. MOWRY.

The question of moral training in the classroom, and the methods which should be employed, is, perhaps, the most important feature of a system of moral training.

Text-books should be compiled by competent educators, selected by the state authorities, and their efforts should be published by the state, and distributed throughout the schools. There is a whole rich treasure house of ethical aphorisms and parables contained in the literature of all ages and all peoples—Pagan, Moslem, Buddhist, Confucian, Jewish, Christian, and Infidel. It is entirely possible, entrusting this task to a commission of competent authorities, in whom complete confidence can be reposed, to collate the ethical teachings on which the universal enlightened moral sense of mankind is a unit, and incorporate these in a work, wholly irrespective of the source whence derived, attaching no name to them,—nothing to indicate to a possible sectarian prepossession one way or the other whether they are the teachings of a Confucius or a Buddha, a Plato or a Seneca, a Marcus Aurelius or an Epictetus, a Moses or a Jesus, a Hillel or a Thomas á Kempis, a Robert Ingersoll, a Felix Adler, a Phillips Brooks, or a Henry Ward Beecher; the only test to be applied being ideality

of the thought and the nobility of the literary expression.

With such text-books as a basis, the teacher could give personal reminders from time to time, and thus, almost unconsciously, from the standpoint of the child, instruct it in the principles of moral ethics.

In affording the teacher an opportunity to investigate conditions in the home, an important step is taken in the way of social and economic, as well as moral advancement. For it is by seeing the actual needs of the homes of those children who are in greatest need of moral training that the teacher can perform her greatest work for the state and for society.

In many instances, and especially in the well-to-do sections of a community, the moral training which is given in the classroom will be sufficient. But for the large industrial population, personal investigation and personal aid to the families is important if the system of moral training is to meet with marked success.

The many things which are now crowded into the school curriculum must be eliminated, not only to make room for moral instruction, but because they do not, in and of themselves, contribute any-

thing of lasting importance from an educational standpoint. There is little use of taking up the time of school duties with many of our recognized "fads of education." What is more, these whims of educational cranks are becoming tiresome to those who are compelled to put up with them, for reasons which are well known to all of us.

Manual training and such other similar means of developing the physical as well as the mental faculties are well and proper, but to insist upon art education in the grades, a long and difficult course of nature study, and various other non-essential branches, will be the ruination of effective work in the grades in the future.

What is most desired is a treatment of the general subject of general education, with emphasis upon moral training.

The practical scheme of moral training in the public schools must be based, in large part, upon the individual initiative of the teacher. Mere book knowledge will not suffice in this branch of study. The teacher must be guided, now and then, by precepts, but his or her main duties must be based upon the conditions as they present themselves.

It is useless for us to prescribe a certain textbook, or to outline a "theory" of action. The best of teachers tell us that their success depends upon a thorough knowledge of the mental, moral, and physical needs of the pupils.

This makes it necessary to select carefully those who are to be the instructors of our children. It means that the teacher is of far more importance than the salary, which must be considered of secondary importance always. In our commercial life we Americans have thought too much of the cost of education, without considering what results were being obtained for the money which was invested. We have not thought how to place education upon a business basis simply: How can we get along with so and so much this year? When we come to realize that the present system is not fulfilling the needs of the state and the needs of society as well, we will then adopt a policy based upon business methods.

We will then realize that it pays to have the best men and women in the grades, even if their salaries seem needlessly large to the average layman.

By adopting a general system of moral training in connection with the public schools, the most important step will be taken in bringing education to its proper basis. To-day it is pure theoretical speculation, mere knowledge, without any emphasis upon the better things of life. By adopting a policy which will include ethical teachings, the coming citizen will grow up to realize what all of his education really amounts to. He will see the defects in society and be better able to cope with the problems of everyday life.

For those pupils who are unable to receive higher education, the moral training which they received in the grades will assist them in their worldly work, and tend to inspire a spark of ambition. There will be, no doubt, in many instances, those who will lead a better life, by virtue of such training. The interest which the teacher is in duty bound to take in the child will be the means of inspiring many

with a desire to continue school for a longer period of time.

The social standard will be materially raised by virtue of such training along ethical lines. This fact is self-evident.

The state will be building for the future when it provides for the development of character and affords an opportunity for the determination of what is morally right. If our men of affairs to-day were schooled in moral training of the sort which must follow our proposed system of moral training in our public schools, there is ample reason to believe that we would not find such a lack of moral stamina existing in our political and business circles at the present time. The men in political life who stand for things will not be the exception, as they are to-day, but there will be a general clamor for the things which are right. The business man, knowing that he cannot and ought not to employ "underhanded" methods, will not attempt to do so. Within the last few years, how many men have declared upon the witness stand that they did not know they were doing wrong!

The proposed system of moral training in the public schools, as here briefly outlined, must be worked out in greater detail by a state commission of moral training. The subject requires such careful consideration, not only from the educational point of view, but also from the standpoint of society, that it cannot be hoped that a definite plan can be here outlined. Simply such generalizations as seem pertinent to the subject in hand, and which strike one who has studied the situation with some care as important, will be dwelt upon at some length.

In the first place, I cannot believe, as many educators have and still do believe, that moral training cannot be divorced from religious teaching.* Possibly we have failed to agree upon the same meaning for the word "moral," but I fear, rather, that the difficulty lies in the fact that many of us are not able to appreciate the difference between a religious theory of moral life and the moral life in all of its meanings, as we find it expressed in the beliefs of all peoples. To my mind, moral training concerns itself primarily with those important principles of conduct which each and everyone of us, who are well versed in ethics, consider to be just and right,—principles which we know our intimate friends, both in and out of church circles, will approve of without any hesitation. Those who contend that the principles of good conduct, both towards our fellows and towards the world at large, must of necessity be taught from the pulpit, are laboring under the delusion of simple and artless faith based upon pure theoretical speculation. They fail, in a large measure, to appreciate the fact that there are many whom the church—and I refer to no particular denomination—cannot possibly reach. Then, too, moral training, to be successful must be taught in connection with other branches of learning where the effect will not be so perceptible to the pupil; and by professional teachers who

*Sir Oliver Lodge, in a paper before the Child Study Association, Birmingham, May 4, 1907.—The Contemporary Review, August, 1907.

THE TEACHER'S CREED AND PRAYER.

"I believe in boys, the noble sons of to-day, the fathers of to-morrow. I believe in girls, the delight of the present, the stay of the future. I believe in the innocence and purity of both, and in the great need of keeping them so, their freedom from the curse of ignorance and crime. To this end I believe in the joint effort of the home, the school, the church, and the state.

"I believe that the only right environment of any life is truth, beauty, goodness; truth as reached through all the sciences, beauty as embraced in art, goodness as expressed in all right conduct.

"I believe God is infinite, man is finite.

"I believe in the dignity of man's creation, of his great possibility for to-day and for all the future. I believe in the constant quest for perfection for myself and for all my fellows. I believe in the past and all its contributions. I believe in the present with all its joy of service. I believe in the future and its reward.

"I believe in Jesus Christ, His service, His brotherhood, His authority, His life. I believe He was, and is, the World's greatest Teacher.

"May I be like Him. Amen."

S. H. Layton.

have had long training in the work of the classroom. By whatever method we may devise, it is evident to me that the church can never fulfill its mission as an educator in moral precepts.

Secondly, if the details of whatever system is to be employed in instituting moral training in our schools are left to a commission of experienced pedagogs and laymen, there need be little fear of bringing moral precepts into conflict with religious ideas and doctrinal beliefs. The clamor that has been raised upon this point is based upon a preconceived idea that any and everything which does not relate to the intellectual side of education must, of necessity, be excluded from the curriculum.

Thirdly, the state is not taking a stand upon matters of a religious nature by insisting upon moral training in the public schools. No religious principles are taught under our proposed scheme. Merely those ideas of righteous conduct, as expressed in the codes of all sects, if need be, are to be given to the developing child, without reference to the origin of such ideas deemed most suitable for instruction. Such a policy should not call forth unfavorable comment from even the most sectarian of our religious denominations.

Fourthly, there seems to be some doubt as to the feasibility of the state's undertaking such a system in conjunction with general education. It is clearly evident to those of us who have taken even a passing interest in the church that it has failed to grapple with the problem of moral training successfully; and the ideas of moral righteousness are so varied in the family that it seems folly to leave such training in the hands of those who are ignorant and unable to give competent instruction at best. The constant changes in the status of the family, due in large part to the growing complexities of our economic life, are so numerous and widespread that we can hope for little from that quarter likewise. The aim of the state, I take it, in providing an educational system, is to promote a better citizenship in every sense of that word. In view of the fact that present educational methods have failed to be effective, it does not seem without the scope of state activity to provide for any and all forms of enlightenment, provided they do not interfere with personal ideas and beliefs, and tend to unduly influence the teachings of the home.

THE EDUCATIONAL OUTLOOK.

BY W. E. CHANCELLOR,

Washington, D. C.

Are educational conditions improving? No competent person doubts that they are. For all the factory and barrack and other false, formal, and degrading features of modern education, as a whole the educational situation never before was as good as it is now; and the tendency is upward. But this is not the real question. Are educational conditions improving as rapidly as the general social conditions demand? General society is degenerating all about us. The exploitation of the many by the few, the expropriation of the common wealth, the defeat of property rightly understood in its purpose of sustaining, enriching, and enlarging the life of common humanity, the city and its sins against childhood, itself being a sin, and a thousand other symptoms evidence the diseases of civilization. They who see truth and dare to speak truth are unanimous upon all points except one. Some who are really competent and unprejudiced see in the present freedom of American society evidence that after all, despite the thousand other and evil symptoms, at heart, "All's well." The common remark is that democracy is essentially successful despite appearances. These optimists fail to see at work a single sociological law that, once understood, explains away this apparent cause for optimism.

A civilization may evolve from its own inherent substances, or it may be produced as the outcome of the juxtaposition and inevitable conflict of several alien elements. Is ours a democracy of choice, of intelligence, of good will; or is it a democracy of fate, of force, of conflict? Are we a homogeneous people, one in religion, language, blood, traditions, peacefully evolving a new social order; or are we a collection of various peoples, a heterogeneous society, indulging in toleration for the time while accumulating wealth? After we gain wealth, what then? Is there an intrinsic Americanism of the best that will finally bring us all together in a common ambition?

Let us look straight into the heart of the matter. We are trying a new experiment, that of universal

education, free to the individual. No other nation ever tried it before or is really trying it now. Because child labor is not really profitable and because the very small child at work awakens pity, we require the educational experiment to be tried upon all children from seven to twelve, possibly fourteen years of age. This experiment is conducted upon the narrow lines of a uniform mechanical regimentation of all children by persons characteristically incompetent for the real work of education. The real problem, which is to educate the educable youth, we evade, establishing high schools of a peculiar character for the few and evening schools to gloss over the evasion.

Moreover, we are trying this experiment in the city rather than in the country. Now the modern city is a neurasthenic psychosis, a feverishly pulsating subconsciousness, composed of irritations, apathies, passions, and despairs, and supported by an over-developed body, suffering in some members from fatty degeneration, and in others from atrophy. It rises before me wanton, crude, heavy, laborious, prone to pleasures, depraved, fascinating, ruinous. It has a body disproportionately large for its brain; and as for its soul, in this age of the disintegrating church and of declining religion, that is seldom discoverable.

How does the school appear to the other great social institutions? Educators sometimes "point with pride"—pardon the trite phrase,—to the university; but the university never points with pride to the school. Why not? The university does not belong to education but to culture. The university is the omnium gatherum of all knowledges and skills, of all sciences and arts, the nurse of all professions, the throne of culture. The university is very ancient, is universal in ambition, and is self-containing and self-dependent. The school is none of these; has an entirely different motive. The university professor seldom claims the school teacher as comrade and co-worker in his enterprise. On the contrary, university faculties usually assume the role of dictator, and knowing very little of education, prescribe its methods and materials; and when these fail, as all prescriptions of the ignorant must fail, condemn the victimized educators for the failure.

The view of the school taken by the church reflects the condition of the church. No longer a universal institution, inertly permitting the greatest force of human nature to decline into the tombs of various cults, utterly broken apart, dependent for its power mainly upon the accidents of personality, the church affords three different attitudes toward the school. One is the enforcement of the servitude of education to the interests of its cult. Another is the creation of schools in subordination to its cult. A third is complete indifference; this is by far the worst. But all three modes of reaction or varieties of relation are equally guilty of the great denial, which is that education, though an end in itself, is substantively a form of religion and the chief form and therefore essentially inseparable from religion.

The state looks upon the school as an orphan child adopted by its grace and to be supported as a matter of duty in the bread-and-butter necessa-

ries of existence. The state sees no fallacy and no guilt in spending \$1,000 a year in reforming a criminal by incarcerating him while spending \$35 a year in forming a boy by educating him; sees no fallacy and no guilt in paying \$5,000 or \$6,000 a year to a judge to sentence the criminal, and \$1,200 or \$1,500 a year to a principal for running a school, or \$300, \$400, \$500, \$600 a year to a teacher for making a worth-while citizen out of the boy; sees no fallacy and no guilt in placing the scholarly and disinterested educator in the control of—what shall I say?—the average board member. In all candor, however, I must say in exculpation of the state that proper education cannot be maintained by tax rates. With its present means of revenue, the state cannot expend upon schools much more than a dollar, more or less, of every \$100 of taxable property. That dollar is about one-quarter what is actually needed for education.—*Journal of Pedagogy.*

“THE RIGHT START” FOR THOSE WHO LEAVE SCHOOL.

BY SAMUEL H. RANCH,
Grand Rapids, Michigan.

Arrangement has been made with the school board of this city whereby the school principals send in the names and addresses of all children who have left school permanently. During the past year 538 such names were sent in from twenty schools. To each of these children there was written a personal letter from the librarian, calling attention to a little eight-page leaflet, which was enclosed. In this leaflet, entitled "The Right Start; or, Don't Be a Quitter," there was told at some length how persons could continue their education through the library after leaving school. Just what the definite results of this experiment will be it is hardly possible to say, but later on it is proposed to check up these names with our registration cards to see what proportion of the children who have left school are using the library.

A small number of the young people who receive these letters and circulars come to see the librarian to talk the matter over with him. The impression gained from these few interviews was rather a pathetic one, when it was seen how poorly equipped some of the children are for the serious work of life. It seems almost a crime that the poverty, ignorance, indifference, or greed of parents should make it possible to take children out of the schools for the sake of a few dollars a week, when they are not further than the fifth grade and are not even able to read or write as intelligently as the average child in that grade. One could not help but feel that in at least some of these cases the school training of the children had hardly gone far enough to enable them to use the library with any degree of profit. Before such children can get much information out of books they must gain a good deal more experience in the ability to read, and for this purpose they were turned over to the children's librarian, who makes a special effort to interest them in reading for its own sake, simply to enable them to gain facility in getting ideas from the printed page.

IF LOVE ONLY WAIT.

Ah me, but the day is so long,
 And the toil is so hard, and the brain
 So weary of weighing the right and the wrong,
 So tired of the stress and the strain!
 What dream of delight can endure
 The noise and the dust of the street?
 Yet if love only wait at the end of the day,
 The toil and the trouble are sweet.

The heart would be roaming afar,
 These sunshiny days, to the green
 Delights of the grove where the singing birds are
 And the flash of the river is seen;
 But here are a desk and a chair,
 And a task for a poet unmeet—
 Yet if love only wait at the end of the day,
 The toil and the trouble are sweet.

—Denis A. McCarthy.

THE FOOL.

BY ONE OF THEM.

[In using the following article, we are reminded of the colored ministerial brother who said, when his flock failed to respond adequately to his financial appeals, "You appear to think that your pastor can work on earth and board in heaven."—Editor.]

"What a fool a young man must be to think of throwing away his life as a teacher in the public school!"

This expression contains the essence of the "business man's" estimate of the profession known as pedagogy, when it is connected with the public school. Nor is it an hypothetical statement, invented for the purpose of argument or proof, but a real, live utterance of an active "business man," who knows the world, has mingled with men of affairs, and understands the public estimation of a man's value in the community. And however bald the statement may appear at first thought, yet is it not true?

From a business man's point of view the teacher is not a producer; he makes no "two blades grow where one grew before"; he seldom adds anything to the taxable property in the community; his task of "five or six hours a day" is a "cinch"; besides, the teacher has frequent and long vacations, though the business man is prone to forget, in the last analysis, that the teacher is paid for the time he works, and that the expenses of the vacations are continuous,—disbursements without receipts. And as to the teacher's work being a "cinch," because of short hours per day, a mistaken notion pervades the minds of the uninitiated, for the earnest teacher works as hard in his profession as the business man does in his business; he makes as long days and as short nights, we know; he puts as much thought and energy into the work of teaching as the man of affairs puts into his work; the teacher uses up as much nerve force in his calling as does the business man in his; the teacher is subjected to as much "cussing" in his humble work as the business man receives from his patrons; the financial reward they both receive comes from the same source, the public; but, while the business man has piled up a fortune, lives in his own elegant house, and rides in a fine auto, the teacher, exclusive of his living, for the most part, has not received from the public, for his labor, remuneration enough to build a roof to cover his head and shelter his family; and, even if he had, he would not

know where to locate such a home, not knowing how soon he would be ordered to move out, through some chicanery of politics, or on account of the influence of some irate parent, whose boy needed straightening out to preserve the discipline of the school, notwithstanding the explicit injunction of the school board that "order must be maintained at all hazard, if nothing else be accomplished."

And when, after long years of service and ripe experience, which is considered of less value the more he has of it, and he has conducted his last recitation, closed the schoolroom door for the last time, and concluded life's little span, men say: "He was a good teacher, but he accumulated no property, and left nothing to his family but an education, for he did not own soil enough of mother earth to cover his corpse to satisfy the sanitary conditions of society."

In view of these facts, when we look about this town, or any town, and see the fine residences and the pleasant homes, owned by their occupants; and when we note the various kinds of prosperous industries and lines of business interests, which produce annually sufficient incomes to support those homes in comfort and security; and when we observe the attitude of the people toward the public school, a child of their own begetting, and the small amount they are willing,—willing? nay forced to invest for the equipment and support of the public school, then we are constrained to admit that the business man's judgment is based upon right calculations,—that any young person is a "fool" to enter the profession of public school teaching as a life work. We, therefore, earnestly and conscientiously, on all occasions, advise young people to keep out of it, and those who are in it to get out of it as soon as possible, and to enter upon a vocation that is conducted on business principles; a vocation that carries with it a measure of security in its tenure of office, when conditions are fulfilled to the letter and work is faithfully done; a vocation that offers inducements for promotion in the scale of efficiency with increase in remuneration; a vocation that gives its devotees equal standing among their fellows, politically and otherwise, as citizens of the republic, a vocation whose followers rank as men among men, who have not stunted and warped their mental faculties by continual contact with immature and weak minds, so that at three score years the public estimate of them is: "They are unfit for business or anything else, except as victims for the Osler theory."

"But," says the critic, "would you cripple the public school by influencing worthy young men and women not to enter upon this work as a life profession?" According to recently published accounts, the number is already rapidly diminishing, because of the lack of public interest in, and appreciation of, a factor in our democracy that is wholly vital to the perpetuity of popular institutions. But does it affect the general public, as to its purse strings, to know that the state could not survive a half century were its public school system eliminated from the civic problem? In a time of most tranquil peace and great prosperity we ap-

propriate hundreds of millions of dollars of the public money for a navy and other bellicose interests for the destruction of men, more than double the amount invested in our schools, and the public will whoop itself hoarse till the last hat is thrown in the air, but hold from one to six adjourned meetings and haggle over an appropriation of a paltry hundred dollars for the equipment of a school-room for the purpose of developing worthy citizens out of the boys and the girls. Why? Doubtless because the former is considered in the light of patriotism, while, with the majority, the latter smacks of charity, though no one ever considers it charity when he partakes of nourishing food to preserve the life of his body. In the words of a worthy old Roman, "The people that does not care enough for its liberties to preserve them deserves to lose them." And in the last analysis the responsibility rests with the public, and not upon the teachers.

"ANGELS OF THE BOOKS."

[There is so much that is good in this that our readers must have it. There is no way to modify the report without spoiling it. It is from the Boston Transcript.]

Mrs. Laura E. Richards was presented by Louis M. Wilson, librarian of Clark University, Worcester, as one whose books are dearly loved by librarians as well as children. With characteristic ease and grace this gifted daughter of famous parents told her ideas of how the minds of little children may be awakened to the world of literature. She approved heartily of Mother Goose and "her great modern compeer, Edward Lear," and said the story of "Sing a Song of Sixpence" and "When Good King Arthur Ruled This Land" are examples of good, strong English with splendid Saxon flavor. "Such words strike right into the hearts of children," she said. Fairy tales, too, especially those by Grimm and the immortal Hans Christian Andersen, will open wonderful visions of imagination.

"For my part," said Mrs. Richards, "I should not want to have anything to do with a child nor a grown-up who does not like fairy tales.

"First, foremost and always should poetry from Chaucer to Kipling be a part of the reading for children," she went on. In contrast to the noble verses which present fine pictures to the mind, Mrs. Richards quoted a doleful, creepy sort of thing selected from a volume for school declamations, "which," she said, "would certainly addle a child's brain as well as those of its listeners. You," she said, addressing the librarians, "might well be called 'delightful despots' since you have such opportunities to burn all such awful books, and I hope you do it whenever you can," she added.

The books that present tales of great travels and historic events were mentioned, and there was a special word for "Pilgrim's Progress." Every child should have a copy of that in its hands. Mrs. Richards went to her concluding thought, which was the value of the Bible and Shakespeare. Children may not understand them, but they need them, and they have all their lives to grow into them, and to get used to breathing the air of genius instead

of the commonplace. No one can be called well educated who does not know the Old and New Testaments as given in King James's version. The ignorance of young people of what the Scriptures contain would be impossible to duplicate in Mohammedan or Hebrew families, she declared. Not merely for religion, but for its literary value should it be studied. More attention to its masterpieces might show young people a way of improving their beggarly vocabularies in which such adjectives as "elegant," "fine," and "fierce" are worked to death.

Boys who turn from a good book without a thought of its contents because it is "too thick" can often become delighted readers if parts of it are read to them. The same is true of the girls who demand the latest novels, good or bad. "It is a glorious and delightful thing to be a librarian and have opportunity to give bread to the starving," said Mrs. Richards. Her closing word was: "I think I shall have to name you all 'angels of the books,' for you can take children by the hand and lead them in the pleasant paths of good literature."

WHAT IS THE GOOD OF A COLLEGE EDUCATION?

BY PRESIDENT CHARLES F. THWING,
Western Reserve University.

To think truthfully, to choose in righteousness and wisdom, to appreciate beauty, to feel nobly, to increase the number and the worth of one's relationships, and to aid in adjusting oneself to these relationships, to give self-knowledge, self-control, self-development, and self-enrichment; to foster social efficiency, to promote reverence for all goodness and for God, to give graciousness without weakness, and strength without severity, to extend the boundaries of human knowledge, to make the thinker, the scholar, the gentleman, the great liver, the great doer, and the great man—these are intimations for an answer to the question. These are some of the elements of the good of a college education.

THE PROFESSOR'S LOT.

BY GEORGE M. STRATTON.

Only a short time ago a college teacher spoke seriously in public of the banker, the lawyer, and even of the burglar as being in touch with life in a truer sense than is the university professor. And the professors' frequent reference to the poor rewards and all the outward hardships of their work indicates some little envy of the goods of life which come to the merchant, the lawyer, and the physician. Yet there is no lot on earth that offers greater rewards and greater opportunities. And when an individual has grievances, the blame is often placed primarily on the president, since the form of organization encourages the professors to place the responsibility anywhere but on themselves. It would be more fitting if their constitution gave no excuse, but constantly invited each to perceive that with himself it rested whether he would succeed or fail.—October Atlantic.

A LIVING BEATITUDE.

Great hearts are those whose presence is sunshine. Their coming changes our climate. They oil the blessings of life. They make right living easy. Blessed are the happiness-makers! They represent the best forces of civilization.

—Newell Dwight Hillis.

A MODEL RURAL SCHOOLHOUSE.

BY A. E. WINSHIP.

Professor Liberty H. Bailey of Cornell University, Principal Alfred Bayliss of McComb, Illinois, and Principal Waldo of Kalamazoo, Michigan, have model rural schoolhouses, but the only real "model" rural schoolhouse is that which Principal John R. Kirk has installed at Kirksville, Missouri.

It has every convenience of the best city schoolhouse, and cost but \$350 more than a common schoolhouse with none of these comforts and luxuries.

Force for water flushing is provided by a unique, but simple, scheme.

Pump can be handled by a boy with ease, and a little attention daily keeps boiler and reservoir supplied.

Best of modern furnace in alcove off schoolroom keeps water warm and building heated at slight cost.

No danger of freezing of water in any weather unless through gross negligence.

Open fireplace, for use if desired.

Warm cloak rooms.

Ventilation through fireplace.

Ventilation provided for scientifically forcing fresh air in for furnace to heat while pure, and fireplace sucks it out of room.

Sunlight enters directly every room in the building and basement.

No direct sun's rays fall on any desk.

A convenient teacher's desk, with writing incline, pigeon holes, shelves, and drawers, is built into a partition, and when closed takes no room, and is entirely concealed.

Library shelves built into a partition, with glass door, are clean and convenient.

Closet on level with floor, built into partition, is place for waste paper basket, shovels, poker, and all conveniences of the kind.

Coal bin opens outward and inward.

Small room with work bench.

Arrangement to keep lumber for manual training on swinging rests in this small room.

Three finished rooms without doors in the roof for rainy-day use, sewing class, domestic science, if desired.

Schoolroom twenty-seven feet, two inches, by twenty-one feet, six inches; twelve feet from floor to ceiling.

Pure air enters furnace through asbestos-covered duct under floor.

Ventilating flue is 13x21 inches in the clear.

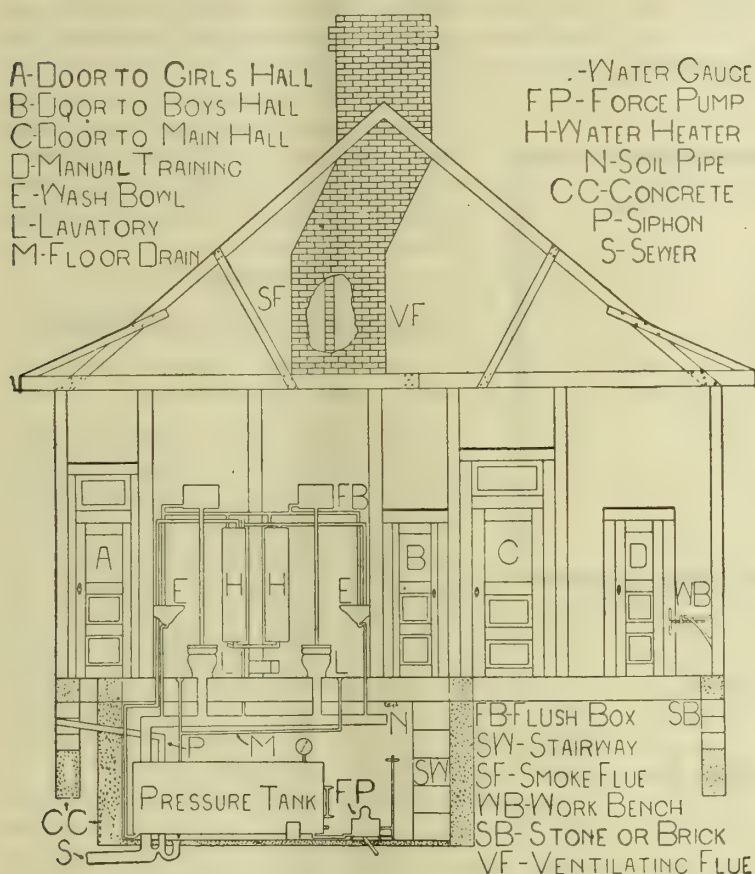
Smoke flue is 13x13, which helps to heat ventilating flue (fireplace).

Schoolroom lighted through six large windows on north side.

Children face the east. Light comes from their left.

Halls leading to toilet rooms contain hooks for hats, clothing, etc.

Schoolroom receives direct sunlight on floor at southeast and southwest corners through glass in doors.



Boys and girls enter by different doors, one in front, and one on side.

Boys and girls have separate cloak rooms and toilet rooms.

Toilet rooms as neat, tidy, clean as in any private residence.

Toilet rooms have hot and cold water, wash bowls, and toilet bowls.

Toilet rooms enclosed and separated by double walls to deaden sound. Noise of toilet fixtures not heard in schoolroom or in the other toilet room.

Water for toilet rooms and all other purposes is from well dug on the grounds.

Ground glass window on west side near north-west corner, for window garden, prevents glaring light, admits chemical rays for flowers and for sanitation.

The foundation is rectangular in form, and 28x36 feet outside measurement.

Outer foundation, of concrete, extends two feet below and two feet above surface of ground.

Inner foundation ten-inch concrete wall encloses cellar, 6x14 feet.

Small plate glass in floor of each toilet room lets light into cellar.

Cellar is ventilated into smoke flue.

Cellar has concrete floor, with drain into sewer.

Cellar is reached through trap door in boys' hall way.

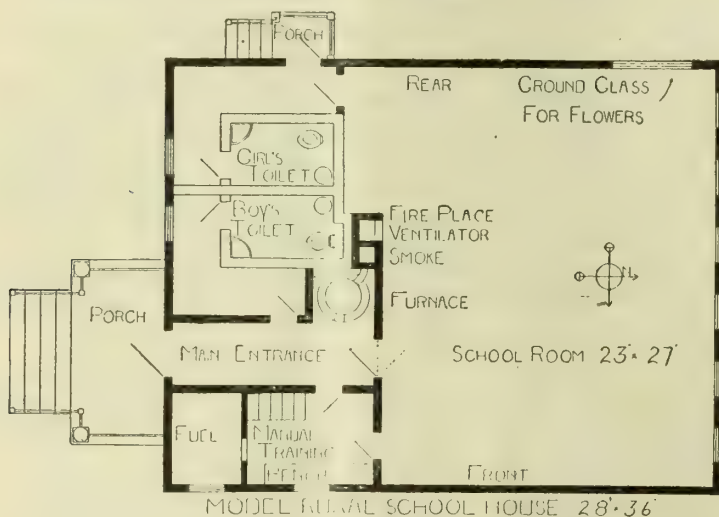
Cellar contains pneumatic pressure tank 3x8 feet, working capacity 350 gallons.

Cellar contains force pump connecting tank with well through pipes below frost line.

Cellar contains soil pipes, water pipes, and drain pipes reaching to and from toilet rooms above.

Cellar contains sewer connections. Sewer enters city system.

In a rural community sewer may enter cess pool,



old or new, at rear or side of lot; or a tile may conduct sewage into neighboring slough or creek.

Toilet rooms are ventilated into smoke flue. They have no bad odors.

Toilet rooms have glazed cement wainscoting and cement floors.

Toilet room floors are drained into cellar, thence into sewer.

Position and construction of walls, doors, and hallways give toilet rooms an air of complete privacy.

Each toilet room has direct sunlight through outer window and glass in door.

With due promotion thousands of these elegantly equipped schoolhouses can be built in the rural districts.

The teacher receives \$1,500 a year; must have been brought up on a country farm; must have had early schooling in a rural school; must be a college and a normal school graduate.

The school never has less than thirty-five nor more than forty pupils. There are children in each of the eight grades. The ages are from six to six-

teen. They are brought in by barges from the rural districts in all directions.

I have dwelt upon these details at unusual length because I regard it as the most important demonstration yet made as to the possibilities at reason-



able cost—presumably only \$1,200 or \$1,400, well and all, in most communities—of providing city luxuries in a country district. No greater service can be rendered than in the promotion of such environment for a rural school. Other rural schools will not pay such a salary, but that part of it is for demonstrating something besides the attractive environment.

THE STUDY OF LOCAL HISTORY.

BY CLAUDE S. LARZELERE,
Mt. Pleasant, Michigan.

It is coming to be recognized more and more by educators that the immediate environment of the pupil should furnish a large part of the material for the educational process. In the teaching of geography, for example, the book is much less in evidence; now

than formerly, while the learners are required to observe the topographic features immediately under their eyes and interpret their meaning. Nature study, also, has shown the wealth of valuable educational material all about us.

In history work in the public schools of Michigan, however, very little has been done so far with local history. The pupil is too apt to get the idea that the events of importance in the development of our present civilization and institutions occurred both in distant places and in remote times. He gets the notion that events which took place near at hand and in more recent times are not of historical importance. He should be brought to see that history is being made all the time, and all about him.

We hear much in recent years about using the sources in the study of history. By the study of local history one has a chance to use source material to the best possible advantage. In no other way can the pupil so well be brought to have the historical sense, to think historically. In this way, as has been said, the pupil can "obtain the best

training that history has for him in accuracy, the nice weighing of evidence, the sympathetic interpretation of the past."

In the second place, through local history the child can be led to understand and interpret more easily and fully historical events and movements of a more general character. For example, the life of the first settlers in the pupil's town or county will be typical of pioneer life in general. The movement of population into the region in which the child dwells will illustrate the general westward movement in the United States. The varieties of nationality in most schools and communities of Michigan will show the composite character of the population of our country. The history and present conditions of the Indians that remain in a few localities in our state are like the history and conditions of the Indians in general.

Let the teacher set himself and his children to collecting historical material, to gathering facts in regard to his locality. It will be easy also to get the patrons of the school interested in the subject. The teacher will find this an excellent way to get into touch with the people of the community, something that too many teachers fail to do, and the cause, not infrequently, of a lack of the greatest success on the part of the teacher.

Set the children to ransacking their homes for old letters, old newspapers, old relics, old costumes, old weapons, etc. Get some of the earliest inhabitants to come to the school and tell the children about the early times. Ask some of the veterans of the Civil war to come and relate war stories and experiences. These old soldiers are dropping off rapidly, and in a few years it will be difficult for the children to see and hear one of them. Have a pioneers' day in school occasionally. Invite all the old settlers. Get some of them to tell stories. Get up appropriate exercises with costumes and relics of olden times.

From time to time the teacher may give out questions for the children to take home with them; such as: What Indians lived in the vicinity? What were their manners, customs, and beliefs? How did the white people get along with them? Were there any hostilities between them? A teacher in Isabella county, for instance, might ask: How did a reservation come to be established in this county? Where were the Indians brought from? What was its extent? When and why was it broken up? Describe the condition of the Indians now. Who were the first explorers and settlers in the vicinity? Where did they come from and by what routes? What was their means of transportation? Why did they come? Why did they settle in this particular place? What was their character? How did they make a living in their new home? What kind of houses did they build? Are any of the original settlers still living here? Where was the first house, the first schoolhouse, the first church? Are any of these original buildings left? If not, which is the oldest building in town? Who is the oldest settler?

The enthusiastic teacher will also set himself and older pupils to looking up the records at the court house, as well as those of the township, city, or village, of the school board, and of the churches.

He will hunt up, if possible, old maps and pictures of the neighborhood.

After such material has been collected it should be organized, and its relations and connections brought out. The gathering of material is not enough. A pile of lumber is not a house. The facts gathered from various sources should be criticised, compared, corroborated, or correctly discarded. This gives the pupil a valuable exercise in historical criticism. The results may be embodied in notebooks, written papers, or other exercises.

A most valuable part of the work is to show the connections of local history with the more general movements and events of our country's history. Has our town, city, or county produced any great scholars, statesmen, or writers? What connection did our people have with the wars of our country? The results of the work may be written up for the local papers, which are always glad to publish such articles if put into suitable form.

An interesting phase of this study is to ascertain the origin and meaning of local names. How did the town, city, or county get its name? What is the meaning and origin of it? From what language derived? How did it come to be applied? Has your town, city, or county ever had any other name?

Much of the interesting history of Michigan may be brought out by a study of the names of its counties. For instance: After whom was Wayne county named? How large was it at one time? Why was Monroe county named after the president of that name? After whom was St. Clair county named? Macomb county? Who were the men whose names were given to the counties of Branch, Barry, Eaton, Ingham, Berrien? Knowing this, what counties have Indian names? Are these names of tribes, or chieftains, or, if common names, what are their meanings? How did our counties get the Irish names of Clare, Roscommon, Emmet, Antrim, and Wexford? Can you tell from the names about when the counties of Luce, Alger, and Dickinson were organized? What counties were named from natural features?

In 1840, Indian names were given to twenty-nine of the northern counties of the lower peninsula, many of which were names of distinguished chiefs, who had signed the treaties made at different times since the Revolution. In 1843, sixteen of them were re-named. In one case a Michigan Indian name was changed for a Florida chief's names, Osceola. Anamickee, or Thunder, the appropriate name for the county including Thunder bay (and the name of a chief), was transmogrified into Alpena. . . . Five were borrowed from Ireland, one from New York, one (Montmorency) might have been suggested from several quarters, and the remainder were of no special significance. Kishkanko, the patronymic of the head chief of Saginaw for over a century, was exchanged for Charlevoix—a very proper name, but one which might have been dropped elsewhere as well.

J. B. M., Illinois: I have taken the Journal now for six years. For general information and inspiration to do good honest work and attain higher ideals, it has no equal.

JOURNAL OF EDUCATION

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THE GLORY OF WORK.

Notwithstanding the intensity of life to-day, there was never greater need of "the Gospel of Work," as Superintendent Cooley has put it.

Hustle is not work. Hustle is excitement, furnishes its own stimulant, burns itself out, and enjoys the fun.

Work, as here interpreted, is the facing of routine effort, in which there is no specific enjoyment or satisfaction, except that which comes from doing as well as possible as much as possible of that which is to be done.

The autobiography of Ellen Terry, which is running in McClure's Magazine, gives the best idea of work that has been presented, so far as we know.

Ellen and her sister Kate began acting in young girlhood. Kate was the first to attain real fame, which she did at nineteen.

Ellen says that at thirteen they were no different from other girl actresses, except—a great except—that she and Kate always memorized the entire play, while other child actresses, and most older ones as to that matter, only memorized their own parts.

The Terrys were not expected to do it, but Ellen says: "We could not act our own part without entering into every part." Think what it meant for girls of eleven, twelve, or thirteen, who had incidental parts, to buckle to the work and memorize the whole play! But they did it, they always did it into womanhood. This doing of unrequired, but highly important, work gave Kate Terry unexpected fame at nineteen.

Miss Herbert was the star of London. She was playing a leading part while Kate Terry had one of the lesser parts. Miss Herbert was taken suddenly ill. Her understudy was not ready for the emergency. No woman knew the part but Kate, who went on the stage unexpectedly and had her part as completely as though she had rehearsed it

repeatedly. Her acting of the part was superb, and the girl of nineteen was at once a queen of the stage.

Of this incident Ellen Terry says: "She had not had her head turned by big salaries, and she had never ceased working since she was four years old! No wonder that she was capable of bearing the burden of a piece at a moment's notice. The American cleverly say that 'the lucky cat watches.' I should add that the lucky cat works. Reputations on the stage—at any rate, enduring reputations—are not made by chance, and to an actress who has not worked hard the finest opportunity in the world will be utterly useless."

Ellen Terry, before she was out of her teens, had memorized every woman's part of every play of Shakespeare. What devotion! Is it any wonder she played the women of Shakespeare as no other actress has ever played them!

Happy the school that has a teacher who knows how to inspire devotion to work, so that a child does what is to be done as well as he can do it, and as much as he can do of it.

RESCUING RASCALS.—(VIII.)

The third great force in rescuing rascals is the church, and let it be said most sincerely that some churches are devoting themselves to this work heroically and faithfully.

The Catholics of the United States and Canada challenge the admiration of all lovers of mankind.

The Salvation Army and the Volunteers are even more in evidence in many cities. Most denominations have some features of such service, but some of them fail to demonstrate, as they should, their faith by their works.

A noted British divine in a recent address in Boston said that his sect in America was always ready to lend a hand so far off that there was no danger that the needy one would really touch it. As a whole the American church is not leading in the specific rescue of rascals as it ought.

Some years ago the Boston Congregational Club used to banquet near Tremont Temple. One evening as we came out from our festivities, a hundred and more of us went in to an international meeting of the Salvation Army. Mrs. Booth, the famous, was in charge. Such testimony of personal transformation from rascals into saints is indescribable. But it was done so fantastically, fanatically, and freakishly that the Congregational on-lookers, massed at an angle of the balcony, regarded it as a good deal of a circus, until Mrs. Booth arose, stepped to the edge of the platform, looked directly at us, and said: "I understand that we have some sort of a Presbyterian club with us. Gentlemen, have you any doubt as to the genuineness of this change of life and heart in these men and women?"

"Could your church have done this work if it would?"

"Would it have done it if it could?"

"If you couldn't and wouldn't, why not help us who can and will?"

Those men went to the bottom of their pockets. No man, no body of men and

women who bear the name of Jesus can escape responsibility for lending a hand to every needy mortal, and the more serious the weakness and the wickedness the deeper the responsibility for unremitting effort, for forgiveness even unto seventy times seven.

WHAT THE SCHOOLS SIGNIFY.—(XVI.)

THE HIGH SCHOOL.—(I.)

No phase of educational life to-day is so vexatious to the earnest student of education as is that of the high school.

What ought to be done?

What can be done?

What probably will be done?

These are questions that no one has as yet answered with any degree of satisfaction, and while willing to write about the situation, it is with slight confidence that it will be an important contribution to the discussion.

The too prevalent idea that the high school is a place for a jolly good time for four years is vicious.

The highly fashionable private boys' school is even worse than the public high school in this respect.

The years from thirteen to seventeen, within which range the high school student should be, are years in which he should achieve earnestness and develop personality.

The high school period is no time for frivolity, for social amusement, for sport as a maxim. Of course, the boy needs enough of rest, change, diversion, and recreation for health and intellectual elasticity, but that is all.

If the high school is to be a time for relaxation, for social delectation, for any phase of political training, for any kind of physical, mental, or social abandon, with just enough study for decency or respectability, then it is all wrong. These four years are too precious for such waste of time and energy.

The fraternity feature of the high school as it is universally applied to-day is weak morally, is worthless socially, is vicious intellectually, and is usually demoralizing physically. It minimizes all that should be magnified in those years and magnifies all that should be minimized.

The one great purpose of the high school is to provide opportunity for the skilful development of a distinct, noble useful personality. A full elementary school course prevents arrested development, and within reasonable limits outlines a personality, but the high school is necessary for its development.

Three kinds of young people go out of the high school so far as personality is concerned: Worthless, weak, strong. High school diplomas should have written across them in red ink one on another of these three words—worthless, weak, strong.

The corn-testing scheme of Iowa and Illinois is highly suggestive. No sensible man will plant an ear of corn without having tested six kernels taken from different places on the ear, and yet the traditional conservatism of a farmer made the fight for progress most difficult. Grundy county is perhaps the best county in the state for corn, and

because of the great success of the farmers they persistently refused in many instances to test their corn. This proposition was made to three of the best farmers, who insisted that they could tell a good seed ear by looking at it: Each of the three men was to select from his entire harvest the best twenty-four ears for planting. Each was to plant a row of each ear on his best land. Each row was to be harvested by itself, and he was to figure out the average yield per acre. The results to be given for the seventy-two rows in this wise: The fifteen rows with the highest average, the fifteen with the lowest, the row with the highest yield, and the row with the lowest. Remember these were successful corn raisers who insisted that everyone of the seventy-two ears were perfectly good.

The best ear produced at the rate of ninety-six bushels to the acre, the lowest but three bushels. The farmer could see no difference in them. The fifteen highest were above ninety bushels, the fifteen lowest about thirty bushels.

Those men now know that they cannot tell a good seed ear when they see it.

They now test every ear before planting and know that there are three kinds of seed corn—worthless, weak, and strong. The most extensive testing ever done shows this result: 20 per cent. of the good looking ears is worthless; 21 per cent. is weak, i. e., it will do fairly well if all conditions favor; 59 per cent. is strong and will overcome all ordinary obstacles.

Percentages and class markings in the high school signify little as to the projected efficiency of the graduate, but an all round wise test estimate of his teachers from effort, conduct, purpose, and spirit could usually tell fairly well the projectable efficiency of the pupils, and I suspect the corn average would not be far out of the way: For 20 per cent. the four years have been worthless, 21 per cent. will do well if all circumstances favor, 59 per cent. will be strong, overcoming all obstacles that are not unreasonable.

Whatever tends to increase the worthlessness or weakness of students should be promptly and relentlessly opposed. The high school's future depends upon the attitude of the profession and the public to these conditions.

THE WASHINGTON SITUATION.

America has never known just such a situation as that in Washington during the past few months. It is impossible for one not conversant with the conditions and circumstances to have the faintest idea of what it is all about. There are so many causes running into one another that even those of us who have known Washington well for twenty years do not feel entirely certain from day to day that we know what is going to happen, or even what has happened.

The latest development is a drastic report or official pronunciamento from Superintendent William E. Chancellor. It comes at a time when the outside world thought there was a reign of relative peace. Here are sample paragraphs:—

"In this communication I confine myself strictly

to two topics that seem inseparably allied, namely, those of educational positions and educational salaries.

"The most important defect in the present school law is the omission of any provision for the pensioning of teachers, but as the board has already prepared a pension bill I will omit any consideration of this matter.

"Supervision of the District of Columbia is excessive in quantity, wrongly located and deficient in quality. This means that there are too many supervisors, that they supervise on points which do not require supervision and omit supervision where it is required, and the quality of their supervision is not such as is deserved by the teaching corps of the district.

"In my judgment a most important feature of this recommendation is the repeal of the passage of the law which gives the entire decision of the promotion of teachers into the hands of a single supervising officer."

He proposes this provision: "Upon the written nomination of the superintendent, the board of education shall appoint, for terms of not to exceed four years in any case, seven associate superintendents, of whom five shall be white and not less than one shall be a woman. The superintendent and the seven associate superintendents shall constitute a board of superintendents, of whom the superintendent shall be chairman ex-officio. The board of education shall appoint annually in June one of the associate superintendents as secretary of the board of superintendents.

* * * * *

"Annually in June the board of education shall appoint a board of examiners to consist of the superintendent of schools and six heads of departments of normal, high, and elementary schools, of whom not less than four shall be white."

Of the salary scheme we shall speak next week.

"IN GOD WE TRUST."

President Roosevelt issues a vigorous pronouncement announcing another great reform (?), the elimination of the inscription "In God we trust" from some United States coins, giving several weighty (?) reasons therefor. We have no interest, personal, professional, or civic, in the retention or elimination of the motto, but just now when trust in about everybody and everything seems to have been eliminated from the American people, it would seem to be a good time to rest awhile before calling attention to anything or anybody that might possibly be reformed or deformed. Give us a rest until a little confidence is restored. Leave us our trust in God until we can trust men again.

EDUCATION ON WHEELS.

Kansas has sent a train of forty cars loaded with her best products to the East. The train will be drawn by two engines, going to Chicago, New York, and Boston. It will be exhibited at various stopping places. Among the products will be beet sugar. The big Garden City sugar beet factory has commenced slicing beets, and will continue the work for five months. An average of 1,000

tons daily will be made into sugar. The great beet fields which spread up and down the Arkansas valley and out upon the irrigated tablelands present a busy scene with the thousands of men gathering the beets and the hundreds of teams hauling them to the mill.

THE VALUE OF A PRINCIPAL.

A school principal is a highly valuable asset in the eyes of the fair women of Pittsburg. One woman, who wanted to marry one of them and couldn't, thinks she lost a \$25,000 man, and has sued for that amount of damages. She does not specify on what she based her estimate of his value to her. It is currently reported that she will hardly get her \$25,000, as it would take some time for him to save it out of his salary.

Two professional books, promised at an early day, will contribute much to two important phases of the work. They are by Frank Webster Smith of Paterson, N. J., one of the closest students of the theory and practice of education in the ranks. We have known of his studies for these two books for several years, and esteem it a privilege to be able to announce "The History of Secondary Education: Its Theory and Practice" and "The History of the Normal School: Its Theory and Practice."

Even Columbia is "thru" with "thru," "tho," and "thoro," for which much gratitude is due. Nobody objects to "whisky," "niter," "molder," or "esthetic," but the whole country balked at "thru," "tho," and "thoro," and the objectors have won handsomely at every point. Columbia is a late convert, but her conversion is complete.

More than a third of the teachers of Cincinnati last year took special courses with the University of Cincinnati, and this year nearly one-half are taking these courses. No other university has been in such close touch with the public schools of any city.

If Los Angeles could approach 12,000 registration with all her railroad troubles, what may not Cleveland do with the railroads all at work seven months in advance of the meeting?

Let's see, didn't some college president say that football was doomed, that it must go? Has it gone? Where? When?

Portland, Me., has had a case of high school fraternity brutality on hand. Cut them out, all out, out everywhere.

In Massachusetts 48 per cent. of the public school teachers are normal school graduates. Next.

Somerville, Mass., grade teachers have won their notable fight for increase in salaries.

Washington, D. C., February 25, 26, 27, meeting of Department of Superintendence.

Milwaukee stands by the present board of education and its doings.

THE WEEK IN REVIEW.

MR. ROOSEVELT AND THE PRESIDENCY.

In a striking article upon "The American Presidency" the London Spectator argues that statesmen are no more vested with the power of prophecy than the average citizen, and that without such power they cannot foresee that circumstances might arise which would make it a palpable dereliction of duty for them to refuse public service. "No citizen trusted by the immense majority of his countrymen," says the Spectator, with direct reference to Mr. Roosevelt, "is at liberty to say that in dangerous circumstances he will deprive his country of the immense advantage of his leadership and retire into private life." Without formulating their views in precisely this way, a good many Americans, if one can judge from the drift of things, are agreed with the Spectator in thinking that a pledge hastily and voluntarily made when Mr. Roosevelt was elected ought not to hold against certain possible public emergencies.

THE FORTY-SIXTH STATE.

The President's proclamation is the final step in the process by which Oklahoma territory and Indian territory combined in the single state of Oklahoma find entrance into the union. The new state will enter at once upon the dignities and responsibilities of its position, for the four Democrats and one Republican who were elected to Congress by the Oklahomans will be found awaiting admission when the House assembles the first week in December; and the two Democrats chosen by the popular vote to serve the state in the Senate will be waiting to take seats in the Senate by appointment of the governor, in anticipation of their formal election by the legislature next January. But it will not be until the Fourth of next July, under the law, that the forty-sixth star will be added to the flag. Under the design which the war and navy departments have adopted, with the President's approval, the American flag, after that date, will show eight stars each in the first, third, fourth, and sixth rows, and seven stars each in the second and fifth.

RAILROAD SLAUGHTER.

The figures of casualties upon American railroads make an appalling showing, when they are compiled in the annual reports of the Interstate Commerce Commission. The latest compilation, which is for the year ending on June 30 last, shows a total of casualties to passengers and to employees while actually on duty on or about trains amounting to 81,286. Altogether, 5,000 persons were killed and 76,286 were injured during this single year. This was an increase of 775 killed and 9,577 injured as compared with the previous year. Not less than 410 passengers were killed outright in train accidents. If any practical results could be expected from a Congressional inquiry, it would be well to have an investigation of the causes of so great an annual slaughter.

"IN GOD WE TRUST."

To the good people who are perturbed because

the new gold coins do not have the familiar motto: "In God we trust," President Roosevelt has addressed a letter which is likely to allay their apprehensions. He accepts personal responsibility for the omission, and explains why he directed it. It was his conviction that the use of the sacred words in such a connection tended to promote irreverence rather than the contrary which led him to give the order to have the words dropped. It is true enough that the double use of the word "trust" has led to jocose references to the motto; and the President recurs especially to the cheap money and fiat money debates, when in Congress and on the street the motto became the subject of irreverent jests. A little reflection will probably convince most of the people who have been disturbed over this matter that the President is right.

A "REGRETTABLE INCIDENT."

In view of the almost morbid sensitiveness of German feeling with reference to England, it is certainly a regrettable incident that the commander of the first cruiser squadron of the British fleet should have seized the occasion of the visit of the German Emperor to England to give a contemptuous and insulting signal to his fleet. This officer, Sir Percy M. Scott, is an expert in gunnery, and seems to have been irritated by the notion that the government was paying too little attention to that phase of naval preparations. Accordingly, when ordered to get his squadron into suitable trim to welcome the Emperor, he signaled to his ships: "Paint work appears to be more in demand than gunnery, so you had better come in time to look pretty by the 8th inst." For this ill-timed pleasantry Sir Percy has been publicly reprimanded and ordered to strike the offensive signal from the signal logs.

THE VANISHING FORESTS.

It is a solemn note of warning which is sounded by Mr. Pinchot, the government forester, when, on his return from a six-months' inspection trip, covering 5,000 miles, he declares that in twenty years the timber supply in the United States on government reserves and in private holdings will be exhausted, at the present rate of cutting. This declaration should supply a patriotic motive for doing all that may be done to check the wanton waste of our forest resources, but Mr. Pinchot appeals to another motive still, when he says that at the present increase in the value of timber land the owners of such land can make more money by letting the timber develop than they could by cutting and marketing it and putting the proceeds out at interest.

FRIENDLY WORDS WITH JAPAN.

Japanese statesmen are not in the habit of unbosoming themselves to newspaper interviewers, and the fact that Baron Hayashi, the Japanese minister of foreign affairs, has chosen that medium of communicating his views to the American people, and to the world, shows how seriously the at-

ONE VALUE OF GOOD PICTURES.

A little boy who passes daily on his way to school a tall fence bearing the legend, "Chew Hatchet Plug," will unconsciously render tribute to it by first believing and next by doing. If, when he gets to school, his desk is found opposite the Facade of the Amiens Cathedral, or a Correggio Madonna, it will do much to blot out the impression made by the fence advertisement. "Good taste is a moral quality," says Ruskin. If we cannot get rid of posters and hideous placards, we may obliterate a part of the effect of them by introducing beautiful things in other places. If the far-reaching benefits of this work were appreciated we should have many pictures purchased as gifts to the schools by private subscription as well as from proceeds of the exhibition.—Dayton Evening Herald.

AVERAGE TOTAL EXPENSE OF STUDENTS IN STATE UNIVERSITIES.

BASED ON REPORT OF 1905 OF UNITED STATES DEPARTMENT OF EDUCATION.

University of	
Alabama	\$174.00
Arizona	258.00
Arkansas	187.00
California	228.00
Colorado	315.00
Georgia	177.00
Idaho	252.00
Illinois	384.00
Indiana	253.00
Iowa	210.00
Kansas	260.00
Louisiana	146.00
Maine	212.00
Michigan	190.00
Minnesota	315.00
Mississippi	135.00
Missouri	230.00
Montana	212.00
Nebraska	228.00
Nevada	144.00
New Mexico	187.00
North Carolina	192.00
North Dakota	250.00
Ohio	130.00
Oklahoma	225.00
Oregon	215.00
South Carolina	266.00
South Dakota	262.00
Tennessee	268.00
Texas	215.00
Utah	230.00
Virginia	390.00
Washington	275.00
West Virginia	248.00
Wisconsin	322.00
Wyoming	252.00

AUTHORS WHO GET \$1.00 A WORD.

Could anything or anybody stop you from writing if you got a dollar a word for everything you turned out?

There are many noted writers who have obtained this much for their manuscripts.

Grover Cleveland and the late John Hay frequently got \$1,000 for one-thousand-word articles. Barrie's "Little Minister" has paid him at the rate of \$1 for each of its 120,000 words. Among poets much larger rates have prevailed. Tennyson's "The Throstle" cost its publisher \$10 a word and Kipling got \$1,000 for a short poem on the Russo-Japanese war.

Among English novelists who have made from fifty to sixty cents for every word in a long novel are Hall Caine and Marie Corelli. Compared with such money-earners as these, Dickens, Thackeray, and George Eliot were poorly paid for their labor. For "The Mill on the Floss" George Eliot received \$10,000 for 4,000 copies of the three-volume edition; \$750 for 10,000, and \$300 for 1,000, a return which scarcely represents eight cents a

word. Thackeray never received more than \$20,000 for any one of his novels.

Bulwer-Lytton's life revenue from his novels was \$800,000, and the most successful of them all did not yield anything like twenty-five cents a word; Wilkie Collins' highest rate of pay was a little over twelve cents a word, and Anthony Trollope, though he drew \$15,000 or more for each of half a dozen novels, touched his highwater mark at the same relatively modest figure. Scott received \$90,000 for his "Life of Bonaparte"; Lord Beaconsfield, \$60,000 for "Endymion"; Macaulay's "History of England" brought him \$100,000 in a single check, and Froude was \$50,000 better off for writing "Oceana."

Goldsmith's "Vicar of Wakefield" brought him just \$300; his English grammar, \$25, and his "Traveler," \$105. Johnson sold his "Lives of the Poets" at the rate of seven words for two cents; "Paradise Lost" and "Hamlet" fetched a \$25 note apiece; Dryden wrote 10,000 immortal lines at a little over a halfpenny a word, and all Gray's muse ever put into his pocket was \$200.—Exchange.

CHRISTMAS MUSICAL PROGRAM.

PRESENTED BY THE HIGH SCHOOL, OSHKOSH, WIS.

1. "Three Kings of Orient."
2. (a) "War March of Priests" ..Mendelssohn-Bartholdy
(b) "Meditation"Beyer
(First violin, second violin, viola, 'cello.)
3. Trio—"The Old Year" (Melodie III.).....Heartz
(Chorus of high school girls.)
4. Reading—"Billy's Santa Claus Experience."
5. Soprano solo—"O Dry Those Tears".....Del Riego
(Violin obligato.)
6. Cornet duet.—
(a) "Sweet Is the Dream".....Arr. Brooks
(b) "Sing Me a Song of the South".....Casey
7. (a) "The Story Old and Sweet".....Nevin
(b) "The Holly Song," Natural Music Course Extension BulletinJohnson
(c) "Sleighing Song"Krinbill
(Girls' Choral Club of the grammar room—sixty girls.)
8. Reading—"Our Hired Girl."
9. Baritone solo—"Cantique de Noel".....Adam
(Violin obligato.)
10. (a) Spanish DancePopp
(b) Introduction and Polonaise.....Popp
(First violin, second violin, 'cello, piano.)
11. Christmas cantata—"The Adoration".....Nevin
Contents of cantata.—
 1. Chorus—"O Come All Ye Faithful."
 2. Male voices in unison—"There Once Came a Glory."
 3. Chorus for women's voices with solo (four parts), "In Reverent Awe and Solemn State."
 4. Chorus—"Then Sweeping Through the Arch of Night."
 5. Chorus—"Softly the Starlight."
 6. Soprano solo—"And Lo, the Angel of the Lord."
 7. Chorus for women's voices—"Glory to God in the Highest."
 8. Alto solo and chorus—"Hushed at Length the Gracious Song."
 9. Chorus—"Amen! Lord, We Bless Thee."

S. E. C., Missouri: We greatly enjoy the Journal of Education. Long may the Journal and the editor continue to serve the teachers of this country. All who come this way will hear its praises.

R. P. Indiana: There is never a week but I get some good from the Journal of Education. It surely touches all phases of the vital subject of this republic—education,

BOOK TABLE.

THE PRINCIPLES OF INTELLECTUAL EDUCATION. By F. H. Matthews of England. New York: G. P. Putnam's Sons. Cloth.

It is exceedingly interesting for an American student of pedagogical books to read an English production in this line. Herbert Spencer, Joseph Payne, Quick, J. G. Fitch, and Currie were the great text-books for American schoolmasters for a generation. In all those years Page's "Theory and Practice" was the only real rival on this side of the sea. All this has changed. We have been creating pedagogy and producing books that must seem to them to approach a wild abandon, and still we go madly on in the race, and increase in power and value every year. In view of this state of things it is interesting once in a while to have a book on pedagogy come to our desk from the land of Payne, Quick, and Currie, a book like "Principles of Education," by Matthews. It is like calm after storm to turn from Chancellor to Matthews—the former writes as though he did not expect you to believe in him, the latter as though no one could question his positions; the former as though he thought an electric storm would clear the atmosphere, the latter as though the storm had passed and all is serene; the former takes pages to explain and define education, the latter is content to say: "Education is to prepare for life." I took them in the right order, revelling in the wild exhilaration of Chancellor and then in the calm restfulness of Matthews. Another time I would take a chapter of Chancellor and one of Matthews in turn, just as some men take "Red Raven Splits" the morning after.

A BRIEF COURSE IN THE HISTORY OF EDUCATION. By Paul Monroe, Ph. D., Columbia University. New York: The Macmillan Company. Cloth. Illustrated. 415 pp. Price, \$1.25 net.

This is an effective and every way satisfactory brief history of education from earliest times, revealing not only patient and thorough research but clear and careful thinking. It might well be styled a philosophy of education, and upon good philosophical lines has been built. The outline is attractive—simplest forms with primitive people, recapitulation as with China, liberal as with the Greeks, practical as with the Romans, disciplinary as in the Middle Ages, humanistic as in the Renaissance, religious as in the Reformation, realistic, modern, disciplinary, naturalistic, psychological, scientific, sociological, and eclectic. In wealth of information, in skill of presentation, and in literary grace, it is an important contribution to the cause, and comes in good time.

EVOLUTION AND ANIMAL LIFE. An Elementary Discussion of Facts, Processes, Laws, and Theories Relating to the Life and Evolution of Animals. By David Starr Jordan and Vernon Lyman Kellogg. New York: D. Appleton & Co. Cloth. Illustrated in color. 489 pp. Price, \$2.50 net.

This is the most satisfactory semi-popular treatment of evolution that teachers and students can find. Those whose school student days ended before evolution was universally taught need something reliable, clear, and interesting upon the subject, and this book furnishes all this. There is no better authority on the subject in this country, probably, than President Jordan of Stamford University. No other university president has the ear of the public more completely than has he, and from no other could a treatise on this subject come with the same appropriateness. To begin to explain the characteristics of the work would lead us out to such lengths that there would be no stopping place. Suffice it to say, the science is reliable, the literary style attractive, and the spirit reverent. A single paragraph speaks the tone of those nearly five hundred pages: "With the growth of the race has steadily grown our conception of the omnipotence of God. Our ancestors felt, as many races of men still feel, that each household must have a god of its own, for, numerous as the greater gods were, they were busy with priests and kings. Men could hardly believe that the God of their tribe could be the God of the Gentiles also, that He could dwell in temples not made with hands removed from human sight. That there could be two continents was deemed impossible, for one God could not watch them both; that the earth was the central and sole inhabited planet vested in the same limited conception of God; that the beginning of all things was a few thousand years ago is another phase of the same limiting view, as is the idea of the special mechanical creation for every form of animal and planet life."

LILTS AND LYRICS FOR THE SCHOOLROOM. By Alice C. D. Riley and Jessie L. Gaynor. 220 Wabash avenue, Chicago: Clayton F. Summy Company. 70 songs. Price, \$1.00.

The title, "Lilts and Lyrics," reveals the genius of the authors. They neither say nor do things in the time-crystallized way. Genius and mastery breathe in every pulsation of their work. With Mrs. Gaynor a child must be able to compose somewhat in order to sing or play effectively, just as he must think in words before he can read with expression. With Mrs. Riley a child must make rhythm before he can read it artistically. With Mrs. Gaynor a child must use the ear as he does the eye before he can play or sing with personality and fervor. She gets the ear limbered up to a variety of every day words if he has "no ear for music," and Mrs. Riley has a child think rhythm rhythmically and write rhythmically before he is expected to appreciate rhythm in verse. What are "Lilts"? You will have to do a little thinking out of the ordinary before you open this book, and you will do some thinking on your own account all the way along. In the three books made by these remarkable women there is scarcely a bit of music or rhyme that you have ever seen elsewhere, unless perchance it has been taken by some conscienceless maker of song books. Here are fifteen game songs, twenty-five nature songs, eleven songs for special occasions, three songs on the "cycle of the bread," five canons, and twenty-one miscellaneous songs. The exception to the newness in the rhyme is in the "Mother Goose" that is set to music by Mrs. Gaynor. There is no instance in which both rhyme and music have appeared elsewhere. The kindergarten and first primary grades have the greatest of luxuries in these books, notably in the latest, "Lilts and Lyrics."

BOYVILLE. By John E. Gunkel of Toledo, president National Newsboys' Association. Published by Newsboys' Association of Toledo. Cloth. Illustrated. 219 pp. Price, 75 cents. Profits for Newsboys' Association.

Would that every teacher, preacher, and parent, every American could read this remarkable book. Indeed, no one has a moral right to deal with the boy problem without reading "Boyville." It is the best single book for a boys' reading circle yet published. Every school library, public library, and Sunday school library should have it. Only one other man is doing as much for boys as Gunkel; that one is, of course, Lindsey. "Boyville" is the story of the beginning of a noble work in which there are now 5,000 newsboys and their pals enrolled, with a newsboys' home, a building toward which public-spirited citizens have contributed \$100,000. The book itself is a succession of thrilling experiences, which have led up to the present grand achievement. "Boyville" is better pedagogy than is usually found from a professor's pen, better sociology than usually comes from college halls, better gospel than is in the regulation Sunday school novel, better reading than is in a work of fiction.

THE OLD PEABODY PEW. A Christmas Romance of a Country Church. By Kate Douglas Wiggin. Illustrations by Alice Barber Stephens. Boston: Houghton, Mifflin & Co. Cloth. (6x9.) Price, \$1.50.

This is the twentieth delightful book from the pen of this charming author. There is but one Kate Douglas Wiggin; no other could have created Penelope, Rebecca, Patsy, Timothy, or Polly Oliver. She is nearer being a companion of Louisa M. Alcott than any other present-day writer. "The Birds' Christmas Carol" is as near a classic as anything that Miss Alcott wrote. "The Story of Patsy" is worthy of Kipling at his best. "Penelope's Progress" has not been surpassed by any writer of the day. "Timothy's Quest" is a masterpiece. "The Old Peabody Pew," the latest, is close to being the best, and it is certainly the most deliciously gotten up of all of her books. It is a holiday gem of rarest beauty.

ANOTHER BOOK OF VERSES FOR CHILDREN. Edited by E. V. Lucas. Illustrations by F. D. Bedford. New York: The Macmillan Company. Cloth. 431 pp. 270 poems. Price, \$1.50 net.

Think of a beautiful book with two hundred and seventy selections of delightful verse for children for one dollar and fifty cents. We are at a loss for language in which to describe the book. It must suffice to suggest some subjects under which they are grouped,—"Friends in the Village," "Little Fowls of the Air," "Ballads of Dumb Creatures," "The Country Round," "From Stream to Sea," "Ballads of Sailor Men," "When

Great-Great-Grandmamma Was Young," "Easy Lessons in Grammar and Geography," "The Genius of the Hearthrug," "The Rhymes of the Light-Hearted," "A Budget of Stories," "Hiawatha and Kwasind," "Ballads of Battle," "Children's Books," "Good Night," "The Lesson Beautiful." On the average there are fifteen poems in each group.

JEAN JACQUES ROUSSEAU AND EDUCATION FROM NATURE. By Gabriel Compayre, in *Pioneers in Education Series*. Translated by R. P. Jago. New York: Thomas Y. Crowell & Co. Cloth. Price, 90 cents net; postage, 10 cents.

Compayre needs no introduction to the educators of this country. One of the leaders of the school system of France, he is also the author of several notable books upon psychology and education which are as favorably known and freely used in English as in his native tongue. This sketch of Rousseau is the best for its length that has come under our eye.

HOPKINS AND UNDERWOOD'S NEW ARITHMETICS—BOOK I. By John W. Hopkins, superintendent of schools of Galveston, Texas, and P. H. Underwood of the Ball high school, same city. New York: The Macmillan Company. Cloth. 8vo. 256 pp. Price, 30 cents.

This is one of the simplest and most sensibly planned arithmetics that we have seen. It is intended for the second, third, and fourth year pupils. Every page is alive with interesting material, just such as one would think the children would take to. A feature of the book is that nearly all the examples involve only one of the fundamental processes, and for this reason, that beginners do not possess the ability to follow a chain of reasoning. This comes at a later period in their development. A book of this character must certainly commend itself to instructors.

STORIES TO TELL TO CHILDREN. Fifty-one stories for suggestions for telling. By Sarah Cone Bryant. Boston: Houghton, Mifflin & Co. Cloth. 243 pp. Price, \$1.00 net.

Miss Bryant is both a genius and a master in the art of story telling. She knows and loves children, and they reciprocate her love intensely. Literature is full of stories for children, but these fifty-one are the cream of the list. They are stories that have stood the test of retelling, for these many years, and they still have freshness such as comes with the birds and blossoms of each new spring. We shall love the arbutus of next May even more than as though we had never gathered it before, so the children of to-day are as much charmed with "The Little Red Hen" as others have been. And the collection has many stories new to us all, and they are full of the springtime sap as the rejuvenated ones because though new to us they have come down from generation to generation by word of mouth to be caught on pen and type for the first time for these pages. Another attraction of this book is in the section devoted to helpful suggestions in the telling of stories to children.

SELECT POEMS AND TALES OF EDGAR ALLAN POE. Standard English Classics Series. By J. Montgomery Gambrill, Baltimore Polytechnic Institute, formerly assistant state superintendent of public education in Maryland. On the list of college entrance requirements, 1909-1911. Boston, New York, Chicago, London: Ginn & Co. Cloth. Frontispiece, xxxii+200 pp. List price, 30 cents; mailing price, 35 cents.

Poe is one of the classic poets of America, and the sturdiness that has kept him from the Hall of Fame has cost that notable movement the respect that would otherwise be its due. That denial of recognition has made him one of the most sought of our versifiers. The committee on college entrance requirements has never done anything more popular than in emphasizing Poe. In this collection of Poe's works the editor presents in one convenient volume the poetry of the author's mature years, together with a few examples of his juvenile work and a half dozen characteristic tales representative of his most successful short-story work. The introduction includes a biographical sketch, a bibliography, and a discussion of Poe's character and literary art. The peculiar position which Poe holds in American literature, and the controversies concerning his life, personality, and writings are here treated in a manner more detailed and thorough than in any similar book. The attitude is fair, frank, but sympathetic. The interrelations of Poe's life, character, and art are subjects of special study; and the mutual influence of his critical theories and his artistic craftsmanship is emphasized. The bibliography covers all the critical editions, the best single-volume collec-

tions, and the standard biographies. The editor has kept in mind the unusual difficulties presented by Poe in theme, treatment, and allusion, and accordingly has made the notes numerous and especially complete; but while they are full enough for even the small high school with scant library facilities, the pupil's work is by no means all done for him, and many questions and suggestive directions appear. While the book would be of interest to any reader or student of Poe, it is specifically intended for high school pupils, and meets the new college entrance requirements.

MULLER'S NEUE MARCHEN. Edited by Principal W. F. Little of Battin high school, Elizabeth, N. J. New York: American Book Company. Cloth. 16mo. 152 pp. Price, 30 cents.

A German text selected because of its admirable adaptation for beginners in that language. It is an excellent example of pure but colloquial German. Muller's text is used as a reader in the elementary schools of several sections of Germany, a fact that attests its simplicity of style. The editor annotates the text quite fully, and adds a condensed grammar digest—which is a new feature in works of this kind. A German-English vocabulary is a valuable accompaniment.

LITTLE ME TOO. By Julia Dalrymple. Illustrated from drawings by Sears Gallagher and from photographs. 254 Washington street, Boston: Little, Brown & Co. Cloth. Price, 75 cents.

This is a book so far out of the ordinary as to demand unusual emphasis to make it clear that it is a book from real life, a study of two genuine flesh-and-blood boys in an every-day home. It is a child study without twisting the sayings and doings of the boys to fit a theory or demonstrate a philosophy. It is a book for universal reading. It is a book that every boy will relish, that will be a tonic to every child, and a benefit to every parent. Much child study is not child study at all, but a "grown-up's" talk about what he thinks a child ought to say and do. This is the real thing. Read it.

ISLAND STORIES RETOLD FROM ST. NICHOLAS. By Rosalie Kaufman, Frederick A. Ober, Bishop Henry C. Potter, and many others. New York: The Century Company. Cloth. Illustrated. 200 pp.

Island geography has nowhere been so well presented as by these writers and artists. The island groups considered are mostly those in which the United States is interested. The facts are not statistical or barren, nor are they chiefly industrial and commercial, but rather social and racial.

WESTERN FRONTIER STORIES RETOLD FROM ST. NICHOLAS. By Joaquin Miller, Maurice Thompson, Frank M. Chapman, Charles Frederick Holden, and others. New York: The Century Company. Cloth. Illustrated. 200 pp.

The charm of this series of stories can only be understood when one realizes that each story is by an artist in his line, that it is complete, that it is simple, direct, and vivid.

FEADORA'S FAILURE. By Lucie E. Jackson. Original illustrations by J. MacFarlane. Philadelphia: David McKay. Cloth. 253 pp. Price, \$1.00.

This is a bright, cheery, wholesome story of home life in which human nature plays its part attractively. It is a girl's book in that it is about girls and for them.

BOOKS RECEIVED.

- "Outline for Review in English History." By C. B. Newton and F. B. Treat. Price, 25 cents. — "Franklin's Autobiography." Edited by A. H. Smyth. Price, 40 cents. — "Selections from Living's Sketch Book." Edited by M. W. Simpson. Price, 45 cents. — "Textbook in Physics." By W. N. Mumper. Price, \$1.20. — "Famous Pictures of Children." By J. A. Schwartz. Price, 40 cents. — "The Story of Two Boys." By Clifton Johnson. Price, 35 cents. New York: American Book Company.
- "Essays Out of Hours." By Charles Sears Baldwin. Price, \$1.00. New York: Longmans, Green & Co.
- "Prosperity Through Thought Force." By Bruce McLelland. Holyoke, Mass.: Elizabeth Towne.
- "Beginner's Number Primer." (Book One.) Price, 20 cents. — "The Rivals" and "The School for Scandal." By P. B. Sheridan. Edited by W. D. Howe. Price, 25 cents. — "Lamb's Tales from Shakespeare." Edited by Rev. Alfred Ainger. Price, 25 cents. New York: The Macmillan Company.
- "In the Harbour of Hope." By Mary Elizabeth Blake. Price, \$1.25. — "French Pictorial Course." By D. J. Roes. Edited by Paul Barbier. Price, 65 cents. Boston: Little, Brown & Co.
- "Home, School and Vacation." By Annie Winsor Allen. Price, \$1.25. Boston: Houghton, Mifflin & Co.
- "A Calendar for Saints and Sinners." Price, \$1.00. — "Sonnets by a Budding Bard." By Nixon Waterman. Price, 75 cents. Chicago: Forbes & Co.
- "Sanitation in Daily Life." By Ellen H. Richards. Price, 60 cents. Boston: Whitecomb & Barrows.

New Macmillan Books and New Editions

BOOKS FOR SECONDARY SCHOOLS

A NEW HIGH SCHOOL HISTORY—American History

For Use in Secondary Schools. By Roscoe Lewis Ashley, author of "The American Federal State," "American Government," etc. 12mo. Half Leather. 547 pp. \$1.40 net.

This history represents the results of classroom work by an experienced high school teacher. It presents a continuous story of American Development, chiefly from the political standpoint, though due attention is paid to social and economic changes which have influenced the growth of the nation. Frequent summaries are a feature of the book; the maps and diagrams are especially helpful.

STUDIES IN PHYSIOLOGY, ANATOMY AND HYGIENE

By James Edward Peabody, A. M., Instructor in Biology in the Morris High School, New York City. Illustrated. New and Revised Edition. Cloth. 12mo. \$1.10 net.

A new edition of a book that has proved its worth and popularity. Much new matter has been added on Stimulants and Narcotics, and the entire text has been revised in many minor particulars.

FIRST BOOK IN LATIN

By Alexander J. Inglis, Instructor in Latin, Horace Mann High School, and Virgil Prettyman, Principal Horace Mann High School, Teachers College. Revised Edition. 12mo. Cloth. 301 pp. 90 cents net.

The sixty-five lessons comprising this book provide an adequate preparation for the reading of Cæsar.

ECONOMICS FOR HIGH SCHOOLS AND ACADEMIES

By Frank W. Blackmar, Professor of Sociology and Economics in the University of Kansas. 12mo. Cloth. viii + 434 pp. \$1.20 net.

This book represents the elements of the science of economics simply stated. Abstract theories and discussions have been avoided, while the workings of industrial society have been emphasized. The first part gives a brief survey of the evolution of industrial society, and the second part treats the ordinary principles of economics in their simplest forms with their application to modern industrial society. The last part deals with relation of private economics to public economics and of the government control of industries.

A SHORT HISTORY OF ENGLAND

By Katherine Coman, Ph. B., Professor of Economics in Wellesley College, and Elizabeth Kendall, M. A., Professor of History in Wellesley College. Revised and Enlarged Edition. xxviii + 435 + v pages. 12mo. Half Leather. 90 cents net.

This book meets the requirements of grammar school or first year high school classes and has successfully stood the test of use in the schoolroom. The new edition has been thoroughly revised and brought down to date.

BOOKS FOR TEACHERS

A BRIEF COURSE IN THE HISTORY OF EDUCATION

By Paul Monroe, Ph. D., Professor of Education in Teachers College, Columbia University. 12vo. Cloth. xviii + 409 pages. \$1.25 net.

A condensation of Professor Monroe's "Text-Book in the History of Education." The abbreviation has been made in answer to the demands of normal schools and teachers' training classes which have not the time to devote to the study of the larger text. Nevertheless, it treats of all the general periods, and most of the topics discussed in the larger text.

METHODS IN TEACHING

Being the Stockton Methods in Elementary Schools. By Rosa V. Winterburn, Including a Chapter on Nature Study by Edward Hughes. Cloth. xxii + 355 pages. Index, 12mo. \$1.25 net.

This book is an exposition of some peculiarly successful methods of teaching practiced by the teachers of the schools of Stockton, California, an exhibition of which at the St. Louis and Portland Expositions attracted much interest. A feature of the book is the printing of many compositions by young pupils trained under this method.

LARGER TYPES OF AMERICAN GEOGRAPHIES

Second Series of Type Studies. By Charles A. McMurtry. 12mo. Cloth. ix + 271 pages. \$0.75 net.

A continuation of the author's "Type Studies from the Geography of the United States." Some of the types selected are the Rocky Mountains, the Appalachian Mountains, the Pennsylvania Railroad, the Mississippi River, New York City, the Iron and Steel Business, Cotton Mills and Cotton Manufacture.

CLASSROOM MANAGEMENT: ITS PRINCIPLES AND TECHNIQUE

By William Chandler Bagley, Superintendent of the Training Department, State Normal School, Oswego, New York. 12mo. Cloth. xvii + 352 pages. \$1.25 net.

This book considers the problems that are involved in the massing of children together for purposes of instruction and training. It aims to discover how the unit-group of the school system, the class, can be most effectively handled. In addition to the topics commonly considered under school management, several new subjects, such as the Batavia System of Class-Individual Instruction, are treated.

Correspondence Invited

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EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

- November 29-30: Massachusetts Teachers' Association, Huntington Hall, Boston.
- November 29, 30: Inter-County Teachers' Association of Southwestern Indiana, Evansville.
- November 29-30: Association of Colleges and Preparatory Schools of Middle States and Maryland, New York city.
- December 20-21: Southern California Teachers' Association, Los Angeles; H. A. Adrian, Santa Barbara, president.
- December 26, 27, 28: Montana State Teachers' Association, Missoula.
- December 26, 27, 28: New Jersey State Teachers' Association, Atlantic City.
- December 26, 27, 28: High School Department, Pennsylvania Educational Association, Harrisburg.
- December 26, 27, 28: Southern Educational Association, Lexington, Ky.; president, R. J. Tighe, Asheville, N. C.; secretary, J. B. Cunningham, Birmingham, Ala.
- December 31-January 1, 2, 3, 1908: Iowa State Teachers' Association, Des Moines, F. E. Lark, president, Onawa; Frederick E. Bolton, chairman of executive committee, Iowa City.
- December 31-January 1, 2, 3, 1908: Colorado State Teachers' Association.
- December: California Teachers' Association, Santa Cruz; Morris E. Dailey, San Jose, president.
- December 31-January 1-2: Washington State Teachers' Association, Seattle.
- January 1, 2, 3: Minnesota Educational Association, St. Paul.
- February, 1908: Department of Superintendence; president, Frank B. Cooper, Seattle, Wash.; secretary, George B. Cook, Hot Springs, Ark.; at Washington, D. C.
- February 25-26-27: Department of Superintendence, N. E. A., Washington, D. C.
- June 30-July 1-2: Kentucky Educational Association, Frankfort; C. C. Adams, Williamstown, president.
- July, 1908: National Educational Association of the United States; president, Superintendent E. G. Cooley, Chicago, Ill.; secretary, Irwin Shepard, Winona, Minn.; at Cleveland, Ohio.

EDUCATIONAL ASSOCIATIONS OF NEW YORK.

- November 29-30: Association of Colleges and Preparatory Schools of the Middle States and Maryland; president, Woodrow Wilson, Princeton University, N. J.; secretary, A. H. Quinn, University of Pennsylvania, Philadelphia, Pa.; at College of the City of New York.
- December 26-28: Associated Academic Principals; president, Superintendent Avery W. Skinner, Oneida; secretary, Superintendent W. J. Deans, Elmira; at Syracuse.

December 27: Classical Teachers' Association; president, Professor Frank Smalley, Syracuse University, Syracuse; secretary, F. R. Parker, Elmira; at Syracuse.

December 26-28: Council of Grammar School Principals; president, R. H. Savage, Rochester; recording secretary, John E. Healy, Troy; corresponding secretary, Miss C. A. Farber, Rochester; at Syracuse.

December 27: Arts Teachers' Club; president, Miss Stella Skinner, New Paltz; secretary, Miss Katharine Saunders, Auburn; at Syracuse.

December 26-28: Teachers' Association; president, Professor George P. Bristol, Ithaca; secretary, Lyman A. Best, 748 Carroll street, Brooklyn; at Syracuse.

December 26-28: Science Teachers' Association; president, J. S. Shearer, Cornell University, Ithaca; secretary, J. E. Stannard, Greenwich, Conn.; at Ithaca.

December 27, 28: Training Teachers' Conference; president, Superintendent S. J. Slawson, Olean; secretary, Principal J. D. Bigelow, Moravia; at Syracuse.

Spring of 1908: Association of Colleges in the state of New York; chairman, President Rush Rhees, Rochester University; secretary, Howard J. Rogers, Albany; at Rochester University.

NEW ENGLAND STATES.**MASSACHUSETTS.**

BOSTON. The sixty-third annual meeting of the Massachusetts Teachers' Association will be held in Huntington-hall, Boston, November 29 and 30. Teachers, school officers, and all persons interested in education are cordially invited to attend this meeting and to take part in the discussions. The theme of the day will be: "The Improvement of the Status of the Teacher."

Friday, 10 a. m., "The Financial Remuneration of the Teacher," Charles W. Eliot, LL.D., president of Harvard University; discussion, William Orr, Springfield, Hon. Grafton D. Cushing, Boston. At 11, "Salaries and Pensions from the Point of View of the Community," Payson Smith, state superintendent of schools, Augusta, Me.; discussion, Lincoln Owen, Boston. At 2 p. m., "The Professional Training of the Teacher," Professor Paul H. Hanus, Harvard University; discussion, George I. Aldrich, Brookline, William C. Bates, Cambridge.

Saturday, at 9:30 a. m., business. At 10, "What the State Has a Right to Demand of Her Schools," Hon. George H. Utter, Westerly, R. I.; discussion, Hon. George H. Martin, secretary state board of education, Boston. At 11, annual business meeting of the Council of Education.

The officers for 1907 are: President, Frederic A. Tupper, Boston; vice-presidents, Fred H. Nickerson, Melrose, Wallace C. Boyden, Boston; secretary, Carlos B. Ellis, Springfield; assistant secretaries, Wesley A. O'Leary, New Bedford, Norman S. Easton, Fall River, Miss Matilda B. Doland, Fitchburg; treasurer, Nelson G. Howard, Hingham.

During the winter about forty free concerts will be given under the di-

rection of the music department of the city. This musical course is now in its tenth season, having started with a series of string quartette concerts in the winter of 1898-'99. Two years later the quartette was expanded into an orchestra of nine pieces. This instrumentation has been found so satisfactory that it has been retained up to the present time, with the addition recently of an extra first violin. The musicians are the most skilful that can be secured, and the singers who assist them include accomplished artists. As the object of the course is to educate popular taste, as well as to give pleasure, the programs are selected from the compositions of the masters, though due allowance is made for certain necessary limitations. A novel feature this season will be an informal discussion by Professor Louis C. Elson of the music rendered at each concert. The halls used are principally the excellent assembly halls of the high and grammar schools, the use of which is kindly granted by the school committee. About two concerts a week will be given.

CONNECTICUT.

DANBURY. A. E. Peterson, who has been for two years principal of the Danbury high school, has resigned to accept a position as teacher of history in one of the New York high schools. Harry C. Folsom, for six years principal of the South Manchester high school, has been elected to take his place. Mr. Folsom will go to Danbury about December 1. Austin A. Savage of Southbridge, Mass., has been elected to take Mr. Folsom's place at South Manchester.

HARTFORD. Mrs. Julia B. Schneiwind of Springfield presided at the annual meeting of the Connecticut Valley Kindergarten Association held in this city November 16. The meeting commemorated the twenty-fifth anniversary of the association, which is older even than the one in New York city. The attendance was nearly fifty. Mrs. Ada M. Locke of New York city read a paper on "The Imaginative Period of Childhood." Miss Jessie I. Scranton, supervisor of kindergartens in New Haven, talked to the association on "Gleanings from the International Kindergarten Union." The following officers were elected: President, Miss Jessie I. Scranton, New Haven; vice-presidents, Miss May Murray, Springfield, and Miss Mary W. Brown, New Haven; secretary, Miss Mary Gillett, Hartford; treasurer, Miss Anna T. Shaw, Springfield; executive committee, Miss Grace Bowers and Miss Maud Burnham of Springfield; auditor, Miss M. Louise Stock of Springfield. The afternoon session opened with the reading of a paper on "Connecticut Valley Kindergarten Association Reminiscences," by Miss Hattie Twichell of the training school in Springfield. Miss Fanniebelle Curtis, supervisor of kindergartens in Brooklyn, N. Y., gave a "Word of Greeting." Miss Curtis is honorary president of the association and acting president of the International Kindergarten Union, and was the guest of the afternoon. Miss Lucy H. Maxwell of Boston gave a talk on paper-cutting.

NORWICH. Over 100 volumes of French classics, the gift of Miss

Emily S. Gilman and Mrs. Louisa G. Lane, have recently been received by the Peck library. In the collection are such prominent authors as Guizot, Lamartine, Madame de Stael, Sainte-Beuve, and Thierry.

A recent gift which the Peck library trustees and visitors prize highly is a picture of the late Miss Maria P. Gilman from her brother, Dr. Daniel C. Gilman.

Miss Lucy Douglas of New London has been appointed a teacher in the Norwich Art school.

An instructive lecture was given in Slater hall November 13 on "An Evening in Birdland," by Edward Avis, for the benefit of the Teachers' Annuity Guild. The lecturer was introduced by President N. L. Bishop of the guild.

MIDDLE ATLANTIC STATES.

PENNSYLVANIA.

READING. John G. Dengler of Oley, one of the oldest teachers in point of service in the state, having been teaching for fifty years, was given a pleasant surprise at the county institute recently, when one of his former pupils presented him with a handsomely-engraved silver loving cup, the gift of his former pupils. County Superintendent Rapp, another former pupil, presented him with \$50 in gold, and another pupil presented him with seventy carnations, it being his seventieth birthday anniversary. Mr. Dengler has taught one school in Oley for thirty-five years. He is a Civil War veteran, having closed his school in 1861 to go to the front.

HANOVER. John M. Wolf, a veteran school teacher, has been off duty nearly a week because of illness. It is the first time in sixty years that he has been absent from the classroom so long a period of time. Threescore years of service in the public schools of York and Adams counties is the remarkable record of this instructor. Although seventy-five years old, he continues in the harness. When only fifteen years of age he took charge of the school he was attending as a pupil. "Squire" Wolf (he was a justice of the peace for twenty-two years) is considered one of the most successful school teachers in Southern Pennsylvania.

CENTRAL STATES.

MISSOURI.

ST. LOUIS. Since the control of the public school affairs of this city was taken out of ward politics, a great advance has been made in them in all respects. A few years ago the city had but one high school. Now it has three of the most commodious and well-appointed type, and the construction of a fourth is about to begin in the western section. The new high school will occupy a fine block on Union avenue, and its 100 rooms will accommodate 1,600 pupils. On the next block, and reaching from street to street, is an imposing district school recently opened, and on the opposite corner is a large and beautiful new building erected as a branch of the public library that is in operation day and evening. The school board is now confined to a few members elected by bi-partisan agreement, and running on a general ticket. This method resembles local govern-

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ment by a commission. It has been highly successful. The people of St. Louis have gained much by taking the schools out of politics and abolishing the ward system of regulation. Compare the public schools now with what they used to be, and the advantage of concentrated, businesslike management is powerfully impressed.

OHIO.

CINCINNATI. This city is educationally alive as it never was before. Two new elementary school buildings are completed, three of the most modern type are nearing completion, and five are in the hands of architects, first plans submitted. Plans of the new Hughes high school are accepted, the lot graded, and contract for excavation for foundation let. New Woodward has a lot secured and plans of new building ready. Old buildings are largely rebuilt. The sanitary conditions have been revolutionized. Thirteen electric lighting systems put in buildings, eight improved steam heating systems, five buildings remodeled, and other improvements aggregating in all in the present year an expenditure for old buildings of \$251,000, and minor repairs, \$22,000. Expenditure the present year for grounds already purchased, \$213,000. Medical inspection of school children, under direction of board of health, with twenty-one inspectors appointed, in operation since January 1, 1907. For the physical development of children, many gymnasiums have been equipped, and yard apparatus placed in twenty-five schools. A system of outdoor athletics has been introduced in elementary schools, with annual field days in which thirty-six schools took part. Schools for defectives have been established—five rooms for deaf, two for blind, one for foreigners, one for slow pupils, and a building prepared and equipped for truants. Manual training has been installed for all pupils of seventh and eighth grades, and rapid extension to sixth grade; also in the first year of two high schools; twenty-two shops for boys, eighteen kitchens for girls, twenty-two teachers and supervisors. Twenty-two kindergartens are established, twenty-five teachers and a

supervisor, organized parents' meetings to bring home and school closer. Two vacation (summer) schools established for six weeks; 1,050 attendance, with twenty-six teachers and a supervisor. Extension of evening schools has come by the introduction of industrial work, millinery, dress-making, and shon.

The phenomenal growth of the Isaac Pitman shorthand since the issue of their "Short Course in Shorthand" is evidenced by the large number of prominent schools now teaching this method. This work has recently been introduced into the following schools: High school of Commerce, New York city; Commercial high school, Brooklyn, N. Y.; Long Island City evening trade and high school; high school, South Bend, Ind.; East Side evening high school for men, New York city; high school, Kearny, N. J.; high school, Medford, Ore.; high school, St. John, Kan.; high school, Stonington, Conn.; high school, Pomona, Cal.; Y. M. C. A., Prospect Park branch, Brooklyn, N. Y.; Y. M. C. A., South Bend, Ind.; Colegio Ingles, San Luis Potosi, Mexico; Y. M. C. A., Mobile, Ala.; Tuskegee Normal and Industrial Institute, Tuskegee, Ala., etc.

Do you know the Wednesday Boston Transcript? Many people when shown a copy for the first time express their appreciation of its magazine articles, its genealogical page, its many departmental features, as well as its unusually high tone as a general newspaper. The Wednesday Transcript is a literary delicacy to tide one over from Saturday to Saturday.

"What a ridiculous story! This paper tells of a girl who had a live bug in her ear twelve years."

"Oh, I don't know! How long's that bee been in Bryan's hat?"—Philadelphia Ledger.

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THE WEEK IN REVIEW.

(Continued from page 549.)

tempt to alienate the United States and Japan is regarded in influential quarters in the latter country. Minister Hayashi's declaration is most friendly and reassuring. He says that the relations between Japan and the United States are as smooth and cordial as ever, and that the cause of civilization as well as community of interests demands their lasting peace and friendship. As to the immigration question, he is positive that it will be settled without friction. It has already been practically decided, he adds. The Japanese government proposes to control emigration in such a manner as to benefit Japan, and at the same time conform to the wishes of the American government. This refers to the check upon the emigration companies, and the promotion of emigration to Korea, already described in this column.

THE AMBASSADOR TO BERLIN.

Ill-health has compelled Ambassador Charlemagne Tower to resign his post at Berlin; and David Jayne Hill, minister to the Netherlands, has been chosen by the President to succeed him. This position is one of the highest and most important in the diplomatic service, and Mr. Hill's promotion to it is somewhat of a surprise. Mr. Hill has seen subordinate service in the state department at Washington, and was minister to Switzerland for several years before he was appointed minister to the Netherlands, but in none of these positions can he have had experience with questions of such moment as are likely at any time to arise at Berlin. By reason of his official position at The Hague, he was one of the American delegates at the peace conference, and must thus have enlarged his horizon. The social pace set by Ambassador Tower at Berlin he will not try to maintain.

NOT THE DENTIST'S NOTION.

Cholly—"The dentist told me I had a large cavity that needed filling."

Ethel—"Did he recommend any special course of study?"—London Public Opinion.

DEPARTMENT OF EDUCATION.
The City of New York.

Academic Examination.

Office of the City Superintendent of Schools, Park Avenue and 59th Street.

In accordance with the general rules adopted by the board of education and the regulations prescribed by the board of superintendents, examinations for graduation will be held in the several high schools of the city of New York having the general four-year course, beginning on Monday, January 27, 1908, at 9 a. m.

Examinations will be held in the following subjects at the dates given:—

Monday, January 27—Elementary algebra, intermediate algebra, solid geometry, advanced algebra, drawing, American history and civics, ancient history.

Tuesday, January 28—Plane geometry, trigonometry, advanced arithmetic, English, advanced bookkeeping.

Wednesday, January 29—Economics, commercial law, intermediate Latin, Latin grammar, physical geography, chemistry, advanced botany, advanced zoology, history of Great Britain and Ireland, European history, elementary bookkeeping.

Thursday, January 30—Caesar, elementary Latin composition, advanced Latin, commercial geography, stenography, elementary biology, physics, advanced drawing, typewriting.

Friday, January 31—German, advanced Greek, Xenophon's Anabasis, elementary Greek, French, Spanish.

All standings heretofore recorded in the academic examinations set by the board of superintendents, or in examinations set by the college entrance examination board, will be credited to students offering them. Regents' examination standings of seventy-five per cent. or above, given on the 1905 syllabus, will be credited to those students who present evidence of having obtained such standings after having satisfactorily completed an approved high school course in the appropriate subjects.

Standings will remain to the credit of all students for a time sufficient to permit graduation in not more than six years from the beginning of the high school course.

ENGLISH.—In January, 1908, a special four-years paper, a special

three-years paper, and a special fourth-year paper in English will be set in this city. Students who graduate in January, 1908, will take the four-years' paper. Students who graduate thereafter may offer the preliminary and the final paper in English.

MATHEMATICS.—The requirement in mathematics includes two papers, covering the work of two years: Elementary algebra and plane geometry. Students may offer intermediate algebra in place of elementary algebra, but not both.

A FOREIGN LANGUAGE.—In a foreign language the requirement is: In Latin, French, or German, two papers covering the work of the second and third, or third and fourth years; in Greek or Spanish, the elementary and advanced papers.

In Greek, an elementary examination will be offered covering: Anabasis, elementary Greek composition, and Greek grammar; also a special advanced paper. This paper will be similar to that heretofore set in this city and will include appropriate composition and grammar.

In French and in German, there will be set a second year, a third year, and a fourth year paper.

In Spanish, there will be set an elementary and an advanced paper.

Second year papers in French and in German may be offered only by those who have begun the language in the third year.

COMPENSATION.

Medicine is bad—but still, I have fun when I am ill. Uncle comes, and with him brings. Such a lot of toys and things. Doctors cannot always tell What will make a fellow well. Uncle says. And he thinks toys Often cure sick little boys. So he brings me jumping-jacks, Soldiers, horses, railroad tracks, Noah's arks and games and drums— Oh, it's gay when uncle comes!

—Oscar Llewellyn, in St. Nicholas.

NOT WHAT HE MEANT.

"No," said Kadley, "I never associate with my inferiors. Do you?"

"Really, I can't say," replied Miss Cutting. "I don't think I ever met any of your inferiors."—Judy.

College Notes.

The John Carter Brown library of Brown University has just made several very interesting purchases abroad. At the auction sale of the Earl of Sheffield's library it secured a very rare tract relating to King Philip's war, printed in London in 1676. This was the first published account of the "Great Swamp Fight" which broke the power of the Narragansett Indians in Southern Rhode Island, and it completes the library's set of the original thirteen narratives containing the contemporaneous accounts of the Indian war which so nearly destroyed the New England settlements. The John Carter Brown library can now boast the only complete collection of these tracts in any single library. At this same sale the library obtained two very rare Virginia tracts,—one describing a severe tempest in 1667, and the other giving a report of the Indian troubles ten years later. In addition to these purchases, the library has received a large invoice of books from Paris, which are of unusual interest in the facts that they show regarding French interest in the early United States, the working of trans-Atlantic business, and West Indian matters.

Mrs. C. Oliver Iselin of New York has presented to Brown University, in honor of her father, Colonel William Goddard, late chancellor of the university, a memorial gate to be placed at the entrance to the campus on George street, near Rhode Island hall. Mrs. Iselin will have the iron-work made by Italian artists while she is in Italy during the coming winter. It is especially gratifying to the university to have this memorial to William Goddard, since there is now nothing on the campus which bears his name.

Another gift has also been received by the university. Professor Alfred W. Anthony, '83, professor in the Divinity school of Bates College, wishing to make some gift to the university on the twenty-fifth anniversary of his graduation, has presented the university with a portrait of the late Professor Harkness, who was his teacher and warm, personal friend. This will make a valuable addition to Brown University's gallery of portraits of its noted men.

Six new courses were offered last year at Swarthmore College in education and psychology. This year the work has been so arranged that teachers in the community may have an opportunity to pursue some of these courses on Saturday morning. The work is of the regular college grade and the student may obtain one, two, or more hours of credit in college studies. All courses are open to teachers. The course in psychology will consist of one or two hours of lectures with additional laboratory work if desired. This course is under the directorship of Dr. Bird T. Baldwin, a trained psychologist, who has had special training at Harvard and also abroad with Professor Wundt, the founder of experimental psychology. A course is also given on Thursday morning in contemporary educational problems. Dr. Baldwin is professor of psychology in the West Chester state normal school. The courses in school management and methods of teaching will consist of one hour each. These courses will be in charge of Professor Edward B.

Rawson of New York, a trained and experienced educator, who has pursued advanced work in the School of Pedagogy, New York University. Professor Rawson is supervising principal of the Friends' School of New York. The courses in institutes of education and the history of education, medieval and modern, are given during the first two periods on Tuesday by Dr. Joseph S. Walton, a well-known educator, who was formerly superintendent of the public schools of Chester county. Dr. Walton is principal of the George school.

THE POINT OF VIEW.

"Talk about Friday being an unlucky day! George Washington was born on Friday; the Declaration of Independence was signed on Friday, and the Battle of Bunker Hill was fought on Friday."

Wicks—"Well, all that was unlucky for the British, wasn't it?"—Somer-ville Journal.

ADVICE THEY HEED.

"Yes; I'm going abroad at once. I gotta go."

"Oh, you mustn't let the doctors scare you."

"I got this from a lawyer."—Washington Herald.

A WILLING EAR.

"There's a scandalous story about her in this morning's Daily Howler."

"But you can't believe anything you read in that paper."

"I can if I want to."—Philadelphia Press.

ONLY A TRIFLING DELAY.

Hicks—"Did you ever succeed in persuading your wife when she gets angry to count ten before she speaks?"

Wicks—"Yes, but she is a very rapid counter."

AT THE FANCY DRESS BALL.

The Maid—"But I'm sure the man I'm engaged to never did anything wrong in his life."

The Monk—"Then keep your eyes on him, dear. There's a first time for everything."—Illustrated Bits.

One day a little boy went out in the country to visit his grandmother. That evening his grandma picked a chicken.

"Oh, grandma!" the boy exclaimed, "do you undress the chickens every night?"—Chicago Tribune.

It was once the fashion in Paris to wear the hair "à la Capoul," after the famous singer. Capoul himself went to have his hair done, and was asked what style. "A la Capoul," he blushing suggested. His head was examined.

"Ah, monsieur, it is not possible! You have not the head for it."

Which is worse? to wear a wig or to brush seventeen lonely hairs carefully across the smooth white surface of your cranial dome?—Peoria Herald-Transcript.

"Did Bilkins get an automobile?"

"No, Mrs. Bilkins got a hat."—St. Louis Post-Dispatch.

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MISCELLANEOUS.

AGENCIES will find this new department a useful one for their business. Address, Journal of Education, Boston.

A GREAT CHANGE.

"Boy, what has become of your poor blind, begging father that used to beg around here?"

"You see, he got a lot of money when granddad died, and now he isn't blind any more."—Meggendorfer Blaetter.

THE WORD OF AN HONEST MAN.

"If I lend you money, how do I know that I shall ever see it again?"

"Is the word of an honest man worth anything?"

"Certainly—bring him along."—Fliegende Blaetter.

EXCEPTION.

Mrs. Knicker—"Has she clothes for all climates?"

Mrs. Bocker—"Yes, except the one her husband mentions when he gets the bill."—New York Sun.

TOWARD THE END OF THE MONTH.

"Hey, Mr. Student! You've lost your pocketbook."

"Keep it—keep it!"—Fliegende Blaetter.

FREE RUSSIA.

"Master at home?"

"No, excellency."

"Nonsense! He was let out of prison an hour ago."

"Yes; but they've arrested him again."—Strana.

CHEERFULLY OBEYED.

Elsie—"What did he do when you told him he must not see you any more?"

Ada—"He turned down the light."—Ally Sloper.

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STATE NORMAL SCHOOL, BRIDGEWATER, MASS. For both sexes. For catalogue, address the Principal, A. G. BOYDEN, A. M.

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STATE NORMAL SCHOOL, FRAMINGHAM, MASS. For women only. Especial attention is called to the new course of Household Arts. For catalogues address HENRY WHITTEMORE, Principal.

STATE NORMAL SCHOOL, SALEM, MASS. For both sexes. For catalogues address Principal, J. ASHURY PITMAN.

WHEN YOU'RE MARRIED.

"Yes," said Thomas W. Lawson, during a discussion of the March panic, "the stock market is a guileful maze. It is like some men's marriages.

"Mr. and Mrs. Smith, lunching at

the Waldorf, met Mr. and Mrs. Jones.

"'Smith,' said Jones, 'we had a great time at the club last night. Sorry you missed it, old man.'

"Mrs. Smith gave a start, and after the Joneses' departure, she said in an odd voice:—

"'John, you told me you spent the whole evening at the club.'

"'So I did, dear,' said her husband, readily. 'And the reason Jones didn't see me there was because he wasn't there himself. Trying to deceive his wife, I suppose.'"

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Mrs. Winslow's Soothing Syrup has been used by mothers for children while teething with perfect success. It softens the gums, allays the pain, cures wind colic, and is the best remedy for diarrhoea. Sold by druggists everywhere. Guaranteed under the Food and Drugs Act June 30, 1906. Serial number 1098.

I TOLD YOU SO!

I knew that you would lose your bet,—

I told you so!

Of course it rained, and you got wet,—

I told you so!

I knew that stocks were going down, I said your tooth would need a crown,

You took the wrong pup out to drown,—

I told you so!

I knew your watch could not keep time,—

I told you so!

I said that was a worthless dime,—

I told you so!

I warned you not to touch that meat,

I said that pack was incomplete,

About that candidate's defeat,—

I told you so!

You wouldn't like that servant-girl,—

I told you so!

I knew your neighbor was a churl —

I told you so!

I said that story was a fake.

I knew that cut-glass bowl would break,

I could have saved you each mistake,—

I told you so!

—Harold Susman, in November Lippincott's.

NO ADVANTAGE.

"Oh, Edgar! Did you see in the paper the description of that new house where everything goes by electricity? Wouldn't it be fine if we could live in a house like that! All you have to do to get anything you want is to touch a button."

"That wouldn't interest you, my dear, it would be no improvement. Nothing could induce you to touch a button. Just look at this coat of mine!"—Rire.

THE MODERN VERSION OF IT.

"What little boy can tell me the difference between the 'quick' and the 'dead?'" asked the Sunday-school teacher.

Willie waved his hand frantically.

"Well, Willie?"

"Please, ma'am, the 'quick' are the ones that get out of the way of automobiles; the ones that don't are the 'dead.'"—Everybody's Magazine.

AMEN.

Eleanor, aged five, had been naughty all day, and at night her mother suggested that she tell God she was sorry. Kneeling down, she roared with great unction, "Oh, Lord, I hate to mention it!"—Harper's Weekly.

THE RETORT COURTEOUS.

Mrs. Knaggs—"What yer wearin' that black band round yer hat for?"

Mr. Knaggs—"That's for your first 'usband. I'm sorry 'e died."—Sydney Bulletin.

Actor—"Hurry, or we'll miss the train."

Actress—"I can't find my diamonds or my purse."

Actor—"Oh, well, never mind."

Actress—"Yes, but the purse had a shilling in it."—Pick-Me-Up.

BOSTON THEATRES.

KEITH'S.

A holiday week always brings a holiday bill to Keith's, so as Thursday of next week will be Thanksgiving Day, the festivities will begin on Monday. Bransby Williams has made one of the greatest individual successes ever scored by a vaudeville performer in Boston, hence it will be no surprise to find him again heading the program. He will present a new series of his remarkable character types from Dickens. One of the big hits in Boston theatricals last season was the presentation of George Ade's very bright sketch, "Mrs. Peckham's Carouse," by May Irwin. This season it is in the hands of Flo Irwin and company, and both sketch and players have been highly complimented wherever it has been played. Stuart Barnes, with his bright songs and smart sayings, the Majestic Musical Four, whose instrumental selections have a comedy accompaniment, Clayton Kennedy, pianologist, comedian, and dancer, and Mattie Rooney, as cute a soubrette as can be named, in a lively skit, and Ila Grannan, a pretty and talented comedienne, will all have places on the list. Europe will furnish two remarkable "sight acts" in the Picchiani troupe of marvelous tumblers, and Lina Mardder, "The Golden Amazon," whose equestrian act is much out of the ordinary. The Rinaldos, hoopologists, Robertson and Fanchette, in a bunch of songs and dances, Ellen Richards, wire performer, L. A. Street, with novelties in juggling, and the kinetograph will complete the show. An extra performance will be given Thanksgiving from 10 a. m. until 1 p. m., particularly for the children. All of the big acts will take part, assisted by the full orchestra. A special scale of prices, with the best seats fifty cents, will be in force. Tickets for all the Thanksgiving Day performances will be on sale on and after Thursday, November 21.

BOBBIE'S PRESENT.

Pa—"Do you think Bobbie will kick up a row if he doesn't get a drum?"

Ma—"Yes, my dear; but not so much as if he does get one."—Tatler.

"Why are poets so little appreciated?" asked the young man with long hair.

"Well," answered Mr. Cumrox, "it's this way with a piece of poetry: If you can't understand it you don't care to read it, and if you can understand it you haven't any respect for it."—Washington Star.

Master—"John, why are you never in when I ring?"

Servant—"Because you never ring when I am in, sir."—Szutok.

Georgie—"Papa, who is that funny looking man?"

Papa—"That, my son, is Mr. Smith. He is a self-made man."

Georgie—"Was he satisfied when he'd finished, papa?"—Illustrated Bits.

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A. E. WINSHIP, Editor.

EDUCATIONAL SPECTATOR.

TWO MEMORABLE WEEKS.—(III.)

[Editorial.]

Memphis is one of the few cities in the country that took its superintendent and made him a Congressman, a promotion highly gratifying to General Gordon, and well deserved.

The selection of Dr. I. C. McNeil of Kansas City and Superior has brought to the work the most pronounced spirit of progress, which is heartily welcome in school and out. His efforts are seconded by his assistant, Wharton Jones, who was with General Gordon for several years.

At Memphis there was something a-doing every hour of the two days. The Higby school afforded one of the delightful opportunities of the tour. Here is a modern boarding and day school for young ladies, with advantages in home and study to satisfy the most exacting parents. It has culture, scholarship, and family life that are ideal.

The American Missionary colored normal college, known as Le Moyne, over which Dr. Seth R. Steele has presided since the early seventies, was one of the inspirations of the tour. This is a noble work. Most of the colored teachers in the Memphis schools are graduates of this institute, as are 60 per cent. of those in the county outside the city. The intellectual, social, and ethical atmosphere of the school is deserving of highest commendation.

The most attractive feature of educational progress in the South is the Goodwyn Institute of Memphis, opened on September 30, two weeks before it was the spectator's privilege to lecture before an audience of the leading citizens, who filled it to the limit. This is the gift of the late William A. Goodwyn and family to the state of Tennessee for the benefit of Memphis. Mr. Goodwyn was of Puritan New England stock. His father was born in Oneida county, New York. William A. was born in Kentucky, but made his fortune in Memphis. Because of the early death of his nine children, he devoted a good share of his wealth to providing for education, through a fine public library and an admirable scheme for popular, instructive, and inspiring lectures, with a building by far the best in the city, if not in the South. The administration is as wise as the provisions were adequate and far sighted.

Louisville is so Northern in its educational spirit and public sentiment that one is not surprised to find Superintendent E. H. Mark drawing a salary of \$5,000 and the three high school principals \$3,500 each. Indeed, everything educational is aglow with life and power. Where else in the South could be found a manual training high school with a larger attendance than the regular

boys' high school! But this is characteristic of the city. No other Southern city has long-time educators so well known and so highly admired in the national councils as has Louisville. Superintendent Mark is the only city superintendent in the entire South who has been president of the Department of Superintendence, and Mr. Bartholemew has done more than any other Southern man to promote attendance upon the N. E. A. So long ago as 1906 he had a party of more than 400 at the Denver meeting, and his zeal has never slackened.

At Cleveland everybody is wide awake over arrangements for the N. E. A. next July. The committee of arrangements is one that assures limitless financial support for the plans and keen business leadership in perfecting details. The railroad men were in session with the committee on October 23, and the spectator was deeply impressed with the spirit of co-operation. All plans will be perfected and the railroads will get into the game early. There are those who fully expect to see the Boston number exceeded. So may it be!

At Oneida, N. Y., is one of the most delightful systems of schools to be found anywhere. Superintendent A. W. Skinner has had time enough, with authority and independence ideally combined, to develop administration, methods, and spirit. Incidentally, automobiling is great sport in Oneida. It was the New York state meeting of the Mothers' Clubs that took the spectator to Oneida, and of this he spoke in the opening paragraphs of this series, about two weeks ago, as he also spoke of the Michigan state meeting.

These jottings have held the centre of the stage for several weeks, and but a fractional part of what should have been said has found place. A fifteen-mile automobile ride, and delightful dinner party in Detroit, special courtesies in Toledo, Cleveland, Louisville, Nashville, Memphis, and Birmingham have not been so much as hinted at. No more has there been reference to pages of notes made in every city, but other trips await the spectator's pen and he must close with an account of an evening with Brother Walker's colored brethren and sisters. It was a Sunday evening at a quiet dinner party that the spectator's host said: "Shall it be my regular pastor's preaching, a prohibition campaign speech (it was on the eve of an exciting election), or Brother Walker's famous exhortation to his flock?" Guess what the spectator said.

The large church, perhaps the largest of any church, white or black, in the city, was well filled, and the spectator and his host

dropped into the only available rear seats. But the eagle eye of Brother Walker was on duty, and an assistant pastor (there were several) was dispatched to bring us to the altar. Remonstrance was in vain. Brother Walker was engaged in receiving into the church several men and women, to whom he said in closing: "I welcome you to the church of Christ—to its privileges and joys and to its burdens. It costs money to run a church like this. This is now your church and you must support it as you do your family. Here is a card [handed to each] on which you will make a pedge before you leave to-night, and you will see that it is paid regularly. Amen."

Later Brother Walker said: "It had not been my intention to preach this evening, as a young brother here was to have preached, but since the arrival of these distinguished gentlemen I think I'll preach myself." A notable sermon it was, replete with wit, keen in its thrusts at those not in sympathy with the theme, always bright and often eloquent. It was no easy matter to respond to his insistent request that the eminent visitors should address the congregation, but, really, it was an opportunity not to be cast aside lightly, and rarely does one find a crowd like that more in sympathy with any message on a live theme. The memory of that evening, of Brother Walker's zealous and wise appeals, and the response of the audience to a white man's message will live as long as any incident of the two weeks.

JOHN GREENLEAF WHITTIER.—(II.)

BY R. W. WALLACE.

In recognition of a beautiful character, critics have not found it needful to measure this native bard with tape and calipers.—"Poets of America."

The fact—alluded to before—that so naturally mild and modest a soul as Whittier could break out in almost Vesuvian indignation in his work of reform is not the only surprise that comes to the careful student of his verse.

Here is yet another. He was not what might be termed a good conversationist. He was too shy for fluent converse. In dialogue he was sparing of words, and usually they were spoken in an undertone. Many who have met him recall the terseness and reservation of his speech. Nor could he trust himself to make public addresses. Thoughts seemed to fly from him—like frightened birds—when he adventured a speech. Never was this more conspicuous than at the banquet in his honor on his seventieth birthday, when notable men about the board were looking and longing for an extended word from him. His reply to the toast of his friends was well-nigh meagre, and in a sense disappointing to them as to himself.

But put a pen in his hand, and thoughts came to him like flocks of doves. Never then did he seem at a loss for words. Similes, historical allusions, legends, memories, trooped in upon him. He was never reserved in writing. In fact at such a time he was almost elaborate. Some of his poems—it has been suggested—were quite too long for efficiency's sake, especially when he spun out a moral, which he usually did.

Again, Whittier was no musician. He did not

know one tune from another,—so at least he said of himself. This lack may account for some of his almost caustic criticisms of organs and viols which are found in some of his rhymes. And yet much of his verse was so essentially musical in its tone that it found its way into hymn books naturally and gracefully. No other New England poet has been drawn upon so largely by compilers of church psalmody. "Hymns of the Spirit" has twenty-two hymns selected from his poems. The "Plymouth Collection" has eleven; the "Unitarian Hymn Book," seven; and Martineau's "Hymns of Praise," seven, also.

Yet another surprise is found in this: That throughout his entire life he never had a moment of what may be called robust health. His childhood had to be guarded by parental solicitude. Mature years brought him no additional vigor. By middle life he was a confirmed invalid. Insomnia was long a spectre at his feasts. Head-aches were far more attendant than absent. And yet he lived to advanced years. He was eighty-five when painlessly he fell into his last sleep. He outlived numbers of his friends who pitied his life-denial of vitality. The fountains of his physical life were fed from fuller reservoirs than either he or his friends knew of.

Another surprise—and one of the most interesting to many—was in his perfect knowledge and exhaustive use of the Bible in his verse. As a member of the Society of Friends, he was pronounced in his belief in the "Inward Light," which was—in his day—a pronounced tenet in the Quaker creed. In his poems Whittier makes numerous references to this inner source of revelation of truth, which evince his complete assent to this feature of the Quaker faith. With not a few of his fellow-religionists this confidence in interior illumination led to the subordination of the External Word to it. But not so with our poet, though he showed no distrust of the "Inward Light."

No one knew the Bible better than he; no one used it more copiously. A thorough examination of his poems reveals the fact that there are in them no less than 573 quotations from or allusions to the Sacred Book. Were the Bible as a book lost to-day, nearly every incident in its pages, from the ancient Eden to "John's Apocalyptic dream," could be reproduced from Whittier's poems. He knew the Bible from cover to cover. One may see Ruth gleanings among her kinsman's sheaves, the blossoming of Aaron's rod, the visions of Ezekiel by Chebar's brink, the blinding splendor that fell on Saul, Esau bartering his birthright for broth, Him who walked on Galilee, angels rolling the stone from the grave away, and

"The pleasure of the homeward-turning Jew,
When Eschol's clusters on his shoulder lay,
Dropping their sweetness on his desert way."

It is remarkable. It is unique. While he never studied the Bible as merely a sample of exquisite literature, no American author has more frequently or more correctly interwoven the Bible into literature than he.

"Whittier," says Principal Smiley, "is above all others the poet of New England, and as such he has endeared himself to New Englanders. He

wrote largely of them and for them." Yet these words must not be understood in any narrow or provincial sense. He is—par excellence—"the poet of New England," but his influence is national, as is his fame. He is as well known and as greatly revered west of the Hudson as east of it; on the sunset side of the Mississippi as on its sunrise side.

Whittier was not what might be called a traveled man. He did not know Europe as Washington Irving knew it, or Emerson, or Longfellow, or Lowell, or Hawthorne, or a hundred others. But he knew New England better than any of them knew it;—at least its hilltops and its glens; its rivers and its lakes; its sea-scapes and its marshes.

In fact, he did not visit much of his own land, and this in later years was his continuous regret. I remember well how earnestly I appealed to him once to visit Michigan, where—as I knew—he had blood relations. He seemed to be deeply interested in my plea, and made me tell him all the details of such a journey. As I left him he made me a half-promise that he would go out there, and—like Joseph of old—"see how his brethren fared."

I saw him again the following year, and mildly upbraided him for not having kept what, in my enthusiasm, I had thought was his promise. Gently did he excuse himself, saying that the journey looked formidable in his invalid condition. And then he added: "But I shall always think of it as a blemish upon me, that I have never been west of the Hudson."

But this very disinclination to travel far from

home had its recompense in making him more intimately acquainted with New England, whose natural glories, from Chocorua's rugged peak and Saco's boiling flood to Narragansett's fadeless blue, he has enshrined in imperishable verse. And far away as the children of New England may be from their old homestead, the word-paintings in his verse will recall the old familiar scenes to them, and the notes of "the wood-thrush of Essex"—as Holmes so happily called him—will come to them as echoes from their native hills and vales.

Whittier was greatly honored, and fortunately his honors were not entirely post-mortem. Though he was never a college man, Harvard gave him the degree of LL. D. The Atlantic Monthly planned a delightful occasion for him on his seventieth birthday, as his relations to that magazine were intimate and cordial. But perhaps the greatest honor that was done him was when he was passing the line of four score years. Senator Hoar had made a speech before the Essex Club just before, conspicuous in which was a eulogy on the Quaker poet. The speech was printed and presented to him, and to it was added the signatures of all the members of the club, of fifty-nine United States Senators, of the entire United States supreme court bench, and of Speaker Carlisle and 333 members of the House of Representatives from every state and territory in the union. "It was one of the most striking tributes ever paid an American author," says Colonel Higginson. And no brow ever wore such a garland more modestly and becomingly than that of John Greenleaf Whittier.

A THANKSGIVING HYMN.

For the task that tried our mettle,
For the chance of work to do,
For courage to go onward,
If skies were gray or blue,
For the dear ones ever near us,
Who make our work but play,
God of our fathers hear us,
We give Thee praise to-day.

And aye for faith and freedom,
For our banner of the stars,
For our country and her heroes,
For wounds and manful scars,
For the present day we live in
And the wondrous things we see,
Our hallelujah chorus,
Ascends, our God, to Thee.

—Margaret E. Sangster.

HOW SUPERINTENDENTS ASSIST TEACHERS.

BY GEORGE E. GAY,

Superintendent of the Haverhill [Mass.] Public Schools.

The problem, how to raise the average of scholarship and teaching power in his corps of teachers, is the great problem of every school official, and to it every school superintendent must give a large portion of his time. Solutions differ, for there are many means of helping teachers, both direct and indirect. I state in this paper a few of these methods which have been found most helpful, and the facts and principles on which they are based. It should be added that my statement of facts applies primarily to Massachusetts. As "beginners" and "experienced" teachers differ so much and in so many points, I will divide what I have to say accordingly.

Beginners who teach primary grades are usually

well qualified to teach their subjects so far as scholarship is concerned. In the grammar grades this is not so likely to be true. There are wide differences among them in general culture; but on the whole, candidates are "ladylike in deportment," and practically without exception their character is above reproach. Such professional knowledge and skill as they have is limited to the special instruction and limited practice which the normal schools have afforded; and while this is as good as conditions have warranted, it should be regarded as the foundation of professional knowledge and skill rather than as the things themselves. Beginners are usually ambitious to improve, and nine out of every ten have great capacity for improvement. They differ not only in scholarship, but in physical health, in natural aptitude for their work, and in the spirit with which they undertake their work. These differences must be taken into con-

sideration in all efforts to aid them. The girl who is looking forward to an early marriage, or who is naturally indolent, or whose home training has induced her to form the habit of looking merely at the surface of things, is, of course, always to be found.

These conditions are such as cannot be rapidly improved. The ability and scholarship of the girls who are graduated from our high schools are not perceptibly improving. Our two-years' normal course for high school graduates is adapted, as it should be, to the attainments of the pupils who are attending the normal schools. If the two-years' course could be lengthened in all cases to a three-years' course, as in many instances it is, there would be some gain. And yet it seems impossible at present to establish higher standards of scholarship or professional attainment for persons who begin to teach. There are very few people who wish to teach and can teach fairly well who are not now teaching. The supply of good teachers is not equal to the demand. Until the supply is greater, we cannot materially advance the standard of qualifications.

The best method of helping the beginner is to render personal assistance to each individual through intelligent and kindly supervision. Some assistance may be given in classes, reading clubs, and grade meetings. Some must be given in the classroom. Some must be given in private conference. There is probably greater danger that we shall attempt to do too much rather than that we shall do too little in our efforts to help the beginner. She has to teach herself. She has to learn to teach by attempting to teach and examining the results. She has to control by her own personality and by the use of incentives which are adapted to her own personality. Superintendents and principals, therefore, should be very careful not to discourage a young teacher in their attempts to help her.

Experienced teachers, that is, teachers who have taught five years or more, are conveniently grouped in three classes. The first consists of those who have the right natural qualifications and have had wise direction and assistance. These retain their high ideals, their desire to improve in methods, and above everything else, their desire for self improvement. These will, of their own choice, take every possible means to prepare themselves for better work and will do better work every year than they did the previous year.

At the other extreme stands the teacher who has not the proper natural qualifications, and who has not been assisted and inspired by good superiors during her first five years. She is so nearly hopeless that it is exceedingly doubtful whether any attempts to benefit her condition are worth the effort which they cost. The teacher who drags herself to school just as school opens, who locks the schoolroom door as soon as the last pupil has departed, who burns her exercise papers without correcting them, who controls her pupils by bribing them or frightening them into a semblance of good conduct, whose life outside the schoolroom is filled with employments not in any way connected with school work or personal improvement,

is found everywhere, and will be found, until human nature has ceased to be what it is. If superintendents, by fasting and prayer, could rid their schools of these teachers and fill their places with teachers of the right sort, they would resemble Pharaoh's lean kine within the next three months. After long observation, I am inclined to think that this sort of teacher will not be dropped by the average school committee, and in most cases is to be accepted as one of the necessary evils of the school system, to be borne with as patiently as possible, with little or no hope of remedy except as occasionally the good Lord takes one to himself or a fool man takes one as a wife.

Between these two extremes lies the great body of the force of experienced teachers, with whom and for whom superintendents labor in hope, knowing that whatever tends to raise the standard of scholarship and of professional skill among the teachers, raises the standard of scholarship and character in the classes over which they preside.

In my opinion, these teachers can be helped by no state laws and by no rules of boards of education. They are helped in other ways. They are helped by appeals to their own ideals of scholarship, character, and professional skill, and these ideals are elevated continually by the counsel, example, spirit, and professional zeal of principals and superintendents. I distrust all attempts to compel special study through examinations of any sort. Studying to pass examinations is the last thing which teachers should ask their pupils to do. For superintendents to ask teachers to study even professional subjects, in order to pass an examination and thereby get a high salary, seems to me to be destructive of the ends which we are trying to secure. Growth in knowledge, or in power, which is worthy of the name, must be growth from within. A veneering, an excrescence, is not to be desired.

Various specific methods are employed by superintendents to assist teachers in their work. I name first the general teachers' meeting. Several times a year the teachers listen to an address on some topic which is of interest to all. For these occasions the best speakers should be secured. The dates, speakers, and the subjects of the addresses should be announced at the beginning of the school year. They should be primarily inspirational.

The second means employed is the grade meeting. At least two for each grade should be held during the year; one at the beginning, the other when the year is about half done. At the grade meetings the superintendent explains and illustrates the course of study, and gives suggestions and directions concerning methods of teaching. (I judge that the best superintendents give the fewest directions.) Teachers are asked to report individually concerning the character and amount of the work which they are doing, and are provoked to discussion of the problems which arise in the schoolroom.

The third method of assistance is the regular monthly principals' meeting. The principals form the cabinet of every city superintendent. While he may not always follow their advice, he may not safely neglect to consider it. Moreover, the

principals are eyes and ears for the superintendent, and he must needs avail himself of their knowledge of the actual conditions in his schools. Principals' meetings, therefore, should be councils of war, where every one is alert to learn the plans under which the next advance is to be made, and eager to contribute his thought and his strength to the preparation and to the work which shall win the next victory. No other portion of his work calls for more careful thought, for higher professional attainments, or for greater personal power on the part of the superintendent than does the principals' meeting.

A fourth method of assisting teachers is by means of clubs and societies of various kinds. Study clubs, reading clubs, travel clubs, excursion clubs, industrial clubs, etc., are encouraged, fostered, and sometimes directed and taught by superintendents. A superintendent who has the power to inspire and direct at the same time may find this method most effective.

The fifth means is a special professional class meeting regularly during the year, at such time as is most convenient for all. By means of this class the superintendent not only strengthens his teaching force, but builds up a corps of personal friends, who understand and appreciate the skill and zeal which he gives to his work, and represent truthfully to other teachers his opinions and plans.

The sixth means is personal inspection and individual suggestion. In these he is generous in praise of the good things which he sees, and criticizes only when he believes criticism will be received in the right spirit and will work improvement. For my own part, I gave up years ago all criticism for the sake of freeing myself from responsibility. Often I refrain from direct criticism, and talk with the principal of the school concerning the teacher's faults. I am reaching the conclusion that I would better always consult the principal before making personal criticism of any kind. The reasons for this will be appreciated by every experienced superintendent.

The seventh and best method of helping teachers is by example. The superintendent must be always at his post of duty, and always within reach of every principal and every teacher to assist in any possible way. Early and late, in season and out of season, school days and holidays, it should be known that he is trying to do all that his time and strength will allow to promote the interests of the schools. The superintendent must always say: "Come"; must study harder and work more hours than his teachers; must set a pace which his best teachers find it impossible to follow. If he cannot or will not do this, he should resign and let some one who will do more and better work take his place.

ANOTHER FRATERNITY ROW.

[The following report of a fraternity row at Little Falls, N. Y., speaks for itself.]

The nine boys who raided the high school building and smashed things and tore things up in Professor Grady's room last week, to-night had their sport before the board of education. It should be said in justice to the board that not one of the youngsters enjoyed his distinction. They were put through such a course of questioning as must spell the doom of the fraternity to which they belong, unless the respectable members of the organization throw out certain youths.

Professor Merrill told what the boys had done to the school. He said that the total damage to property was estimated at \$30. There were ten boys in the building, apparently, one of whom took merely the part of guard in the gymnasium.

The subject of the raid was first mentioned on Wednesday in the rooms of the Beta Kappa Gamma fraternity on Main street, near Ann. There a party of "young gentlemen" was made up, apparently, and invitations issued to those who would be most likely to appreciate such a little romp as had been planned. A boy named B——t was the first witness. He was the only one in the lot who looked pale. The questions which were put to him indicated a serious state of affairs in the club rooms. After he had told about the start for the raid, which as first planned meant merely a lark to change all the boys' school books to the girls' desks—just for fun. But disorderly instincts got the better of discretion and sent the lads to the excesses, which have been described—

torn books, a piano stuffed full of rubbish, and other disruptions.

General William F. Lansing of the board questioned the various witnesses. When he had run the story of the raid down, he directed his attention to the society itself. He learned from B——t that there are about fifty members and that it was organized to promote good fellowship among the members. The boy said he could not give away the secrets of the organization. P——t said that he never saw anyone drunk in the rooms, and he said that one "ladies' social" had been held. He admitted hearing that a girl had visited the place. He said that he had heard of some of the boys sleeping in the club rooms, a fact of interest to sundry parents; but said that all kinds of card games were played in the room. He had heard unfriendly criticism of Professor Grady, in fact most of the criticism was unfriendly.

During the progress of the examination some answers made the boys smile, but others made them ashamed of themselves, perhaps for the first time since they were discovered.

A youth named S——t was called before the board. He was questioned so sharply that he seemed at one time on the point of losing his nerve, of which he has a plenty. He is one of the outfit who has been ordering newspaper men in this city not to "print another line of that thing." He was asked if he had ever seen a girl in the club quarters. He said, "No." He was asked then if he had ever heard of a girl going to the club room. He said, "Yes." Then General Lansing, looking squarely at S——t, asked: "Did you ever take a girl there?"

"I refuse to answer," S—t said.

S—r not to print another line about the school tails about the raid on the school. He disputed with General Lansing sharply with regard to when the boys went to the schoolhouse. General Lansing thought it was very late in the night.

"If I had a thousand dollars to bet," young S—t cried, with a wave of his hand, "I'd bet that we were there before 11 o'clock at night."

The board was dumbfounded. S—t was soon excused, and he stamped his way to his seat, having cast sharp glances at the two newspaper men, who had been ordered by himself, B—t, and S—r to not print another line about the school raid. "Our private business—we had our fun, and now we're going to settle for it like men!" as they said. Evidently, S—t is one of the outfit who will figure prominently in the board's decision as to the proper course to pursue when they have discussed the evidence collected.

Several of the culprits are fine lads, who have enjoyed good reputations, and who were evidently misled by the harder element in the gang.

When several witnesses had been examined, the boys were told to get out. They went soberly from the scene of their come down. Only one or two had shown the square and upright bearing of a fearless truth teller. He said the B. K. G. Club was not organized for any good purpose—that it was simply a club. The board went into executive session to decide what should be done. Most of the board were in favor of having the youngsters spanked by some stalwart member of the police force, for the boys have long been looking for a good whipping. In some cases it has been delayed too long, perhaps.

The board passed a resolution that all school boys who are members of the B. K. G. ought to be compelled by their parents to resign from the B. K. G. at once, owing to the disgraceful nature of their conduct in the club rooms—card playing, riot hatching, and worse. The resolution demanded a public and ample apology from the culprits and payment for the pro rata share in the damage which the school raiders had done. Superintendent Merrill was empowered to enforce the demands of the resolution. This was for the school boys.

One point was emphasized by the board. All the boys involved in the matter who go to school must now toe the mark. They did their best to make trouble for a teacher, and they succeeded. Now if they commit any infractions of the school rules, any or all of them will be expelled forthwith by Superintendent Merrill without further action on the part of the board. Mr. Merrill expressed himself as glad to have that power. Certain young toughs need not expect much mercy now. The question of what should be done with the three boys who are not pupils in the school was discussed shortly and to the point. The subject was treated with some contempt, owing to the bearing of the youths. The curt resolution demanded that the three settle for the damage to the school, or the board would lay the matter before the recorder. Of course, this does not prevent action by the grand jury against the youngsters, as they broke into the schoolhouse, destroyed

property, and played hob with other people's property generally—that would be a good charge of burglary.

When the meeting had adjourned the members were fairly well pleased with the result of the night's work. It was stated that the best result of the investigation was showing up just what kind of a gang made their headquarters in the B. K. G. Unfortunately, the organization was beyond the reach of the board, but it now comes properly under the supervision of the police, and will remain so until the decent element in the society gets rid of the card players, the lady killers, and the rioters.

Unless the district attorney or recorder see fit to take up the matter, this, the most disgraceful event in Little Falls school history, comes to an end. Doubtless the boys are glad to get off so easily. Probably the outside element will say the school board was easy. But they will not violate the law by high school burglary soon.

BOOKS OF LITTLE COST AND GREAT WORTH.

BY HENRY SABIN.

An old schoolmaster, well along in years, who never, in a long life, received two thousand dollars a year as a teacher, has not accumulated a great sum of money, nor has he at any time had enough, over and beyond his living, to expend in books. His first salary was eleven dollars and fifty cents a month, and when he received five hundred dollars a year he was supremely happy. At an early stage in his career he began to purchase books; not because he needed them in his work, but rather because he liked the looks of them. A few of them he has and cherishes to-day, as one loves an old friend; but most of them never were of any use to him, and where they went or when they disappeared, he has no remembrance. It is a dangerous experiment to pick up a book from the bookseller's counter and turn the leaves, that the eye may catch a glimpse of the contents, unless you want to purchase it. Here a well worded sentence charms you; there a sentiment coincides with your favorite thought, and it takes the effort of a strong will to say to yourself: "No, sir, you don't really need it, and you cannot have it. Let that end the matter."

The old schoolmaster has formulated a few rules for the guidance of those who are yet young in the profession, to be kept in mind when purchasing books:—

In the first place, the price of a book has but little to do with its worth. I once purchased a book for a dime which I read through at one sitting, and re-read at another. I purchased another for two dollars, read fifty pages, and have not opened it since. The pages have not been cut; they were so insufferably dull that I fear to risk the edge of my knife against them. The Bishop of London recently said in a speech at Washington: "My books generally cost me four pence ha' penny; if bought by the quantity, they could be had for four pence."

For instance, here on my table I have this: "Seven Lamps for the Teacher's Way," by Frank

A. Hill, 1904. All who know the author of this book, and in the East their name is legion, will recognize in it an earnestness of soul which characterized his entire life. On the title page of my library copy I have written: "A most excellent book, and worth studying for the thought that is in it." Yet it has only thirty-four pages.

Here is a book of a little later date,—1907,—*"The Training of the Human Plant,"* by Luther Burbank. Let him speak for himself very briefly. Thus, "any form of education which leaves one less able to meet everyday emergencies and occurrences is unbalanced and vicious, and will lead any people to destruction." It might have been stronger perhaps if he had said "which does not make one better able to meet," etc. Again he says this: "In child rearing environment is equally essential with heredity." That is a mistake, for he continues: "It (heredity) is the great factor, and often makes environment almost powerless." And again: "Heredity is simply the germ of all the effects of all the environments of all past generations on the responsive, ever moving life forces." Can language be made more expressive than in that sentence? And yet again: "Stowed within heredity are all joys, sorrows, loves, hates, music, art, temples, tyrants, hovels, kings, queens, paupers, bards, prophets and philosophers, oceans, caves, volcanoes, floods, earthquakes, wars, triumphs, defeats, reverence, courage, wisdom, virtue, love and beauty, time, space, and all the mysteries of the universe." Read that sentence, and re-read it, and still again read it. I confess to having read it many times, yet it impresses me with its power and strength each time it comes to my notice. Again: "Be dishonest with a child, dishonest in word, or look, or deed, and you have started a grafter." The world is full of grafters who were started in childhood through the dishonesty of parents or teacher. "Look a little bit out" when you deceive or cheat a child. He will beat you in the return match. I think the book cost me sixty cents.

I have here another book by Harriet A. Marsh, LL. B. On the fly leaf I wrote after I had read it: "Very much sense and very much nonsense in this book." I have read it again and have modified my opinion so far as to say that the sense far outweighs the nonsense. It is a good book of 145 pages. This is printed in italics: "Sometimes the child spends his time in class, not in the search for truth so much as in trying to discern what his teacher would have him say." And yet again: "How would Shakespeare have come through the treadmill of a public school? Probably he would have run away. Truancy is not always a crime." That is true of tardiness as well. In fact, too often the teacher fails to discriminate between a fault and a crime. Here the author reveals the secret of success or failure. "'I could not reform an ant unless I became one,' says Tolstoi. He lived under the same conditions and carried the same burdens as the peasant he was trying to help." "Physician, heal thyself," applies to the teacher dealing with children as well as to "grown-ups" dealing with "grown-ups." The author speaks in another place of "the third stage in which sincere,

wholesome, helpful club work is done. The frivolous and immature dropped by the wayside, but the work done by those who remain is effective, because they have learned to form true estimates of values, and themselves live up to the rules they lay down for others." In the last clause of that quotation there is real gospel truth. It is for you to apply it. Only this more: "The evidence is cumulative that freedom without obedience will always prove as great an evil as obedience without freedom."

Yet here again is a book costing perhaps one dollar: *"Pedagogues and Parents,"* by Ella Calista Wilson. She asks this question: "Have we not still among us wrecks of fine souls ruined by mal-education and by education against the grain?" What is it to educate a boy against the grain? Think out the answer and apply it to cases which you have known. Again this author says: "It never seemed to me much matter how early a child learns to read and write. Provided that it is easily learned and voluntarily, and does not displace knowledge of things, the earlier the better. Ability to read swiftly and intelligently, to read as you breathe, unconsciously and absorbingly, is the very backbone of a good education, is in itself a good education." And yet again she says: "Surely primer-reading and handwriting, this small work of tool making is elevated to a position far above its merits. These should be run in as incidentals, as things which must be done if one means to be decently educated." Is it not true that we place too much emphasis upon studies, and not enough upon habits and conditions? Tolstoi's mother said to him: "You are homely and very plain. Therefore the more need that you attract friends by cultivating a noble disposition toward all men." I do not know where she found it, but she puts this in quotations: "What your heart thinks is great, is great. The soul's emphasis is always right."

The old schoolmaster has this rule also in mind: "Don't discard or count as worthless a book which was popular a generation ago." Rubies and diamonds, gold and silver, precious stones without number can yet be dug or picked up from the fields in which Jacob Abbott, A. Bronson Alcott, Samuel R. Hall, Cyrus Peirce, George B. Emerson, and many ancient authors worked so industriously. Some of these old books may yet be found at the "old bookstores," and my advice to young teachers is "when found, purchase them." They have for you more encouragement, more strength, a greater stimulant than the writings and theories of men who delight in posing as "Philosophical Psychologists." Many of our most costly books are very good for the purpose for which they are written, if you can once find out what that is, but they fail to meet the common, everyday necessities of the common school teacher.

SUPERINTENDENT ALBERT L. BARBOUR, *Natick, Mass.*: I don't believe the library and the school are in as close touch in some towns as they should be. If they are, depend upon it the library has done three-fourths of the work in bringing them into touch. The schools do not do their part.

MORAL TRAINING IN THE PUBLIC SCHOOLS.—(IV.)

BY DON E. MOWRY.

I hope I have not given out the impression that there is nothing good in the religious teachings of our churches, that they have utterly failed to perform their part in the world's advance. Far be this from my purpose. The influence of any church in a community is always for the good, the better part in life, but with the advance of ideals in the outer world the church, as such, has not, to my mind, met the ethical situation face to face. The church is so constituted that it cannot hope to reach the great mass of the people. It does not reach out and down. The state can perform a duty which the church cannot hope to perform. It can give a much larger percentage of the growing population an insight into the better ideals which are now poorly taught by the church.

By advocating a state policy with respect to moral training, I do not preclude the possibility of greater religious activity on the part of the church. In fact, such activity should go hand in hand with the non-sectarian attitude which the state should take with respect to moral and ethical teachings. The influence which the state will have in the community, as far as its new educational policy is concerned, will tend to impress upon the church the urgent need of a re-organization within that organization,—a re-organization which has for its main purpose the uplifting of the community in the first place, and the teaching of religious truths in the second place.

To-day, in not more than one-tenth of the Christian homes in our cities, and not more than ten per cent. of the young men of to-day are in any remote way in touch with religious life, whether it be in the church or in church societies and Christian organization. This percentage includes even those who are drawn to the latter organizations by baths, gymnasiums, and athletics. The highest estimate I have ever seen made by any of the Y. M. C. A. specialists of the number of young men associated, even as attendants at the church and similar institutions, is ten per cent. The Sunday schools have recently declined, as statistics of the Congregationalists, Methodists, and Presbyterians will show. Where there has not been an absolute decline there has been a relative decline, so many children, especially the boys, are drawn away by the Sunday afternoon amusements, often in defiance of law.

It seems from this that there is a great work before the churches of the country, even without attempting to assume an additional burden of giving moral training. A change is certainly necessary in church activity, if the church is to remain an important factor in the community. By taking the initiative, the church is not going without its sphere of activity, it is simply fulfilling the ministerial needs in a new way.

I likewise hope that I have not given out the impression that the family is of less importance than any other institution of society. It certainly is not. Every other social interest should draw its supplies from this institution. But the deplorable condition of the family makes it imperative that the state take up the matter of moral training.

I believe in catholic, scientific, and practical methods in protecting and improving the family, and in developing it into a wholesome social institution. Marriage, divorce, polygamy, chastity, etc., are generally regarded as parts of one inclusive problem of the family. And the family and its growth into the home, it is held, should be the constant concern of the state, religion, education, industry, and patriotism. The relative neglect of the family in the past, and the place it should now hold in all departments of social science and in practical philosophy, compel an increased attention to it.

James Bryce has said: "One might almost say that the family is the fundamental and permanent problem of human society." And Professor F. G. Peabody says: "More and more we have come to see within the last few years that the problem of the family is the *crux* of modern civilization."

The National League for the Protection of the Family has already effected practical results. The league proposed and secured the government report on marriage and divorce, which President Roosevelt asked Congress to bring down to date. It did much to secure the thirty-four state commissions on uniform legislation. It has been the leading agency in securing better systems of marriage license and record in several states. In divorce, the removal of "omnibus" and insanity clauses for divorce and other useful legislation have come about.

Within the last twenty years seven states have made the advertising of divorce business illegal. Six have provided for the defence of all, or of uncontested cases. Twelve have placed restrictions on the re-marriage of divorced persons. Three have applied for limited divorces. Delaware has forbidden the granting of divorces to all non-residents for causes not on the statute book of that state. The District of Columbia has reduced its causes from four to one, and many minor regulations have been made. And thirty-five states have created commissions of uniform legislation.

The educational work behind legislation is still more important. It is necessary for us to see that effective legislation is passed relating to the family, if the best results are to be obtained as a consequence of our establishing a system of moral training in our public schools. Possibly a commission, appointed by the legislatures of each state to investigate social conditions in the home, and make rec-

ommendations to the legislature, would be the most practical course to follow. However, much good will result by the establishment in each state of a legislative reference bureau which would be free from political entanglements to act in an impartial and intelligent manner for the legislators. Such a bureau has been established in Wisconsin and in several other states, including California, Ohio, and Oregon.

By instituting moral training in our public schools, as part and parcel of the educational system, the state is not necessarily assuming functions which should be left to the home and to the church. The idea that the state must take a greater interest in the affairs of life, both social and economic, is one which is gaining force with each session of the legislatures. And in view of this fact, it does not seem out of place to advocate an activity for the state which is social, economic, and moral, as well. The primary object of government is to promote a better citizenship, and any efforts along this line, and with this end in view, should be met with general public approval.

If moral training does nothing else than give the growing child an idea that there are other things in life than mere book knowledge, the work of such training will be accomplished.

Without doubt, the general tone of the community will be raised to a marked degree within a few years after such training has been established. The tone of society will be materially affected, and in many ways which we cannot now conceive of.

Children will begin to make inquiries of their parents as to this and that moral precept, thus bringing home to the parents the importance and force of moral righteousness. The tone of the family will be raised, even if no action is taken by the state to prevent the decay of the family, an action which is urgent with the changing conditions in our industrial life, and with our apparent lack of feeling for the things of life which are not measured by the dollar mark.

The greatest gain, aside from the effects of moral training itself, will come from the increased opportunity which will be open to the churches of the country to engage in a greater work. With the establishment of moral training in the schools, the way will be paved for religious activity of a far more important nature than has as yet been hoped for. The minds of all of us, in time, will not be tainted with that disgust for things religious and moral as they are to-day. We will gradually come to believe in the church, even if many of us are not active workers in it.

The church, then, can become the most powerful agency for the state in promoting that sort of moral-religious training which cannot be expected to come from within scholastic walls. I do mean to take an altogether optimistic view of the situation, but I feel sure that the church can only become a potent factor for righteousness when there

is a change in the public heart, and this change cannot come from within the church. If it should come from that source, the results would not be of such lasting and far-reaching importance as they will be as a result of a general system of moral training in our public schools.

Moral training in our public schools, then, is not a theory of those who would attempt to substitute moral instruction for religious belief. The problem does not involve and imply the whole question of religious training, which does, it must be admitted, involve the position and future of the church. Religious training is separate and apart from moral training. Moral training means systematic ethical instruction. There can be such instruction without a religious background, and it is possible to give it in our public schools without running counter to the spirit or the letter of their non-sectarian character.

SIGNIFICANT FACTS ABOUT HOME CONDITIONS.

[Study of 1,400 children in New York by American Statistical Association.]

If the 1,400 children whose physical defects and home conditions are reported are representative of school children in New York city, there must be handicapped by

Malnutrition.....	41,600
Enlarged glands	182,000
Bad teeth	299,600
Bad teeth only	83,200
Defective breathing.....	226,400

Physical defects are for the most part defects that frequently occur among children in wealthy families, and do not of themselves presume as the cause serious unsanitary conditions or deficient income. Only 145 (10.4 per cent.) are reported for malnutrition, 20 of these from families having less than \$10 a week, 44 from families having over \$20 weekly.

Few of the defects can be corrected by nourishment alone. Plenty of fresh air outside school building and home will not entirely counteract the results of bad ventilation and bad lights within school building and home. Country children have adenoids, bad teeth, and malnutrition. Plenty of food will not prevent bad teeth and bad ventilation from causing adenoids, enlarged tonsils, and malnutrition.

Neither race nor nationality affords proof against physical defects. Children whose parents have long resided in the United States need attention quite as much as the recent immigrant. American mothers reported the greatest prevalence of tuberculosis and the highest number of miscarriages. American and German children have the largest number of ailments, more particularly measles and whooping-cough. Americans and Germans also have the largest number of dark rooms.

Known diseases of fathers and mothers do not account for physical defects of children.

Race suicide due to lack of births has not yet begun in New York tenements, the average number of children born to 1,400 families being 578, having over 10 children, and only 241 out of 1,400 having 2 children or less.

The mortality record of 1,400 families does not

help account for physical defects here considered. Despite the unfavorable conditions of tenement life only 19 per cent. of the children born to 1,400 families died, 738 (53 per cent.) families having lost no children. More encouraging still is the fact that 967 families (69 per cent.) lost no infants, and but 72 (5 per cent.) had still-births. Of 1,339 children dying, 49 per cent. died under one year, 67 per cent. died before reaching the second year, and 84 per cent. before reaching the fifth year. The infant mortality of families considered does not indicate exceptional unsanitary conditions, the rate 12.8+ per cent. of children born being lower than the general rate of the city, 19.6 per cent. So far as living conditions account for physical defects, New York city is almost solely responsible, the majority of parents having lived there for years prior to the birth of children considered, 1,152 out of 1,400 children (82 per cent.) having been born there.

Children were given a good start, only 109 (7.8 per cent.) out of 1,400 having been artificially fed from the beginning, only 10 per cent. having been nursed less than six months, and only 23 (3.2 per cent.) having been deprived of the mother's care at home during the first year because of employment. Facts are lacking to judge the effect upon the health of 301 children (21.5 per cent.) who received "supplementary nursing" after reaching the eighteenth month. It is startling to see that American and German mothers, as well as Jewish and Italian, ignorantly or selfishly injure their babies by nursing them twenty to thirty months.

Diseases of early childhood, including malnutrition during infancy, might have prepared the soil for such defects as enlarged glands, nose and throat trouble, but the average number of ailments per child (1.9) would not differentiate these children from the genus child subject to so-called children's diseases.

The food, unsatisfactory as it is from the dietician's point of view, could alone account for but a small percentage of the defects, and would be only one contributory cause of 145 (10.4 per cent.) showing malnutrition, and 637 (45.5 per cent.) with enlarged glands. If 50 per cent. go without milk, cereal, meat, or eggs for breakfast, less than 3 per cent. report no eggs or meat during the day, and only .7 per cent. claim to have nothing for breakfast. We may be shocked to see that over 72 per cent. use tea or coffee, 28 per cent. twice a day, and 13 per cent. three times a day. Serious defects directly traceable to this excessive use of coffee and tea are not disclosed. To what extent this good fortune is due to violation of the food law by the substitution of chicory and beans for coffee we are not prepared to say.

Sleeping hours reported, even when discounted for probable overstatement, are adequate. It should be remembered, however, that the benefits or evils of the sleeping period depend not merely on the number of hours, but also upon the character of the atmosphere breathed.

The housing conditions are sufficiently unsanitary to prepare the reader to expect a much larger number of physical defects and defects of more serious character than are here reported. From

the standpoint of a study of standards of living the number of dark rooms, air-shaft windows, skylights, and excessive rent paid furnish inconclusive evidence as to the origin of physical defects, because 311 (22 per cent.) out of 1,400 families have six rooms or more, 26 (2 per cent.) occupy the whole house, while over 50 per cent. of the families with \$30 or more per week have no baths, 16 per cent. have dark rooms, and 20 per cent. have closed air shafts.

Inadequate medical care is given children. Families with incomes of \$20 a week or more rely upon patent medicines, mother's remedies, and the prospect of children outgrowing ailments when they should consult private physicians.

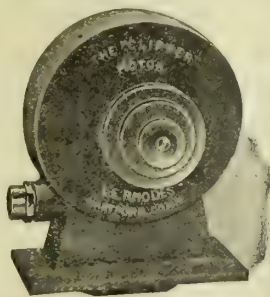
Employment of dentists for children of ages here reported is almost unknown. Dental care for parents is the exception rather than the rule, even for higher incomes, while among the lower incomes only from one-tenth to one-fifth of the families report that any member has employed a dentist. This fact is of the utmost importance, because a large part of the defects reported could be produced by conditions resulting directly from the neglect of teeth.

APPLIED SCIENCE.*

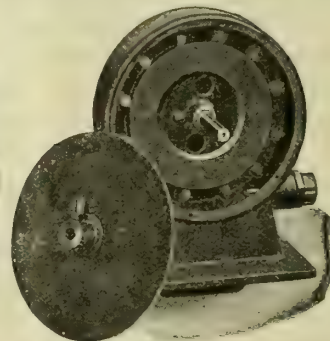
(VIII.)—STUDY OF A WATER MOTOR.

A LABORATORY EXERCISE BY JOHN C. PACKARD,
High School, Brookline, Mass.

Introduction.—There are two questions that in one form or another are continually being asked about a working model. How fast can it be made to go? How much power has it? An answer to the first question can be easily obtained, either by counting the revolutions directly or by applying a speed counter



PULLEY. SET OF WEIGHTS.



INTERIOR OF MOTOR.

to the end of the shaft. The second question involves the notion of work in foot-pounds or gram-centimeters and energy in horse-power or ergs. Such conceptions are not so easily grasped by the average student. The present exercise is intended to make these important matters clearer.

Object.—To determine the horse-power and efficiency of a small water motor.

Apparatus.—A water motor—such a one as may be had at almost any large hardware store—arranged to be attached to the faucet at the sink.

Method.—Preliminary: Wind one end of a long thread about the shaft. Pass the other end over a pulley, and attach it to a weight of say one pound

*Copyrighted by John C. Packard.

resting upon the floor.—It may be found necessary to make use of a simple countershaft, attached to the motor by means of a belt, to reduce the speed. In that case, of course, the thread should be wound around the axis of the countershaft in place of the motor-shaft.—Start the motor slowly. Allow it to run until the weight has been lifted through a distance of three feet. Then turn off the water.

Since the unit of work is the foot-pound, i. e. the amount of work done in lifting a weight of one pound through a distance of one foot, the motor in lifting one pound through three feet has clearly done three foot-pounds of work. If two pounds had been lifted through three feet, the work done would have been represented by six foot-pounds. To find the work done by any machine then, we multiply the resistance overcome by the distance through which it has been overcome. By changing pounds to grams and feet to centimeters we can express the same result in gram-centimeters.

Horse power.—Vary the weight to be lifted until the motor has all the work that it can easily do. Determine, as accurately as possible, using the full power of the motor, the time required to lift the weight (*w*) through a given distance (*d*). How much work has been done in this case? How many foot-pounds per second?

The unit of power in common use is the horsepower reckoned at 33,000 foot-pounds per minute, or 550 foot-pounds per second.

How much horse-power did the motor exhibit in the above experiment?

Efficiency.—A moment's thought will show that the power exhibited by the motor must have come from the water, since when the water is shut off

the power ceases. The motor served merely to transmit the power. The question arises: Does the motor utilize all the power belonging to the water that runs through it, or does some of this power go to waste? Let us see. The horsepower represented by the water comes from the fact that a certain weight of water has run down, fallen, from the reservoir through the motor into the sink. If we can determine the number of pounds that have fallen per minute and the number of feet through which they have fallen, we can express the result in foot-pounds per minute, and so get the horse-power of the stream.

Now we can measure the amount of water flowing through the motor in cubic feet per minute, when the motor is at work, by means of a water-meter, and then calculate its weight in pounds from the fact that one cubic foot of water weighs 62.5 pounds, or we may actually weigh it. The height through which the water has fallen in descending from the reservoir can be determined by means of a pressure gauge, since the pressure increases .43 pounds per square inch for every foot of fall. Thus, by means of these two instruments, we can measure the horse-power represented by the water flowing through the motor. The efficiency of the motor is represented by the percentage of this theoretical horse-power, that is actually delivered at the shaft or fly-wheel; i. e., if the horse-power of the stream is found to be .6 and that of the motor .5, the efficiency of the motor is $.5 \div .6$ or 83 per cent.

Make a test of the efficiency of this particular motor (it will be found to be ridiculously low) and record in good form.

MEMORIZING.

TRIFLES.

Count nothing trivial!

The merest mote

Upon the telescope may cloud a star,

One faulty note

The symphony's clear harmony may mar.

Count nothing trivial!

A woodland flower,

Or smile, illumined by Love's holy light,

May lead, in power,

A soul to conquest o'er the hosts of Night.

—Everybody's Magazine.

Back of the loaf is the snowy flour,

And back of the flour the mill;

And back of the mill is the wheat and the shower,

And the sun and the Father's will.

—Maltbie Davenport Babcock.

How oft, O Lord, do we forget to pay

Our tithes of thanks to Thee at morn and eve;

How oft the thankful word unsaid we leave

Before life's laden table, day by day!

Thy golden gifts we grasp, and go our way—

So used are we Thy bounty to receive.

But now for our ungratefulness we grieve,

And grace for the whole year are fain to say.

—Edith Hope Kinney.

THE TRUE MEASURE OF LIFE.

We live in deeds, not years; in thoughts, not breaths;
In feelings, not in figures on a dial.

We should count time by heart-throbs when they beat
For God, for man, for duty. He most lives
Who thinks most, feels the noblest, acts the best.

Life is but a means unto an end—that end
Beginning, mean, and end to all things, God.

—P. J. Bailey.

The fairest action of our human life
Is scorning to revenge an injury.

—Lady Elizabeth Carew.

"If you strike a thorn or rose,

Keep a-goin';

If it hails or if it snows,

Keep a-goin';

'Taint no use to sit and whine

When the fish ain't on your line,

Bait your hook and keep on tryin'—

Keep a-goin'."

Let us then be up and doing,

With a heart for any fate;

Still achieving, still pursuing,

Learn to labor and to wait.

—Longfellow.

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WHAT THE SCHOOLS SIGNIFY.—(XVII.)

THE HIGH SCHOOL.—(II.)

Seventy-five years ago there were not fifteen free public high schools in the United States; now there are more than 7,500, an increase of something like 50,000 per cent. in seventy-five years. This shows that the public believes in the high school.

One might as well urge the American people to return to a monarchical form of government as to advocate the abandonment of the high schools. There is not a city in the whole land so benighted that it has ever withdrawn high school privileges from its young people after they had been well established.

In the last twenty years more has been done to extend and intensify these opportunities than in all the years previous, and in the last five years more than in any other ten years. The faith of the people in the high school is increasing in geometrical ratio. No effort is needed to intensify the public faith in these schools.

The need is the perfection of the work rather than the enlargement of the equipment. The money that is being put into high school plants is regal, and the appointments are palatial. Cincinnati is erecting a building fit for a nation's capitol, and Davenport, Ia., with 40,000 people has put about \$400,000 into a high school building and grounds, and so we might go on indefinitely. It is for the school people to justify this vast outlay for the education of young people for four years, from thirteen to seventeen.

This cannot be justified without getting a larger proportion of young people to enjoy the luxury of this education, and without demonstrating that the use made of the high school is a positive advantage.

So far as the equipment of knowledge goes the high school course is needed for the best use of

one's opportunities in professional, commercial, and even in industrial life. There is no conventionalized professional life possible without at least a high school education. No position in teaching that pays a living wage is now obtainable without it. Many teachers of successful experience are retained, but no new men or women are employed without it. Four-fifths of the money paid for teaching is to those holding positions unobtainable by one without the education represented by a high school course. No first-class normal school now admits one to the professional course without it. No one can become a lawyer, clergyman, physician, civil, mining, or railroad engineer with less education. The leading railroads, the great electrical and steel plants, indeed, nearly every industrial plant of any magnitude demands, at least, a high school education of any applicant for any position of importance. There is practically no opening in a bank, business office, newspaper reporting, proofreading, first-class stenographic work, government clerkship, private secretaryship, Y. M. C. A. work, bank agency, salesmanship, traveling salesmanship without high school training. Indeed, it would be difficult to think of any line of life above that of day labor in unskilled work, or in minor mechanical lines, where it is not certain that, within ten years, this education will be universally and absolutely demanded.

The public sensed this before the educators did, and they have pushed and prodded us to humanize commercialize, and industrialize our high schools. It is not that they dislike Greek and Latin, and they would like as much of these in their appropriate course, in proportion to the arts and sciences, as the number of academical professional positions are to the commercial and industrial positions. They protest, as they ought to protest, against every tendency to restrict the high school preparation so that it will not sever every class of students that seeks higher scholarly preparation for any desirable employment.

The preparatory schools, public and private, will always prepare for college, but that is merely incidental; their real purpose is preparation for better work in life. The adaptation must be complete.

Already nearly one-third of all public school pupils in progressive and prosperous communities go on beyond the grammar school. This percentage is to be highly increased in the near future. For this enlargement of opportunity we must prepare promptly and efficiently.

The state university presidents assembled in Washington recently were unanimously in favor of a national university. It is sure to come.

It cost \$145,000,000 to run the city of New York this year, which is twice as much as it did ten years ago. New York has the best of everything, but it comes high.

Have Gunckel's "Boyville" put in your public library.

RESCUING RASCALS.—(IX.)

Let us return to that phrase of rescuing rascals of which we treated under institutional effort, because since writing on that feature of the work I have had a chance to study one of the best demonstrations of power that I have known in this direction.

John E. Gunckel of Toledo, president of the National Newsboys' Association, has done as much toward rescuing boys in that city as has Judge Ben B. Lindsey in Denver. There are five thousand newsboys and their allies enrolled in this organization in Toledo, alone, and Mr. Gunckel, a business man with large interests, knows every one of these boys by name, and to him they go with their joys and sorrows. In speaking of him to Judge Lindsey, the judge said: "Gunckel! Oh, he is the whole thing in Toledo!" and indeed, he is. The work began in a quiet way, but now it is simply immense, with a newsboys' home that cost \$100,000.

No boy takes a pledge to cut out anything bad from his life; he merely signs a statement that he does not believe in the use of profanity, vulgarity, or tobacco, in gambling, stealing, etc., and will do all that he can to prevent wrong doing in all of these directions. In one line of reform the results are almost incredible. These boys returned to the owners more than \$30,000 in cash and valuables that they have found, and in olden times would never have been reported.

Mr. Gunckel has the boys divided into sixty neighborhood groups with an officer for each group. To this local officer all complaints are made, and he ferrets out the culprit and takes from him his badge or button if he has done anything unworthy the wearer thereof.

Neither the George Junior republic nor the juvenile court movement is more replete with thrilling instances of rescue than is the work of John E. Gunckel of Toledo.

Hear him if you ever have an opportunity.

CONCEITED.

It was a rare privilege, recently, to sit in the studio of one of America's really great painters for two hours. With me were three highly appreciative persons. The artist not only showed his prize winning paintings, but philosophized about art, told us incidentally of scores of eminent artists, and praised or criticised unfavorably many a painter.

Speaking of one impressionist landscape of his he said: "That has been awarded high recognition four times. It has never been exhibited when it did not win, but every time I bring it home and re-touch it. When it is on exhibition I fail to feel something in it that I ought to feel, and while judges praise, I long to get at it again."

When he was criticising unfavorably the work of another, he stopped abruptly, and said: "If my wife should hear me say that she would say: 'Oh, you are so conceited!' But I am not conceited," said the artist, "no man who is growing, who is learning, is conceited. He may be impatient at the slow, poking fellows, or he may be hilarious over a revelation of others, or a discovery by himself, but he is not conceited. He only is conceited

who thinks that he already knows all that can ever be known on a subject, and that whoever thinks otherwise than he thinks is a heretic."

No, a man who is impatient for a chance to touch up his masterpiece while judges are awarding it a prize is not conceited, but the chumpiest kind of a daubster who whines because the prize goes to the other fellow is conceited. The engineer with his hand on the lever is not conceited, but the fellow who sits by the red lantern on the rear platform is conceited, and will tell more uninteresting yarns in praise of himself in an hour than the engineer would in a lifetime.

CHANCELLOR'S SALARY SCHEME.

Superintendent William E. Chancellor offers the following suggestions to the board of education in Washington as to the salaries of the teachers and school officers:—

"For the purpose of computing salaries, the school year shall be considered as consisting of three hundred days.

"All officers shall be paid in twelve installments corresponding to the calendar months. For this purpose officers shall include the superintendent and associate superintendents. All the salaries of educational officers and teachers and other educational employees, excepting the salaries of the superintendent and associate superintendents, shall be computed and paid in twelve installments in the following manner: Namely, one-twelfth on, or as soon as practicable after, the third school day of the month of September; one-twelfth upon the first day of each succeeding month, or as soon as practicable thereafter, to continue until the succeeding June; and two-twelfths upon the last school day in June.

"Kindergarten assistants, from \$1.60 to \$2 per day.

"Teachers of schools with less than four hours of daily session, from \$2 to \$2.50.

"Teachers of schools with four-hour sessions or over, in grades below the eighth grade, and principal kindergartens; teachers of special subjects in the graded schools and assistants to eighth grade teachers, who are also group principals; librarians and clerks, from \$2 to \$4.

"Teachers of eighth grades and teachers of atypical and ungraded classes; visiting teacher assistants to superintendents and heads of departments, from \$2 to \$5.

Teachers in the normal, high, and manual training schools, from \$3.35 to \$7.20.

"Eighth-grade teachers who are also principals of buildings so grouped as to include in no case less than thirty-one graded school and kindergarten teachers; also heads of departments for normal, high, and elementary schools; also the superintendents of model classes and practice work in the normal schools; also the principal of the colored normal school and the supervisor of practice work in the colored normal school, from \$5 to \$9.

"The salary of the principals of the white normal school and of all high schools shall be \$3,000. For the purpose of this classification manual training schools of high school grade shall be considered high schools."

ANOTHER FRATERNITY ROW.

We give much space this week to a fraternity row at Little Falls, N. Y., because this is a live question and the Journal of Education deals with live questions when they are alive. An incident like this will do more, if the knowledge of it is spread far and wide, than any amount of moralizing upon the subject.

ST. LOUIS FOR EXAMPLE.

Corporal punishment has never been abandoned in St. Louis public schools, but the exercise of it has been discouraged to such a degree that in the course of a few years it is likely to become one of the lost arts. The records of the last term show that 719 whippings were administered to the children in the schools. There were 86,450 children in the schools, and the term covered a period of 200 days. This is an average of less than four whippings per day for the 86,450 pupils.

FROM LUXURY TO HUMILITY.

Mr. and Mrs. Joseph Medill McCormick of Chicago, young people worth their millions, with the most luxurious homes for summer and winter, with exquisite artistic, musical, and social opportunities and tastes, have turned away from all such elegance, and are living at 4650 Cross avenue, in the depth of the stockyards district, where they will know and enjoy and help the people who work and live thereabouts. In the blood of these young people are the thrift, administrative power, and literary taste and ability of Medill, the greatest editor the West has ever known, the inventive genius and wealth-getting mastery of the McCormicks, the greatest name in that line in the West, and the remarkable ability of the greatest President-maker and political leader the West has ever seen—Mark Hanna. Here's a Godspeed to the noble purpose of Mr. and Mrs. McCormick.

DENVER INCREASES TEACHERS' SALARIES.

[This is from the Colorado School Journal via the Federation Bulletin.]

The schedule adopted for the Denver schools and operative since September 1 is: Teachers begin at \$600; second year they get \$672; third year, \$744; fourth year, \$816; fifth year, \$888; sixth year, \$960.

Teachers who are graduates of normal schools or colleges and have had eighteen months' experience and those who have had twenty-four months' experience in first-class districts begin with the second year's salary.

The salaries are paid in twelve installments, two being paid at the close of school and one at the beginning in the fall.

No teacher's salary is reduced by this schedule, that is, if under the previous schedule the teacher was getting a larger salary than this schedule would give her, she is paid under the old schedule until the new gives her an increase.

The figures are determined by adding six dollars a month for every month in the year, and the advancement is entirely mechanical. Those teachers in Denver who have taught in the Denver schools for five years and are now beginning their

sixth year get the maximum, or eighty dollars each month of the coming calendar year. No grade teacher gets more for single session work, no matter how long the service. Alternating teachers get twenty dollars a month extra for the months of service. This makes their maximum salary \$1,150.

Assistant principals get five dollars a month extra for the term of service, or nine and a half months. This makes the pay of an assistant \$1,007.

No teacher by reason of leave of absence for one year will be deprived of the benefits of the schedule. Leave for longer than that with re-examination upon return starts the teacher at the bottom again.

Arrangements for parts of years have not been finally made, but some pro rata will be determined upon.

Rumor saith that the Paterson, N. J., board of education is to abolish music and drawing as fads!! Why not abolish sunlight and landscapes? Music is sunlight to the school, and drawing is the beauty feature.

In the Dorchester (Boston) high school there is an elaborate course in the science of home-making, dressmaking, millinery, and other household arts. It is an important departure for Boston.

New Jersey is leading the world in the transportation of pupils to and from school. This year the appropriation for this purpose is half a million dollars.

The \$10,000 educational commission of Illinois has begun to think what to do. Its first thought is that it needs \$25,000 instead of \$10,000. A happy thought.

There is no multi-millionaire in America to-day who is as highly or as universally esteemed as is Booker T. Washington.

The International Juvenile Court Society has been organized with Judge Ben B. Lindsey of Denver as president.

Five high school boys in Illinois have been fined \$14,000 for hazing a fellow student. A few more fines like that will reduce hazing to the minimum.

A "scrap" between men and women teachers means a great educational disturbance, from which recovery of quiet will be far distant.

Cleveland claims to have a larger percentage of men teachers in the high schools than any other city in the country.

Wilmington, Del., has added \$15,000 to the pay of the teachers, and she intends to add another \$15,000 next year.

All in all, there is less politics in the public schools than ever before. Let the good work go on.

The Paterson, N. J., teachers are after tenure now. Is it possible that they have not had it?

Cincinnati, as a city, appropriates \$20,000 a year for pensioning teachers.

National Educational Association, Cleveland, O., June 29-July 3, 1908.

THE WEEK IN REVIEW.

A WISE MEASURE OF RELIEF.

The fact that no word of criticism has been heard from any quarter upon the measures taken by Secretary Cortelyou, with the approval of the President, for the relief of the financial stringency is the best proof of the wisdom of the policy. Certain financiers have so deep a grudge against the President for disturbing their operations that they would not have been slow to carp at the proposed measures, if they had been open to criticism. The treasury announces the immediate issue of \$50,000,000 of Panama canal bonds. These can be used as a basis of bank circulation, and their issue involves an immediate addition to the currency to that extent. The treasury also takes the unusual step of issuing \$100,000,000 of certificates, running for one year, and bearing interest at three per cent. These are to be in \$50 denominations, and can be used directly in lieu of currency.

CONTRASTING CONDITIONS.

In the course of a letter to Secretary Cortelyou, in which he gave the people of this country the very sensible advice to do their normal business in a normal way, and to remember that business conditions are sound and prosperous and the banks solvent, the President took occasion to contrast the conditions now existing with those that prevailed in the last panic year,—1893. Then there was only \$161,000,000 in gold in the treasury; now there is \$904,000,000. Then the whole amount of currency in circulation was only \$23.23 per capita; now it is \$33.23. The large imports of gold, the heavy increase in government deposits in the banks, and the immediate addition of \$150,000,000 to the circulating medium through the new measures of the treasury department should bring about a speedy return of complete confidence.

CONGRESS AND THE CURRENCY.

The President also referred to the fact that the leaders of Congress are considering a currency bill which will meet in permanent fashion the needs of the situation, and expressed the hope that such a bill would be passed soon after the opening of Congress. Touching this, he is perhaps too sanguine. Of all uncertain things in life, few are more uncertain than the action of Congress upon such a question. The new Congress is of course an untried body, although many of the old leaders in both Senate and House are returned; but there are wide variations of opinion even among conservative men as to the wisest steps to be taken, and the wildest schemes are entertained by those of a more radical type. So it is well to be prepared for disappointments in this matter, even though hoping for best.

THE NEW CONGRESS.

In the Senate of the new Congress there are an unusual number of changes, both political and per-

sonal. Fifteen members of the last Senate do not appear in the new; three of them are dead, one resigned, and the others failed of re-election. Eight of these senators were Democrats, and seven Republicans. In their places there are eleven Republicans and four Democrats. This gives a Republican strength of sixty in the Senate, with twenty-nine Democrats, and one vacant seat from Rhode Island. Assuming that the Rhode Island Republicans in the legislature get together, the Republicans would have just a two-thirds majority, were it not for the two Democrats from the new state of Oklahoma, who have been already appointed by the governor in anticipation of their certain election by the legislature. The new House will have a total membership of 391, including four Democrats and one Republican from Oklahoma. Of these, 223 will be Republicans and 168 Democrats, a Republican majority of fifty-five.

SECRETARY TAFT'S RETURN.

Secretary Taft has reached the wise conclusion to decline the various invitations which he has had from European potentates and to return at the date first fixed. His plan is to sail from Cherbourg on December 7. A man who once commits himself to the journey across Siberia on the new Russian railway never knows exactly when he will emerge on the other side, so indifferent is its construction and equipment. But, if he is prospered, Mr. Taft will reach St. Petersburg in time to pay his respects to the Czar, as is fitting after having just traversed his dominions, and to get to the point of sailing at the date appointed. It had become clear that an undue significance would be attached to visits which he might make at Paris, Berlin, or London, so these are abandoned.

THE NEW DUMA.

The third Russian Duma has settled down to its work, with considerably less disturbance than either of its predecessors. The centre and right,—the conservatives and reactionaries,—together outnumber the left or radical groups about two to one. The assembly is less picturesque than the other Dumas, for there are fewer peasants and a great many more landlords. There is, moreover, a much smaller proportion of young men and a larger number of the middle-aged. Of the old Revolutionary leaders, many are absent from this Duma. Some are dead; some are in prison; and some are in exile. Altogether, it looks as if the new parliament would be a far more manageable body than its predecessors. On the day of assembling it was confronted with the announcement of a thumping deficit of about \$95,000,000 in the budget for 1908, submitted by the minister of finance.

A LITTLE PEACE CONFERENCE.

Plenipotentiaries from the five Central American republics are in session at Washington, in the peace

CORRELATION-OUTLINE OF LITERATURE, HISTORY, CIVICS, AND CONSTRUCTION WORK.

BY FLORA HELM.

Age of Chivalry and Conquest.

Literary Work in School.

Lady of the Lake.

Poems of Scott and Tennyson (from the School Reader).

Authors to be studied—Scott and Tennyson.

Literary Work Out of School.

One book required for each age.

Stories of King Arthur's Court (Hanson).

Alfred the Great (Abbot).

Ivanhoe.

Magna Charta Stories (Gilman).

Wolf, the Saxon.

Legends of the Middle Ages (Guerber).

Beric, the Briton.

The Boy Knight.

St. George for England.

In Freedom's Cause.

The Dragon and the Raven.

Scottish Chiefs.

Stories from Chaucer (Seymour).

Harold (Lytton).

Age of Chivalry (Bulfinch).

Froissart's Chronicles.

Don Quixote.

Norse Stories (Mabie).

The Merry Adventures of Robin Hood (Pyle).

History and Civics.

Caesar, Augustus Caesar, Birth of Christ, Roman Influence, The Northman, English Conquest, Christianity, Beda, Cadmon, Alfred, Danish Invasion, Norman Conquest, Feudal System, Crusades, Chivalry, Magna Charta, Barons' Wars, Parliament, The Edwards, Chaucer, War of the Roses.

Construction Work.

Roman shields, spears, crowns, forts, draw-bridge, moat, Stonehenge, Viking ship, English bow and arrow. Costumes of page, knight, herald. Battle-ax, shield, lance, vizor, minstrel, harp, relief map of England, model of Feudal Castle, costumes of Lady Rowena, Rebecca, Queen Guinevere.

The Renaissance.

Literary Work in School.

Extracts from classical works.

Author to be studied.

Literary Work Out of School.

The Story of the Iliad (Church).

The Story of the Odyssey (Church).

Bulfinch's Mythology.

Stories from Herodotus (Church).

Rienzi, the Last of the Tribunes.

Old Greek Stories (Baldwin).

The Greek Gulliver (Church).

Story of Aeneas (Clark).

Three Greek Children (Church).

Classic Myths (Gayley).

Tangle-wood Tales (Hawthorne).

Greek Heroes (Kingsley).

Story of the Romans (Guerber).

Story of the Greeks (Guerber).

Tales of Ancient Greece (Cox).

The Burning of Rome (Church).

Aesop's Fables.

Wonder Book (Andersen).

The King of the Golden River (Ruskin).

History and Civics.

Printing, Discovery of America, Copernicus,

Fall of Constantinople. The Renaissance, Schools, Colleges, Universities.

Construction Work.

Greek arches, pillars, costumes, brackets and shelves for Greek statuary, relief map of Greece, same as above of Rome, clay model of Hills of Rome.

Age of Elizabeth.

Literary Work in School.

Merchant of Venice.

Extracts from Shakespeare (School Reader).

Author to be studied—Shakespeare.

Literary Work Out of School.

Kenilworth.

The Talisman.

Under Drake's Flag.

The White Company (Doyle).

March on London.

Unknown to History (Yonge).

Shakespeare's Stories Simply Told (Seymour).

Lamb's Tales from Shakespeare.

The Prince and the Pauper (Clemens).

History and Civics.

The Tudor family, the Elizabethan age.

Construction Work.

Costumes of Elizabeth, Portia, Amy Robsart, Mary Stuart.

Relief Map of Ireland.

Model of Kenilworth (first series also continued).

The Puritan Age.

Literary Work in School.

Courtship of Miles Standish.

Extracts from Hawthorne's Works.

Author to be studied—Hawthorne.

Literary Work Out of School.

Micah Clark (Doyle).

Pilgrim's Progress.

For Faith and Freedom (Besant).

Stories from an Old Manse.

Bonnie Prince Charlie.

Standish of Standish.

"The Old Stone Face" and others (Hawthorne).

History and Civics.

The Stuart Family.

The Puritans.

Parliament.

Civil War (Cromwell).

The Commonwealth.

The Restoration.

Glorious Revolution, Declaration of Rights.

William and Mary, the Ministry.

Construction Work.

Puritan costume, stock, pillory, spinning-wheel, loom, cradle, Scotch costume.

The Augustan Age of England.

Literary Work in School.

The Deserted Village.

Extracts from The Spectator and Essay on Man.

- Authors to be studied—Goldsmith (Pope, Swift, Steele, and Addison touched upon).
- Literary Work Out of School.
- Prince Eugene and His Times.
- Robinson Crusoe.
- Gulliver's Travels.
- Baron Munchausen's Tales.
- Life of Louis XIV. (Abbot).
- Boswell's Life of Johnson.
- Vicar of Wakefield.
- History and Civics.
- Queen Anne's Age.
- Louis XIV.
- The Continental System.
- Blenheim.
- Duke of Marlborough.
- Construction Work.
- Robinson Crusoe's outfit.
- Queen Anne's costume.
- Model of Blenheim Castle.
- Map of Europe of Louis XIV.'s time.
- The Age of Revolution.
- Literary Work in School.
- Jean Valjean (Edited by Wiltse).
- Author to be studied—Victor Hugo.
- Literary Work Out of School.
- Life of Napoleon (by any author).
- Life of Napoleon's Generals, Boys of '76, With Clive in India, True to the Old Flag, The Reign of Terror, With Wolfe in Canada, With Moore at Corunna, Essays on Lord Clive (Lytton), The Young France—Tireurs, The Spy, A Half Century of Conflict (Parkman), Montcalm and Wolfe (Parkman).
- History and Civics.
- The Hanoverian Line, French Revolution, The French Wars, Napoleon, Indian Empire, American Wars, Walpole, The Pitts.
- Construction Work.
- Cannons, swords, model forts, blockhouses, Martha Washington costume, Napoleon's hat and sword, Napoleon's costume, Josephine's costume, American flag, the British flag, Colonial furniture, map of American colonies, model of Declaration of Independence, model of Franklin's lightning rod.
- The Nineteenth Century.
- The Age of Novels.
- Literary Work in School.
- Typical extracts from standard works.
- Authors to be studied—the great novelists.
- Literary Work Out of School.
- Mill on the Floss.
- David Copperfield.
- Kipling's Jungle Tales.
- Vanity Fair.
- Monte Cristo.
- Old-Fashioned Girl.
- Alice in Wonderland.
- Rise of Silas Lapham.
- Pride and Prejudice.
- Romona.
- From Jest to Earnest.
- Jane Eyre.
- The Hoosier Schoolmaster.
- Tom Brown's School Days.
- Master and Man (Tolstoi).
- Ben Hur.
- Treasure Island (Stevenson).
- Rab and His Friends (Brown).
- John Halifax, Gentleman.
- Prue and I (Curtis).
- A Dog of Flanders (De La Rame).
- Black Beauty.
- A White Heron (Jewett).
- History and Civics.
- Queen Victoria's Reign.
- Commerce—Colonization.
- Letters—Progress.
- Philanthropy—Humanitarianism.
- Construction Work.
- Home ornaments.
- Home articles of utility.
- Articles of business life.
- American Statesmanship.
- Literary Work in School.
- Washington's Farewell Address.
- Jefferson's Declaration of Independence.
- Monroe's Message (Monroe Doctrine).
- Webster's Bunker Hill Monument Speech.
- Lincoln's Gettysburg Address.
- Hale's Man Without a Country.
- Burns' For A' That and A' That.
- Jones' What Constitutes a State?
- Berkeley's America.
- Henry's Liberty or Death.
- Author to be studied—American statesman.
- Literary Work Out of School.
- Johnston's American Politics.
- Morgan's Patriotic Citizenship.
- Dole's American Citizen.
- Ten Men of Money Island.
- Life of Washington, Jefferson, Monroe, Lincoln, Webster, Clay (by any author).
- History and Civics.
- Constitution of the United States.
- Patriotism.
- American Statesmanship.
- Construction Work.
- Indian bow and arrow, tomahawk, canoe, hatchet, wigwam, adobe hut, steamboat (models), models of Merrimac, Monitor, capitol of Washington, model of Lincoln's log home, raft, canal boat, rail fence, and ax.
- Map showing growth of United States.
- Alaskan outfit, articles of modern American invention (models), of modern business life, of American home life, of American farm life, (models) of modern war-vessels.
- Relief maps or clay models of Santiago and Manila harbors.
- Map showing American possessions.
- Pictures of American Life.
- Literary Work in School.
- Evangeline.
- Poems and Essays by American writers (School Reader).
- Author to be studied—the Concord school.
- Literary Work Out of School.
- Luck of Roaring Camp (Western life).
- Tom Sawyer's Adventures (Central).
- Uncle Tom's Cabin (Southern).
- New England Nun. } (New England.)
- Jerome. } (Mary Wilkins.)

BOOK TABLE.

- Rip Van Winkle and other Sketch-book tales
(old New York life).
Franklin's Autobiography (colonial life).
The Deerslayer.
The Last of the Mohicans } (Frontier and
The Pathfinder. } pioneer life.)
The Prairie. } (Cooper.)
The Pilot (sea life).
Typee (sea life, Melville).
Two Years Before the Mast (sea life, Dana).
Conquest of Peru.
Conquest of Mexico (past American life).
Early Spring in Massachusetts. } (Natural
Summer. } life.)
Autumn. } (Thoreau.)
Winter. }
Winning of the West (Western life) (Colonel
Roosevelt).
History and Civics.
(By topics.)
Sectional America as determined by original
settlements, climate, topography.
Sectional industries, products, exports, im-
ports.
Growth of United States by purchase, annexa-
tion, conquest.
American inventions, commerce, manufactures.
History of the two great political parties, with
their principles and platforms, including
States Rights, Slavery Tariff, Monetary
Question.
Causes, results, effects, heroes of the follow-
ing:—
Revolutionary War.
War of 1812.
War of 1845.
Civil War.
Spanish War.
Attitude of United States to the outside world,
including:—
Early French troubles.
The Monroe Doctrine.
Commercial relations.
Maximilian affairs.
Bering Sea Fisheries.
Pan American Congress.
Chilean affair.
Venezuelan affair.
World's Fair.
Cuban War.
Expansion.
Construction Work.

—Intelligence.

PRESIDENT STRYKER, *Hamilton College*: The processes have different aims. The one process should make iron into steel, and the other makes steel into tools. Specialization which is not based upon a liberal culture attempts to put an edge upon pot-iron.

SUPERINTENDENT C. L. HUNT, *Clinton, Mass.*: To educate our boys and girls that they may be socially efficient is the function of the schools,—is their reason for being.

KATE DOUGLAS WIGGIN'S THE FLAG-RAISING, FINDING A HOME. Riverside Literature Series, Nos. 173, 174. Boston, New York, Chicago: Houghton, Mifflin & Co. Price, each, paper, 15 cents; linen, 25 cents, net. Postpaid.

Kate Douglas Wiggin is to this generation what Louisa M. Alcott was to the generation before this, as we have said more than once in these columns, and she is more than this in that she covers a wider range and meets the needs of the schools as Miss Alcott did not. The publishers have rendered the schools praiseworthy service in bringing out these two delightful issues of the Riverside Literature Series, Nos. 173 and 174. The two stories in "The Flag-Raising" are from Kate Douglas Wiggin's Rebecca books, and will be appreciated alike by teachers and pupils as an interesting presentation in narrative form of typical experiences from the life of a child blessed with the great gift of imagination. Rebecca, with her whimsical ways and sayings, is a living character whose companionship the young reader cannot fail to enjoy. The author has sounded the depths of the childish heart and portrayed its experiences with life-like reality. Not only will these stories be greatly enjoyed, but their influence upon the young reader will be most wholesome. The reading of the story, "The Saving of the Colors," will afford an excellent lesson in patriotism; it may appropriately be used as a part of the celebration of a national holiday. "Finding a Home" is taken from "Timothy's Quest." The publishers have no hesitation in presenting this delightful little narrative to pupils and teachers; for any child who is allowed to use this story in school will have a pleasant memory of the reading periods devoted to it, and will never forget the sturdy, uncomplaining Timothy, the lively little Gay, and the faithful Rags. This story will be read with interest and profit in all grades of the elementary school above the fourth. High school pupils also will read it with zest and appreciation.

THE INFINITE AFFECTION. By Dr. Charles S. Macfarland. Boston: The Pilgrim Press. Cloth. Gilt top. Price, \$1.00.

Occasionally a clergyman gets the public eye and ear as did Phillips Brooks, as have William A. Knight and George A. Gordon, and such a man is Rev. Charles S. Macfarland, a Boston boy (1866), a pastor in two Congregational churches in Connecticut, and for the past seven years of Maplewood, Mass. In an Introduction to the British edition, Dr. John Warschauer of London has this to say of Dr. Macfarland:—

"Still youthful in years, Dr. Macfarland combines, in an exceptional degree, the erudition of the trained scholar with the devotional temper of the Christian prophet, and adds to this the broad, free outlook of the typical modern in theology."

The Christian teacher who has faced facts, who ignores nothing, who is determined to deal candidly with the great problems of religion, is sure of a constituency that will remain faithful and grateful, and will steadily enlarge. In these days of transition, especially, when so many feel that they have outgrown the old presentations of the truth, there is on every side a reaching out, an intense desire for a faith that will satisfy the aspirations of the soul without coming into conflict with the knowledge of the mind.

HOME LIFE IN ALL LANDS. By Charles Morris. Philadelphia: J. B. Lippincott Company. Illustrated. Cloth.

Mr. Morris is an artistic literary man and an accurate scholar. He is always a master with much more information than he can impart. Most makers of books of this kind hunt up facts and weave the information thus obtained into a book, but Mr. Morris has been studying world history for many years, until he thinks in world units when it comes to thought of child life, home life, industrial life, and when he writes he merely uses material as naturally and as accurately as the ordinary man thinks in the units of his childhood village. The book is far above and beyond what its name signifies. It is worth more for a school, home, or Sunday school than any other book along this line that I have seen.

VOICES FROM ERIN. By Denis A. McCarthy, associate editor of Sacred Heart Review, Boston, and author of "A Round of Rimes." East Cambridge, Mass.: Sacred Heart Review, publishers. Cloth, gold titles, \$1 a copy.

Mr. McCarthy is the most musical, rhythmical, and altogether charming writer of Irish dialect in verse since

John Boyle O'Reilly, and it is not surprising that a book of verse by the writer of "Tipperary in the Springtime" and "In the Fields of Ballindery" should have gone into a second edition in a few months. By the by, Mr. McCarthy recites his verses with an exquisite touch of melody not surpassed by any one on the platform to-day. "Voices of Erin" deserves to be read by teachers and pupils. The human touch in Mr. McCarthy's lines is delightful.

THE CHILD'S MIND, ITS GROWTH AND TRAINING. A Short Study of Some Processes of Learning and Teaching. By W. E. Urwick. New York: Longmans, Green, & Co. Cloth.

A new, interesting, unusual child study book by an Englishman. It is not a treatise on psychology, still less a new and full-fledged theory of education. Nor, on the other hand, is it a complete handbook for teachers. It is rather an attempt to set forth in simple and, as far as possible, untechnical language some results already obtained from a study of mind growth as an organic process, and to establish a clear and definite connection between those processes of learning which mind possesses and the methods by which it should be taught and trained. It provides the experienced teacher with a framework on to which he may fit the results of his experience without committing himself to any one philosophic system. At a time when the problems of education are so widely discussed, this restatement of old truths in a new light will prove of interest to an even wider circle of readers.

FATHER AND BABY PLAYS. By Emilie Poulsson, editor of the Kindergarten Review and author of "Nursery Finger Plays." Fifteen original songs, with music by Theresa H. Garrison and Charles Cornish. Illustrated by Florence E. Storer. New York: The Century Company. Price, \$1.25.

Emilie Poulsson is in a class by herself as much as was Froebel or Pestalozzi. No other has or will touch child life in the home or the kindergarten as she always does. Her aim is as unerring as her purpose is noble, and both purpose and aim were never more clearly exemplified than in "Father and Baby Plays." The author thinks that, as compared with the father, the mother has many advantages on her side for winning love from their child in the earliest years, since all day and every day she is near him, appealing to his heart both consciously and unconsciously. The book is designed to help the mother to keep the father's image and the father's love present to the baby through the long day of absence, lest father and baby should, through mere lack of opportunity, miss their rightful pleasure and the early strengthening of mutual love. So the book is full of rhymes with which the mother may beguile baby while washing and dressing him and help to turn his thoughts toward the joyful meeting with his father. There is shadow play, and finger play, and climbing play, fifteen delightful original songs, and much other practical entertainment in the little book.

THE FRUIT OF THE TREE. By Edith Wharton. New York: Charles Scribner's Sons.

This is a stirring and winning novel, one of the noted, if not the most notable, book of the year. Edith Wharton never puts forth a work of fiction that is not widely read and deservedly admired. Her characters have a human interest that is abiding. She selects one personality and gives it place in the universal thought. Here it is Justine Brent, more real to more people than almost any woman in real life to-day. By the power of the narrative, the remarkable development of a situation new to fiction, though of instant and universal appeal, and the absorbing analysis of its effect upon the characters concerned, it will take a place in the first rank of American novels. Mrs. Wharton gives life in the real, not a lecture upon it.

INTRODUCTORY SIGHT-SINGING MELODIES. By E. W. Newton. Boston: Ginn & Co. Price, 22 cents.

The crowning glory of the New Educational Music Course is this book, "Introductory Sight-Singing." The entire course is notably meritorious, inspiring, as it does, a love of good music, developing a musical voice, and teaching sight-singing, but this book is especially attractive. When John Enneking, the impressionist artist, was at one time asked by Howells for a definition of "the ideal," he replied instantly: "The choicest of the real is the ideal," and this occurred to me as the method of developing the power of sight-singing unfolded itself. It

Outline Studies in the Shakespearean Drama

BY MARY E. FERRIS-GETTEMY, M. L.,

Galesburg (Illinois) High School.

No matter what edition of Shakespeare's works you as teacher, student or lover of Shakespeare may have, you cannot fail to have interest added to the study of this great poet by making use of

Outline Studies in the Shakespearean Drama

The author brings together in compact form some of the points which pupils studying Shakespeare should know. An effort is made to present the principles and structure of the Shakespearean drama.

Following this is an application of these principles in the study of the

MERCHANT OF VENICE, JULIUS CÆSAR,
MACBETH AND HAMLET.

A pronouncing index to the characters in Shakespeare's plays is a most valuable addition. Every character of Shakespeare's plays is given in alphabetical order, the correct pronunciation, and the play in which it may be found.

Full contents, How to Use the Book, Chart of Hamlet, etc., on request. Cloth. Illustrated. 361 pages. Price, 75 cents.

Translation of Virgil's Aeneid

BY GEORGE HOWLAND, A. M.,

Formerly Superintendent Public Schools, Chicago.

This translation of the Aeneid is designed to present the great poem of Virgil to the English reader as nearly as may be in the form and style of the original; and without being strictly literal, to follow so closely the order of thought, the expression and illustrations, as to recall something of the spirit of the poem as first read in the schools.

The pure, classic hexameter is, of course, impossible in English, yet it is believed that much of the rhythmic movement and graceful swing of the verse has been preserved, adding to the dignity of the translation. The lover of Virgil will be glad to follow Professor Howland's translation. Boards, 152 large pages. Price, 60 cents.

A. FLANAGAN COMPANY . . . CHICAGO

is not possible to give any idea of the scope or spirit of the book, but it may make music teachers ready to examine it to know the phases of the work considered. It is a second-grade book. The melodies are equally divided among the nine common keys, C, G, F, D, B-flat, A, E-flat, E, and A-flat. Each key begins with the simplest melodies and progresses with the same degree of difficulty. Of the eight familiar rhythmic types, only the first rhythmic type, one sound to the beat, represented by the quarter note, is presented in Parts I., II., and III. The first rhythmic type, one sound to the beat, represented by the eighth note, is presented in Part IV. Melodic intervals (aside from stepwise progressions), as used by the masters of song, are in three groups—very frequent intervals, frequent intervals, and infrequent intervals. The melodies presented are pure, simple, complete, and attractive.

FIRST BOOK IN LATIN. By Alex. J. Inglis, A. B., and Virgil Prettyman, A. M., of Horace Mann High School, Teachers College, New York. New York: The Macmillan Company. Cloth. 301 pp. Price, 90 cents, net.

The aim of these authors is to provide a book for first-year students in Latin that will prepare them for reading "Caesar." In this aim they have certainly succeeded, and have given us a lucid and comprehensive treatise on the Latin language, which cannot fail of being of invaluable assistance to the student. A Latin-English and an English-Latin vocabulary are accompanying and desirable features.

"The Second Fairy Reader." By James Baldwin. Price, 35 cents. "Book of Plays for Little Actors." By E. L. Johnston and M. D. Barnum. Price, 30 cents. "Explorers and Founders of America." By A. E. Foote and C. W. Skinner. New York: American Book Company.

"The History of Music to the Death of Schubert." By John K. Paine. Price \$2.75. Boston: Ginn & Co.

"Little Travelers Around the World." By Helen Coleman. Illustrated. Price, \$1.50. New York: A. S. Barnes & Co.

"Ease in Conversation." By Emma Churchman Hewett. Price 50 cents.

"Bernard Shaw." By Holbrook Jackson. Price, \$1.50. "The Negro, in the South." By Booker T. Washington and W. E. B. DuBois. Price, \$1.00. Philadelphia: George W. Jacobs & Co.

"American Philosophy." By I. Woodbridge Riley, Ph. D. Price \$3.50. New York: Dodd, Mead & Co.

"The North Italian Painters of the Renaissance." By Bernard Berenson. New York: G. P. Putnam's Sons.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

- December 20-21: Southern California Teachers' Association, Los Angeles; H. A. Adrian, Santa Barbara, president.
- December 26, 27, 28: Montana State Teachers' Association, Missoula.
- December 26, 27, 28: New Jersey State Teachers' Association, Atlantic City.
- December 26, 27, 28: High School Department, Pennsylvania Educational Association, Harrisburg.
- December 26, 27, 28: Southern Educational Association, Lexington, Ky.; president, R. J. Tighe, Asheville, N. C.; secretary, J. B. Cunningham, Birmingham, Ala.
- December 30, 31-January 1: Associated School Boards of South Dakota, Watertown.
- December 31-January 1, 2, 3, 1908: Iowa State Teachers' Association, Des Moines, F. E. Lark, president, Onawa; Frederick E. Bolton, chairman of executive committee, Iowa City.
- December 31-January 1, 2, 3, 1908: Colorado State Teachers' Association.
- December: California Teachers' Association, Santa Cruz; Morris E. Dailey, San Jose, president.
- December 31-January 1-2: Washington State Teachers' Association, Seattle.
- January 1, 2, 3: Minnesota Educational Association, St. Paul.
- February, 1908: Department of Superintendence; president, Frank B. Cooper, Seattle, Wash.; secretary, George B. Cook, Hot Springs, Ark.; at Washington, D. C.
- February 25-26-27: Department of Superintendence, N. E. A., Washington, D. C.
- June 30-July 1-2: Kentucky Educational Association, Frankfort; C. C. Adams, Williamstown, president.
- June 29-July 3: National Educational Association of the United States; president, Superintendent E. G. Cooley, Chicago, Ill.; secretary, Irwin Shepard, Winona, Minn.; at Cleveland, Ohio.

EDUCATIONAL ASSOCIATIONS OF NEW YORK.

- November 29-30: Association of Colleges and Preparatory Schools of the Middle States and Maryland; president, Woodrow Wilson, Princeton University, N. J.; secretary, A. H. Quinn, University of Pennsylvania, Philadelphia, Pa.; at College of the City of New York.
- December 26-28: Associated Academic Principals; president, Superintendent Avery W. Skinner, Oneida; secretary, Superintendent W. J. Deans, Elmira; at Syracuse.
- December 27: Classical Teachers' Association; president, Professor Frank Smalley, Syracuse University, Syracuse; secretary, F. R. Parker, Elmira; at Syracuse.

December 26-28: Council of Grammar School Principals; president, R. H. Savage, Rochester; recording secretary, John E. Healy, Troy; corresponding secretary, Miss C. A. Farber, Rochester; at Syracuse.

December 27: Arts Teachers' Club; president, Miss Stella Skinner, New Paltz; secretary, Miss Katharine Saunders, Auburn; at Syracuse.

December 26-28: Teachers' Association; president, Professor George P. Bristol, Ithaca; secretary, Lyman A. Best, 748 Carroll street, Brooklyn; at Syracuse.

December 26-28: Science Teachers' Association; president, J. S. Shearer, Cornell University, Ithaca; secretary, J. E. Stannard, Greenwich, Conn.; at Ithaca.

December 27, 28: Training Teachers' Conference; president, Superintendent S. J. Slawson, Olean; secretary, Principal J. D. Bigelow, Moravia; at Syracuse.

Spring of 1908: Association of Colleges in the state of New York; chairman, President Rush Rhees, Rochester University; secretary, Howard J. Rogers, Albany; at Rochester University.

NEW ENGLAND STATES.

MAINE.

Under the law by which towns may unite for the purpose of employing a superintendent of schools, seventeen supervisory districts, including forty-five towns, have been formed. By the provisions of this law the state aids in the payment of salaries of these superintendents, who are required to devote their entire time to school supervision. The districts already formed with the superintendents of schools are as follows:—

Abbot, Blanchard, and Monson, Miss Agnes E. Steward.

Athens, Bingham, Carratunk, Concord, Moscow, The Forks, and West Forks, Charles E. Ball.

Bluehill, Brooklyn, and Sedgwick, Frank E. McGouldrick.

Brownville and Milo, Herbert L. Douglass.

Brunswick and Freeport, Charles E. Pennell.

Dexter and Guilford, E. L. Palmer.

Dover and Foxcroft, W. H. Sturtevant.

East Livermore and Jay, Charles B. Knapp.

Eastport and Lubec, John Foster.

Fairfield and Oakland, Charles S. Sewall.

Farmingdale and Gardiner, Charles O. Turner.

Farmington and Wilton, C. W. Pierce.

Old Town, Orono, and Milford, D. Lyman Wormwood.

Rumford and Mexico, H. J. Chase.

Sangerville and Greenville, Clifton E. Wass.

Vinalhaven, Deer Isle, Stonington, and Isle au Haut, Tyler M. Coombs.

Yarmouth, Falmouth, and Cumberland, H. M. Moore.

NEW HAMPSHIRE.

DOVER. Officers of Strafford County Teachers' Association, elected November 22 for the following year, are: President, Superintendent C. C. Ferguson, Somersworth; vice-president, Superintendent Andrew Jackson, Rochester; secretary, Miss Annie

L. Ricker, Dover; treasurer, Principal W. D. Davis, Dover; executive committee, Principal G. W. Howard, Farmington; Principal S. W. Robertson, Rochester; Miss Annie Sullivan, Salmon Falls; member of the New Hampshire Educational Council, Principal E. W. Butterfield, Dover.

CONNECTICUT.

GLASTONBURY. The thirty-four teachers of the town of Glastonbury met recently with the superintendent of schools, Rev. Herbert J. Wyckoff, and organized a teachers' league. A constitution was adopted, and officers elected as follows: President, Leon A. Martin; secretary and treasurer, Miss Genevieve Waters. The league, with the superintendent, H. J. Wyckoff, Miss Laura J. Cuzner, and Miss Vivian E. Gladwin, form the executive committee. The object of the league is to promote the educational interest of the teachers and enlarge their professional ideas. A program was laid out for the year's work. "Dillon's School Management" will be the basis of the first discussion. Meetings will be held once in three weeks and it is expected that these will take the place of the former teachers' meetings.

NEW HAVEN. By a vote of 4 to 3 the New Haven board of education recently adopted a resolution presented by James T. Moran, whereby a new schedule of teachers' salaries is created to go into effect next September under which an addition of \$50 is made to the maximum salary of each teacher employed in the grade schools as an addition to the new schedule which went into effect the first of the present school year. The resolution calls for this \$50 addition to the maximum salary of each grade, and its full significance in figures is shown in Mr. Moran's own statement to the board. The resolution got by with just one vote to spare. A year and nay vote was called and when the majority came out in favor of the increase there was another surprise to the board.

ROCKVILLE. The Teachers' Club has arranged for a series of four lectures by President Flavel S. Luther of Trinity College, "Labor Saving Machinery"; Professor David Todd of Amherst College, "Mars as Seen from the Andes," illustrated; Charles Hopkins Clark of the Courant, subject to be announced; Dr. Ozora S. Davis of New Britain, "Here and There in the Eternal City," illustrated.

HARTFORD. The annual business meeting of the trustees of the Connecticut Teachers' Annuity Guild was held recently. Superintendent N. L. Bishop of Norwich, president of the board, presided. The work of the guild was reviewed and plans for the year's work were formulated. Satisfactory reports were received from the several committees and the outlook for the ensuing year is most encouraging. In the annual election of officers Superintendent Nathan L. Bishop was re-elected president, and Miss Carrie E. Hopkins of Norwich was re-elected financial secretary. This makes the eleventh year that Superintendent Bishop and Miss Hopkins have been honored with these offices.

The Connecticut group of the New England Modern Language Association had an all-day session in the Hartford public high school building.

SCHOOL SUPERINTENDENTS

THE STAMFORD ELECTRIC CLOCK and PROGRAM SYSTEM supplies uniform and correct time to all class-rooms, automatically operates all class signals and gongs day by day on any desired program.

Send for **ESTIMATES and BULLETIN 108.**

MOTORS, DYNAMOS, MOTOR GENERATORS, ETC., for School Laboratories, adopted by N. Y. Board of Education. See bulletin No. 106.

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in November. The Connecticut section of the Association of Mathematics Teachers in New England also held an all-day meeting in the high school building. Professor E. W. Bagster-Collins of the Teachers' College, University of Columbia, made the principal address of the morning to the first-named body. His talk was on "Living Grammar in the Earlier Stages of Modern Language Instruction." There was a discussion of the paper, and other papers on educational lines were read and discussed. Robert H. Fife, Jr., of Wesleyan presided. Miss Nagle of Meriden was appointed librarian of the group, and Professor C. C. Clark of Yale a member of the governing board of the association. Professor T. C. Esty of Amherst spoke to the mathematics teachers on "Suggestions from the College Entrance Board Examinations in Mathematics." There was a discussion by Professor Joseph D. Flynn of Trinity College, Harry B. Marsh of Rockville, the president of the section, Professor Percy F. Smith of the Sheffield Scientific School, Miss Laura Whyte of Norwich, and Homer W. Brainard of the Hartford public high school. The following officers were elected for the ensuing year: President, Homer W. Brainard of the Hartford public high school; vice-president, Professor Wheeler of the Connecticut Agricultural College; secretary-treasurer, Miss Lucy A. Barbour of Hartford; member of the executive committee, Edward L. Montgomery of Meriden.

MIDDLE ATLANTIC STATES.

NEW YORK.

SYRACUSE. The twenty-third annual meeting of the Associated Academic Principals, at Syracuse December 26-28, will be held in the city hall and the headquarters will be at Yates hotel. The Hon. Whitelaw Reid, chancellor of the university and American ambassador to England, will give the principal address at the joint meeting on December 26. He will present some phases of English education. For Friday evening, Dr. Andrew S. Draper, commissioner of education, will discuss industrial needs and trade schools in the United States. Among the other speakers will be Dr. S. Parkes Cadman of Brooklyn, who will speak of "The Spiritual Element in the Teaching Profession"; President Rush Rhees of Rochester University on "The Art of Expression in English," and Dr. J. A. C. Chandler, director of education at the Jamestown exposition.

CENTRAL STATES.

OHIO.

CINCINNATI. The Cincinnati

Principals' Association held its regular monthly meeting November 15. The subject for discussion was "Defectives." Principal Yowell read a paper in which he maintained that the state should provide education for all children, the defectives as well as the normally sound. He also gave statistics showing that the great majority of those classed as defectives may be educated sufficiently to enable them to earn their livelihood. Max Senior of the Jewish Charities gave an interesting talk on the subject. "Defectives," he said, "are of different classes. Some are born defective, and some become so from causes that may be removed; as, for instance, uncleanness, eye and ear troubles, and various other physical ailments." He urged the necessity of careful inspection of school children and the persistent following up of the cases needing attention until improvement, or ultimate cure, is effected. He also advocated a school centrally located with specially-trained teachers for these defective children. Judge Mack of the Chicago juvenile court said that he thought that lack of proper nutrition was the fruitful cause of much of what we call defects in school children. The money spent for the education of the defective classes was money well spent and in the line of a wise economy. Principal Dearness recommended that certificates under the law for those children that wish to leave school and go to work should not be given to any below the fourth grade. He advocated additional authority to carry out the recommendations of the medical inspectors and for additional provision of schools and classes for those needing special attention.

ATHENS. President Alston Ellis of the State University at this place reports that during the last college year there were 1,319 different students enrolled; during the present fall term 540. The enrollment for the same time six years ago was 220. The last summer school was attended by 678 different students. The total receipts for 1907 were \$106,055.83; the contingent fee, \$13,949.35; number of instructors, forty-six; employees' pay-roll, \$70,252.70. Bonded indebtedness, \$30,000. Appropriations aggregating \$131,500 will be asked of the coming legislature, and two years hence \$65,000 more will be asked—for an addition to the library and auditorium equipment, \$15,000; science hall and equipment, \$50,000.

MINNESOTA.

ST. PAUL. The College of Education at the University of Minnesota has opened a small practice school for use in connection with its courses in the theory and practice of elementary and secondary teaching.

The school is under the charge of Professor A. W. Rankin, who was for many years state inspector of graded schools. The college has started also some special Saturday morning courses in the history of education, school management, and high school organization, which are open to the teachers of Minneapolis. In connection with a committee of citizens in St. Paul, Dean James has organized five series of weekly lectures running through the year, in general psychology, educational psychology, sociology, history of education, and English literature. Superintendent S. L. Heeter, of St. Paul, has arranged, in addition, for an elaborate and very effective program of evening work, both of elementary grade and of high school grade, and including many courses in drawing and other manual work of a technical nature for the benefit of those employed in various occupations. All of this work will be carried on throughout the year, and, by the generosity of the committee in charge, at nominal expense to the students enrolled.

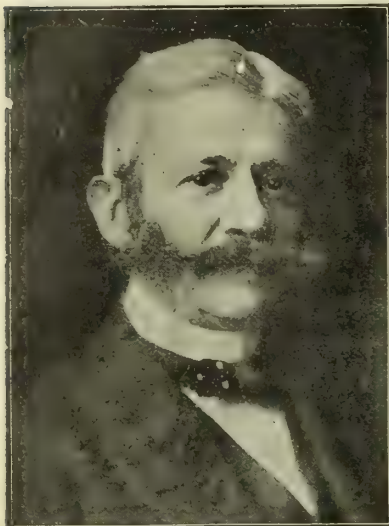
KENTUCKY.

LEXINGTON. Superintendent M. A. Cassidy has prepared, and the board of education has issued, one of the best courses of study in the United States. It is sane, complete, up-to-date.

ILLINOIS.

CHAMPAIGN. The University of Illinois has secured as dean of its college of engineering and its new school of railway engineering and administration. Professor William Freeman Myrick Goss, one of the most prominent figures in the field of scientific and practical engineering. He was born in Barnstable, Mass., in 1859, graduated from the Massachusetts Institute of Technology in 1879, and went immediately to Purdue University, La Fayette, Ind., to organize a practical department of mechanics, of which he has ever since been the head. The engineering experiment station of the University of Illinois was established in 1903, in connection with the College of Engineering, to investigate problems of importance to professional engineers, and to the manufacturing, mining, railway, constructional, and industrial interests of the state. The importance of the work done by the agricultural experiment station to the different states in the Union has suggested the possibility of doing work of similar value to the mechanical interests.

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THE MAGAZINES.

—All through, the Christmas St. Nicholas is a rich feast, with, besides "Little Brother O'Dreams," an exquisite story by Elaine Goodall Eastman, a merry story of "A Night Before Christmas," by Temple Bailey, an Irish legend in verse and prose by Eva L. Ogden, Charles Poole Cleaves' story of "The Bald Brow Christmas Trees," Adelia Belle Beard's hints how "Christmas Tree Decorations" may be made at home, Jessie Wright Whitcomb's pretty tale for very little folk of "The Christmas Goose," and installments of the serials—"Three Years Behind the Guns," "Tom, Dick, and Harriet," and Major-General O. O. Howard's "Famous Indian Chiefs." This month's "true chronicles of a 'diddy-box'" ("Three Years Behind the Guns") tells splendidly the dramatic story of how the Olympia's crew fought, first, fire in the ship's coal bunkers, later a typhoon, which kept all the men wondering how the ship lived through it.

—The Christmas Century is full of interest. Roger Boutet de Monvel, son of the celebrated French artist, has written delightfully of "A Visit to the Paris Conservatoire," a sketch illustrated by Andre Castaigne. Oliver Locker-Lampson has set down his memories and written a sympathetic appreciation of Kate Greenaway. "The Reminiscences of Lady Randolph Churchill" are rich in whimsical humor, as the writer recalls her early experiences in London society and her first visit to stately Blenheim. But the important feature of the number is the publication of the new photographs of Mars, taken by the Lowell-Todd expedition to the Andes last summer. Half a dozen plates are shown, with an account by E. C. Slipher, of just how the photographs were made by him, with an explanation of their significance and value by Professor Percival Lowell, and there are drawings by both representing their visual observations in Chile and Arizona, interesting in comparison. In keeping with the holiday season are clever with short stories by Elizabeth Shaw Oliver, Howard Brubaker, Robert Haven Schauflier, "Daniel Steele," and Mary Buell Wood. "The Shuttle," by Mrs. Burnett, closes with thrilling scenes, and Elizabeth Robins' "Come and

Find Me" develops increasingly tense dramatic interest.

—The Christmas issue of Woman's Home Companion is a sumptuous magazine, with several pages in color. The cover is reproduced from an exquisite painting by Jessie Wilcox Smith, of a mother and babe. The number is full of Christmas atmosphere—rattling good Christmas stories, Christmas pictures by prominent artists, and hundreds of Christmas suggestions of all sorts—practical, fanciful, unique. There is a charming Christmas play and theatrical reminiscence by Clara Morris. Dr. Edward Everett Hale writes of "How to Use the Christ-mass." Irving Bacheller has a new book, and the first part of "The Cricket Tales" appears in the Christmas number. Dr. Woods Hutchinson, the distinguished physician, in "Children and Candy," dissipates once for all the old bugaboo that candy is harmful. Elizabeth Stuart Phelps' great novel, "Though Life Us Do Part," which has just begun in Woman's Home Companion, continues in December; "Keeping the Bins Closed" fires a big gun in the "Know Your Grocer" campaign of Woman's Home Companion. It tells facts every housewife should know. Two songs by the late Edward Grieg, the famous composer, with full musical score, form a rare treat for the lovers of good music. There are scores of stories and articles, in addition, and the departments are full of Christmas ideas and suggestions.

—The Christmas number of Everybody's Magazine is rich in notable and significant articles, and in stories that are worth while. Its most important offering, in view of the recent financial crisis, is "What Caused the Panic"—an authoritative and timely discussion by Lyman J. Gage, Thomas W. Lawson, Professor W. G. Sumner, Stuyvesant Fish, James J. Hill, and Byron W. Holt. The question, "What Is a Good Man?" is answered significantly in a symposium by Archbishop Ireland, Thomas W. Lawson, General Count Katsura, prime minister of Japan; H. G. Wells, and Professor Edward Alsworth Rose. In addition to these special articles, the first of a series important to all students of American agricultural problems and conditions is begun by Herbert N. Casson in "The Romance of the Reaper." The fiction is as notable as are the articles.

Booth Tarkington's serial, "The Guest of Quesnay" is continued, and in addition there are eight short stories. Chief among them are "The Happy Day," a delightful child story by Eleanor Hallowell Abbott, which opens the number; "Next to Reading Matter," by O. Henry; "The Old House Beyond the Hills," by Julia Kennett, and a strong story, "The Kings of Hate," by Arthur Stringer. Porter Emerson Browne, Edwin L. Sabin, Will Irwin, and Alphonse Coulander are the other contributors.

THE WEEK IN REVIEW.

(Continued from page 577.)

conference convened through the joint friendly intervention of the governments of the United States and Mexico. They are to try to settle the various open questions between them, and to reach an agreement which shall ensure them against any violent rupture of their relations for some time to come. In his opening address Secretary Root talked to them like a father. He told them that the really vital thing was not to define general principles or to reach an agreement on paper, but to take measures for the enforcement of whatever agreement might be made and to punish any one who should violate it. The conference apparently approaches its work in good temper and with a sincere purpose.

THE DEATH OF MONCURE D. CONWAY.

The death of Moncure D. Conway removes an active and aggressive spirit, who never cared very much about being consistent but spoke out frankly the convictions which were in him. He was born a Southerner and at first took the southern view of slavery, but early became a vehement anti-slavery agitator and was driven out of his pastorate because of his attitude on that question. Religiously he began his preaching career as a Methodist, then became a Unitarian, and later held views not easy to classify. He won renown as an editor, as a correspondent, and as an author, and he knew many public men and men of letters in America and England, of whom he wrote entertaining reminiscences late in life. His death came suddenly at Paris, on the night before his contemplated departure to the United States.

Time for Learning a Trade.

Signing of indenture papers for a number of apprentices who have been learning their trade at the School of Printing in the North End Union formed an interesting feature of the apprenticeship festival there lately. J. Stearns Cushing presided and Leslie W. Miller of Philadelphia delivered a suggestive address on "Industrial Education and the Public Schools." Mr. Miller's address was of much interest. He said in part:—

"Ever since manual training was first mentioned I have stood up for it, and I still do. I cannot separate my interest in such education from the conviction that the public duty is quite as clear in connection with the encouragement and development of an enlightened and progressive apprenticeship system. In Germany, about whose example we hear so much, these two aims go hand in hand. The government is quite as active in fostering the one as in promoting the other, and it is hard to see how we can hope to get much good out of copying a part of their effort if we fail to grasp the central conviction on which the whole of it is based.

"But then they do a lot of things in Germany that we might profitably study if we were more ready and willing to learn than we are. They encourage family and village industries, have wise navigation laws, they cultivate commerce and everything that tends to facilitate commerce with other nations. We do just the opposite. We glory in the growth of our monstrous combinations of corporate energy, but have no word of encouragement for the individual operator or the small producer, to whom you always look for the best work. Our navigation laws have effectually swept American ships from the seas, and we have made it as hard as possible for other nations to do business with us. We put a prohibitory tax on art, and pretty much everything else that makes for enlightenment and refinement, and yet we hope to formulate some system of instruction for boys and girls that will correct all this.

"It is asking too much to expect industrial education to do it all, but it will do a great deal and our efforts to promote it may be the means of accomplishing indirectly a great deal more. To what extent, for example, is this whole question a public school matter at all?

"Trade high schools, such as have already been established or proposed, cannot differ much from manual training, technical, industrial, or any other kind of high school with an industrial purpose more or less clearly defined, for the reason that they must be high schools first and trade schools afterward; their pupils will be those who must be high schools first and trade schools and their instructors will be high school teachers.

"All this is, and will continue to be, in the direction of higher education, the development of engineers rather than the development of workmen. Dodge the question if you want to, but the truth remains that the high school graduates do not learn trades. The chairman of the Massachusetts commission hopes that trade high schools with four-year courses would attract a good many who do not get beyond the grammar school now. Well, any gain of that

kind would be welcome, because any increase in the five or six per cent. of the school population who go to school after they are fourteen will be something to be thankful for, but I am afraid that for those who may go through them the results will not differ much from those obtained from existing schools, while for the boys who really want to get into the trades the four-years' course would be prohibitory. To be quite frank, too, I doubt very much whether the kind of specialization on the work of any trade which would be possible in a public high school, even if you could get the boys to take it, would lead to results that would count for much when they came to enter the shops as workmen.

"On the other hand we all admit that the gap between the grammar schools, which the children leave at fourteen, and the shop, which they may enter at sixteen, ought to be filled somehow, and I think the school shop with a two-years' course can do excellent service here, especially if it does not try to do too much high school work, and has the practical work taught by practical men. I have come in contact with many worthy persons who seem to think that nobody can do anything or be anything that is worth while except at the end of a college course. They make a great mistake. Knowledge or skill of any kind is not acquired by learning a whole lot about something else, and the notion that no boy or girl can be taught things they want to learn except by drilling them in those which they care nothing about is a monumental blunder.

"Now, whose business is it to see that what we may call the preparatory trade schools, the evening continuation schools, if we are to have them, are amply provided and generously supported? The story of the trade schools which may be counted by the hundreds in Europe is practically the same everywhere. It is the story of co-operation between private initiative, organized local appreciation, and state support. There is work enough for all these agencies to do, and no one of them can be spared."

There was an address by Edwin D. Mead on "Industrial Progress in Germany," and another by George H. Ellis on "The Responsibility of the Master to the Apprentice."

Examination of Candidates.

An examination of candidates for certificates of qualification as assistant director of physical training and athletics, as instructor, and as assistant instructor of athletics will be held in the Boston Normal school, Huntington avenue, near the Fenway, on Friday and Saturday, December 6 and 7, 1907, at 9 o'clock a. m. The requirements for these certificates, in addition to evidence of good moral character and scholarship, are:—

For the assistant director of physical training and athletics certificate: (a) A diploma from a college, a university, or a medical school, approved by the board of superintendents, or from an institution of as high a grade; (b) Evidence of three years' successful experience in teaching and governing schools, a satisfactory portion of which experience must have been in physical training.

For the instructor, and for the assistant instructor in athletics certi-

ficate: (a) A diploma from a high school, approved by the board of superintendents, or evidence of an equivalent academic education; (b) Evidence of three years' successful experience in teaching and governing schools, a satisfactory portion of which experience must have been in physical training.

Note I. Original testimonials are required. If copies of such testimonials are also filed the originals will, after verification, be returned to the candidate.

SUBJECTS OF THE EXAMINATION FOR CERTIFICATES.

Elementary Examination.—A candidate will be examined in the following subjects: (1) English and American literature; (2) One foreign language (Latin, French or German), or algebra, or plane geometry; (3) Psychology and principles of education; (4) Essay; (5) History and literature of systems of physical education.

Advanced Examination.—A candidate will also be examined in one major and two minor subjects as follows: Major subject, principles of physical education, including demonstration with a class; minor subjects, gymnastics, games, play and athletic sports; applied anatomy, physiology, and hygiene.

Note II. The term major implies a more extensive knowledge, and a major subject will occupy a longer examination period.

Note III. The subjects of the examination for instructor and for assistant instructor of athletics will be the same as for the assistant director of physical training and athletics, but the examination will be less comprehensive in its scope than that for the latter position.

The physical fitness of each candidate must be approved by the director of physical training and athletics. A candidate coming from a distance of seventy-five miles or more may arrange in advance with Dr. Thomas F. Harrington, director of physical training and athletics, to conduct the required physical examination and demonstration lesson on Wednesday or Thursday, December 4 and 5, 1907. For other candidates a later date will be assigned. A candidate should provide himself with a gymnasium suit for use at the demonstration lesson.

The American College.

The American College for Girls in Constantinople has two literary societies, the P. B. T. U. Society and the Theta Alpha Society. These have been in existence for a number of years is the P. B. T. U.'s year for enbership, practically all of the students in the college proper being chosen by one or the other society, indeed a recent rule forbids the omission of any student for more than one year. Each society gives one public entertainment in the spring, alternate years. In the year in which a society gives this entertainment it is entitled to three-fifths of the eligible new students. This year is the P. B. T. U.'s year for entertaining, so they have taken in eighteen new members, while the Theta Alphas have received only twelve. The society that does not give any entertainment generally gives a dinner to the other society. All of the other meetings are confined to the members of the society holding them, and are held once a

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week in the evening. At these meetings business or literary programs are given. The Theta Alpha Society has decided to publish a College Chronicle this year. The societies are very modest. They have no fraternity houses, nor, since the fire, even a special room, to meet in, but are obliged to hold their meetings in classrooms. But what they lack in material luxuries, they compensate for by strong society spirit, supported by society colors, songs, mottoes, etc.

The initiation of the new members of the P. B. T. U. Society took place on Saturday, October 12, in the drawing room and library of Bowker building, and that of the Theta Alpha Society was held on October 28 in the same rooms. These societies,

being quite a new idea to Oriental girls, are a source of great pleasure to them, as well as being a means of training them in administration, presiding, and the knowledge of a few parliamentary rules. The president of the P. B. T. U. Society this year is Eveline Thomson, and the president of the Theta Alpha Society is Chrysanthe Eliou.

The Christian Association gave a small bazaar recently to raise money in aid of the College Social Settlement. We consider this work of Miss Mianzara Kapriellian in the degraded village of Chalgara as our College Social Settlement, partly because Miss Kapriellian is a graduate of this college, and partly because a large part of her financial support comes from the teachers and students here. Miss Kapriellian herself calls it by no name, she is simply living in Chalgara to be of service to the benighted villagers of whom she chanced to learn. In answer to a letter containing money for her work she writes:—

"My village life and this small new world of mine has been full of mercies. It is encouraging to see people eager to hear the truth, and begging me to stay with them always. * * * Glad to say our nearest villagers are catching the good disease of cleanliness. Some began to wash their windows and houses. I am with them and among them cleaning up houses, washing clothes, making bread and setting up threads for their looms. I love my villagers, and to do anything for them is my joy." (It is a delicate, refined lady who has set herself this physically loathsome task. She next tells of a work more fitting for her alert mind and slight physique.) "I hope that there will be many young women who will take reading lessons in winter when they get through with their field work."

She has been given money to buy land and build thereon a model cottage to live in, but she writes that the land is not bought yet, as there have been the usual delays. She is, however, installed in a little room which seems very wonderful to her neighbors. She says:—

"I have quite a good room for myself with a little rent. Each corner has its special use—a bedroom, a sitting-room, a pantry, and a kitchen with a big oven. Perhaps the exposition at St. Louis had less admirers than this mysterious room of mine, which drew the admiration of all the village women, and they came group after group to see. It was interesting to listen to their remarks. Someone said with a sweet smile: 'You have gathered flowers of seven mountains in your room.' Others: 'Surely God will be found here, it is so clean.' Some asked (and this is the most touchingly naive of all): 'How will you leave these things when you die?' whom I answered with a smile: 'There are many mansions above me, and I shall not need these things.'"

The lack that she feels in the village is that of a preaching hall; the wretched stable now used for that purpose hurts her feelings badly, she writes. But she knows that another will be built. "I see it all built in my mind."

Our students take the deepest interest in this beautiful work, and contribute very generously towards it.—Boston Transcript.

BOSTON THEATRES.

KEITH'S.

Americans who are familiar with the music halls of London know that there is one singer who stands supreme, the greatest of all favorites, a comedienne whose name is always at the top of the bills and who is invariably the "star turn" of the program. Marie Lloyd is her name and she is now making her first visit to this country, having made her debut in New York, where she has been the fad for several weeks past. Boston is the first city she is to visit "on tour," and next Monday will find her the headliner at Keith's. Her songs are all her own, with catchy, swingy melodies that will remain in the memory and become speedily popular. "The Boy Comic," as James J. Morton is popularly known, will have a fresh fund of his nonsense talk. "Our Boys in Blue" have just returned from Europe, where they made a sensation with their wonderful military act. Ed. F. Reynard, America's greatest ventriloquist, with his remarkable mechanical figures and stage effects; Work and Ower, with their unique acrobatic act; the Macarte sisters, in their attractive exhibition on the wire; Bruno and Russell, with that lively singing and dancing skit. "The Insurance Agent"; the Meredith sisters, the original "Hiawatha Girls," singers and dancers; and the Dixon brothers, musical clowns, will all have prominent spots on the big bill. Bailey and Fletcher, a clever "real coon" team; Lowell B. Drew, with imitations of stage favorites; Brooks and Jeanette, conversationalists, and new pictures by the kinetograph will round out the program.

College Notes.

At the regular November meeting of the Yale Corporation in New Haven, Conn., Eli Whitney of New Haven presiding in the absence of President Hadley, announcement was made of the receipt of a gift of \$50,000 in lumber company bonds from F. E. Weyerhaeuser, chairman, and William Carson, treasurer, of the committee on endowment of applied forestry and practical lumbering, appointed by the National Lumber Manufacturers' Association. The fund is to be used towards supporting the chair of applied forestry and practical lumbering in the Yale Forest School. Higher requirements were determined on for the degrees of master of laws and doctor of civil law.

The following lecturers on insurance in the college were appointed: John B. Lunger, vice-president of the Travelers' Insurance Company; John M. Holcomb, president of the Phoenix Mutual Life Insurance Company, and Richard Bissell, president of the Hartford Fire Insurance Company. The three newly-appointed lecturers are of Hartford. Edward K. Root was appointed lecturer on life insurance examinations in the Medical School. Many new appointments in the university library were approved. The corporation made an appropriation of several thousand dollars from the university income for making over two houses on Cedar street near the university clinic to be used as laboratories for the professor of medicine and the professor of surgery in the Medical School.

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WHAT THEY SAY.

WILLIAM SCHUYLER, *St. Louis*: The schoolmaster's influence depends more upon what he is than upon what he knows.

JENNIE E. POMEROY, *Utica, N. Y.*: A majority of the girls make at home what they have learned to prepare in class, and some of them are faithful teachers of the subject to mother, older sisters, and neighbors.

SUPERINTENDENT F. M. FULTZ, *Burlington, Ia.*: Pride in one's profession goes a long way towards success. Pride to be among the best in one's profession, and constant endeavor to attain that result are also important features.

SUPERINTENDENT C. F. BOYDEN, *Taunton, Mass.*: When each individual is being made the best fitted for the best that is in him and about him, he is being truly and rightly educated, whether he has one or ten talents. To aid each in becoming his best is to educate him.

SUPERINTENDENT A. B. BLODGETT, *Syracuse, N. Y.*: If women shall be employed as principals of full grammar schools, including all that prepares for high school work, I have the further conviction that in such situations the salaries of woman principals should equal those paid to men.

PRESIDENT L. H. JONES, *Ypsilanti, Mich.*: We who pride ourselves upon manual training and physical culture, we who painfully struggle to make our children adepts in one or another fashionable accomplishment,—often against such odds as should assure us of our wasted time,—might we not at least show something of the same interest in developing youthful minds and souls?

PRESIDENT CHARLES W. ELIOT, *Harvard University*: We have reaped now in the public school system all the benefits of system and uniformity; and it is high time to superinduce in the American school the opposite benefits of flexibility and variety. The three fundamental things for the improvement of education up to the age of eighteen are: (1) The extension downward of departmental teaching; (2) the earlier introduction of many subjects now reserved for the high school; and (3) the promotion or advancement of the individual pupil by subject and not by the year or the half-year.

PROFESSIONAL SPIRIT.

BY SUPERINTENDENT E. C. WARRINER, SAGINAW.

The characteristics of professional spirit, *esprit de corps*, among teachers are pride in one's work, desire to increase one's own proficiency, interest in everything which will advance the welfare of the profession, and a willingness to be useful and helpful to the community or to one's pupils.

In order to take pride in one's work one must like it, must find joy in its pursuit. One must look forward to the work of the day with an anticipation of pleasure and satisfaction in what may be accomplished. If one rises to the day's work with a feeling of dread or apprehension, if there is a lump in his throat as he goes to school, something is plainly wrong. Such feelings may, of course, be temporary, and do probably come to everyone, but if this feeling of repugnance and unhappiness continues day after day, a teacher may be sure that he will never find joy in his work, and consequently will take no pride in it. To succeed in any work in the world, the first essential is to like the work and to have a deep feeling of pride in doing it well. This is true of the humblest of occupations, and it must be true in an especial degree of school teaching.

"A servant with this clause makes drudgery divine,
Who sweeps a room as to God's laws makes that and
the action fine."

Pride in one's work includes also an appreciation of the importance and possibilities of the occupation. One must feel that his activity is really useful and thoroughly helpful to the community. He must believe that he occupies an important place in the scheme of civilization, that without his work there would be a lack in the order of things. If one has this feeling he will hold up his head with a true feeling of pride that he finds his place in so useful a field of endeavor. One who has to apologize for the nature of his calling invites defeat from the start. One will never throw his whole soul into any work which he feels is not vital to the world. School teachers, above all others, have a right to take the deepest pride in their work because it stands high in the estimation of the world as a most important function of society. But a teacher may also take pride in his profession because of his accomplishments. A person who constantly meets defeat in his work will soon lose courage. There must be the joy of achievement to give us heart for to-morrow's work. In school teaching the progress of our pupils in knowledge and in the growth of character is plainly marked. Nothing can give one greater satisfaction in life than to watch the growth and unfolding of the human soul as seen in a year's work in the school-room. A teacher may well take pride in the thought that he is an instrument in this growth. If, perchance, this feeling of satisfaction does not accompany one's work in school, he may well question his adaptation to the work of teaching. Progress, growth, development are the natural re-

sults of school teaching, results which beyond anything else should lead to a professional pride.

Professional spirit is marked also by a deep desire to make one's self proficient in his work. The spirit is plainly seen among the older professions, such as law and medicine. Those lawyers and physicians who give a standing to their professions and make their callings worthy to be called professions are the learned lawyers and physicians, those who are constant students and whose power and ability increase year by year. The value of the services of a really able lawyer or physician increases with his years of experience. This should be the case as well with school teachers, and would be if they had a real professional spirit. This spirit would give them always a feeling of discontent with present achievements and a desire to conquer new fields of knowledge and to develop new resources of usefulness. A teacher with true professional spirit will never have to be forced into plans for self improvement. He will hail with satisfaction and gratitude every opportunity afforded him for bettering his condition.

EDUCATIONAL DOINGS IN FRANCE.

BY WILL S. MONROE.

Probably no country in Europe has made such marked strides in elementary educational matters during the last quarter century as France. In fact her present efficient common school system is the creation of the last twenty-five years. The pity is that Americans know so little about the progressive educational movements in the third republic. Not that we are without school men who travel, but most American students make a bee-line for Germany.

To the student interested in the administrative side of school work—especially organization and supervision—France offers a most suggestive field. Likewise in all matters touching the training of elementary teachers.

The recent student year in France of Professor Frederic E. Farrington of the University of California was productive of a valuable book on the public primary school system of France with special reference to the training of teachers. Professor Farrington is in France the current year on another educational mission, and we may hope that he will have more to say on the subject upon his return home.

Dr. Theodore B. Noss, the efficient and scholarly principal of the state normal school at California, Penn., spent the entire past year in France in a careful study of educational conditions. His investigation of the normal schools was characteristically thorough, and it is to be hoped that he will shortly publish some accounts of his investigations. Dr. Noss was accompanied by his wife, a popular and able instructor of language and literature in the same institution.

American students will be interested to learn that Ferdinand Buisson, the real creator of the present elementary school system, and for seventeen years director of elementary schools, is now a member of the national Congress, where he is doing excellent service for education, and it is to be hoped that he may ultimately be placed in

charge of the ministry of public instruction. Gabriel Compayre, likewise well-known in America, has resigned the presidency of the university at Lyons, and now holds an important post in the supervision department of the ministry of public instruction. Miss Marie Dugard, professor in the Lycée Molière, who made an extended tour in our country some years ago, is at work on a comprehensive account of the life and philosophic doctrines of Ralph Waldo Emerson.

Miss Alice Kuhn, for a time connected with Smith College at Northampton, Mass., is now in charge of Collège La Fayette in Paris, an institution designed especially for foreign women who are studying at the French capital. Many Americans are students at the college, and the institution warrants the most hearty commendation. The course of instruction is in the language and literature of France, lecture on French history, civilization, and art, and carefully planned visits to museums, cathedrals, and public buildings. The college is authorized by the University of Paris, and is honored with a subsidy from the municipal council of the city of Paris.

The La Fayette College has a notable foreign committee of patronage, the United States being represented by such well-known names as President Seelye of Smith College and Professor William Morris Davis of Harvard University; and England is represented by Sir Archibald Geikie. Miss Kuhn is a woman of fine literary attainments and splendid executive ability, and her American friends will wish her the large measure of success which she deserves.

The "summer school idea" is gaining rapidly in France. Several of the provincial universities now offer vacation courses. Grenoble, which led in this work in France, continues to be the Mecca of the foreign students. Enterprising men—not only in the university of Grenoble, but in the municipality and province—have been untiring in their efforts to offer attractive summer courses, with the result that Grenoble is visited each summer by 500 or 600 students from the different countries of the world. The location of Grenoble in the heart of the French Alps is superb, and it is an ideal spot to spend a summer in study. The summer school is well patronized by Americans, chiefly teachers. Marcel Reymond, a public-spirited citizen of Grenoble, is at the head of the committee of patronage.

SCHOOL EXPENSE.

The number of cents per day which it costs for education per pupil: Montana, 36.7; Nevada, 31.3; Colorado, 26.4; North Dakota, 26.4; New York, 25.2; Massachusetts, 24; California, 24; Wyoming, 22.7; South Dakota, 22; New Hampshire, 20.5; New Jersey, 20.1. At the other end of the line are: South Carolina, 6.2; Georgia, 6.3; Mississippi, 6.5; Alabama, 6.9; Tennessee, 7.3; Virginia, 7.8; North Carolina, 8; Kentucky, 9.5; Florida, 10.5; Arkansas, 10.7.

A university professor has committed suicide because he lost \$15,000 in Wall street. Several schoolmasters escaped such losses and are alive and well.

COLLEGE MEN IN THE EAST.

BY CHARLES F. THWING, LL.D.,

President of Western Reserve University.

The phrase, the American college graduate in the far East, had not become specially significant until the beginning of the last ten years. The American college graduate, like commerce, follows the flag. The creation of American interests in the far East has opened opportunities for careers for college men. These opportunities college men have not been slow in embracing. Knowledge of and rights in a country on the part of America attract the graduate of the American college to that country.

In the almost a decade since America secured governmental and territorial rights in the Philippines, not less than three thousand college graduates have gone to that part of the far East or neighboring countries. Most of them have gone as teachers, but hundreds have entered other forms of the civil service, and a few also have gone as engineers, as physicians, as officers of the Young Men's Christian Association, and of other similar organizations. They have come from all colleges. They have entered this work with the thought, and not a few under contract, of remaining two or three years. Some have, before the expiration of their contract, been released, but others, and not a few, have left their native country prepared to make their permanent home in the far East. Others who have gone in doubt regarding their future have found opportunities so favorable that it is apparent their life's work will be done beneath the Eastern tropics.

With all of these graduates who have thus entered into the life of the far East, the pecuniary element has been at least a condition, and with many a distinct motive. The ordinary graduate, stepping down from the commencement platform, is, if not penniless, at least poor. His home has done for him all it can do, and all, too, which he knows it ought to do, or which he himself should accept. To make at least \$3,000 in the first three years following his graduation is a most quickening and satisfying hope.

The character of the men who thus migrate represents the noblest elements of simple American manhood. They belong to the great body of the common people; but their ability, independence, and energy have lifted them far above the level. Into every new country, from the old, go at once the worst and the best. While the college men who move into the far East are not usually either the best or the worst, they belong to the third estate of the academic community. But, be it said, in moral character they are usually stanchest and sturdiest. The cardinal virtues rule them, and glimpses of highest things inspire.

It is indeed well that these graduates going into the far East are supported by the great ethical assurances of character, for the temptations which assault are constant and severe. The temptations, perhaps, are not so much direct attacks as they are atmospheric influences disintegrating moral fibre.

These men are usually homeless. They also are obliged to live in atmospheres in which certain practices are looked upon as being harmless—quite as harmless as they were by the fellow citizens of Pericles—but which in their New England homes would be regarded as nothing less than abominations. The cause which most strongly contributes to the failure of college men in America is inability to get on with their fellows. The cause which most constantly contributes to the failure of American college men in the far East is moral weakness.

The Young Men's Christian Association is, although with lessening effect, still looked upon in some parts of the United States as the nurse of weak men; but in the far East the association holds the intellectual respect of all people; it is the most potent force for the betterment of the higher order of native peoples, as it is also for conserving the character—so far as any exterior force can conserve—of the men who come to the islands of the sea and the remote continent. Damnation can be bought cheap anywhere; and the forces which make for the strengthening and enrichment of character can also be had.

Be it said that the American college graduate who has gone into the far East is usually a man. It is also to be added that the United States government is inclined to place severer restrictions about women who wish to go into the far East as teachers than it did five years ago. These restrictions are largely domestic. The government is less inclined to commission the woman who is unattached or unattended. Although men have outnumbered women by many hundreds, not a few college women have gone as teachers. I know somewhat of the efficiency of the service of some of these women, and also of the acceptableness of their personalities. They have been received into some half-civilized village as curiosities, and, after years or months, have remained as saints. Some of them have married, and married men, also Americans, engaged in similar work. Others still continue, after years of service, and in this service will remain for an indefinite time, but others, and more, have already returned home.

WIDER USE OF LIBRARIES.

The public libraries can be made of inestimable value to the schools beyond the use of the books. The art exhibits are beginning to be appreciated as indispensable, but beyond these there are many other exhibits that can be put in place for a few days, such as bookbinding, costume, Japanese art, furniture books, pictures of fish and birds, art metal work, art of India, a bird's-eye view of our local government, ceramic art, books, maps, manuscripts, etc., relating to the history of the state, books, manuscripts, etc., illustrating the history of printing, and picture post cards.

The possibilities are limitless when, as is now becoming customary, each library works up one especial line, and then they exchange exhibits, as Newark, N. J., and Grand Rapids, Mich., did recently.

LAW AND LANGUAGE.

BY THE LITERARY EDITOR OF THE NEW YORK TIMES.

The late James Coolidge Carter of the New York Bar, summoned by his own fine conscience to consider why he found himself instinctively antagonistic to the plan of codifying the unwritten law of the state of New York, once set himself to an inquiry into the essential character, source, and sanction of law. Mr. Carter concluded that law is the formal expression of general opinion. What is customary is lawful. What is opposed to custom is illegal. Legislation transverse of public opinion is, ipso facto, void. The business of bar and bench may accurately be described as the finding of law in the consensus of public judgment. A crime is a solecism, an error of taste, failure to subscribe to the standards, neglect to fulfill the expectations of the community.

It may be permitted a literary journal to suggest that this remarkable interpretation of law is not without significance in the domain of literature. If what Mr. Carter declares is true of the law of conduct, it is equally true of the law of language. Here also the fount of authority is the general opinion at any time as to what is at that time best for all concerned. No dictionary, no grammar, no spelling board, no academy is competent to fix the law. Etymology and precedent may be taken into consideration, but their dicta are void in the presence of current general usage to the contrary. To codify the laws of language is as futile as to make statutory and codify the unwritten law of the state. Nothing is more living than language, and to live is to change. The consensus, the usage, in which the law of language at this moment rests, is the usage of this moment; there can be no attempt to appeal to opinions held *semper*, *ubique* *ea ab omnibus*—for none such exists in literature any more than in theology. The moment is supreme for itself, though indeed it stands upon the shoulders of all the ages gone. Grammars and codes of law are compiled in efforts to reduce to formal expression the legal or the verbal consensus of the moment, but they are written only, like a Ph. D. thesis, to be outgrown.

We are far from contending that this is an adequate or even an essentially true account of the matter; we are merely pointing out (with some concealed satisfaction) that if Mr. Carter's theory of law is valid, it hurls confusion into the camp of the literary purists.

There isn't much to say to the ignorant and the careless, but the literary anarchist and the literary oligarch should alike be told that he is a person intolerable. Law is still law, even if it be only custom, and the wanton defiance of it by the George Ades, the Wallace Irwins, the Whitmans, and the Brownings is a wilful and perverse offence against society. On the other hand, law is no system of statutes of Medes and Persians, to be expounded from hoary books, and the oligarch is at heart as lawless as the literary anarchist.

There is the oligarch who finds the law only in "good authors." He would be a Ciceronian, but

he becomes a Jesuit dependent upon the theory of probabilism—for you can justify any vicious use under heaven by reference to "good authority." Then there is the oligarch who takes his stand on etymology. "Aggravating" comes from "ad" and "gravis"; how can it possibly mean "annoying"? There is the consistency oligarch and the orthographic oligarch and half a dozen other species of him. He is a pestilent fellow always, an obstructionist, and an enemy of the spirit of law, however precise he deems himself in devotion to what he mistakes for its letter.

For if the ground of law be custom it is that that the lover of literary order will observe. He will refuse to be of the company either of the anarchists or the oligarchs, turning from these to that great body of users of the language on whose lips the language lives and grows, responding to the needs of living and growing men—the men who bear onward the purposes of the race, and whose language best answers to, and afterward records, the broad movement of a nation's history, as it best preserves the idiom of the nation's tongue. The main stream of a people's language does not dally in the pages of the precisionists; it rushes by way of the popular speech. Johnson's "Preface to Shakespeare" (once it was necessary to justify the language of Shakespeare) is wise on this point:—

"If there be, what I believe there is, in every nation a style which never becomes obsolete, a certain mode of phraseology so consonant and congenial to the analogy and principles of its respective language as to remain settled and unaltered, this style is probably to be sought for in the common intercourse of life, among those who speak only to be understood, without ambition of elegance. The polite are always catching modish innovations, and the learned depart from established forms of speech in hope of finding or making better; those who wish for distinction forsake the vulgar when the vulgar is right; but there is a conversation above grossness and below refinement, where propriety resides and where this poet seems to have gathered his comic dialogue."

The "conversation above grossness and below refinement"—is this the verbal custom which would be the verbal law?

EDDIE SHELDON.

Hon. E. A. Sheldon is one of the noted men of a central county in New York state. Judge B— tells me this story: He was riding in a parlor car between Buffalo and Albany with Mr. Sheldon. Soon after they were well seated in the car the train boy came in from one of the coaches, calling out so that the whole car could hear: "Is Mr. Eddie Sheldon in this car? A lady in the second coach would like to see him." There was no response, and the train man returned to report that Eddie was not there.

As several persons knew Mr. Sheldon, there was much sport at his expense, and for a long time afterward he was guyed by them and on every annoying occasion was dubbed "Eddie."

When the train reached Albany, a prim maiden was heard calling out: "Eddie, Eddie, I knew I saw you get into the parlor car, and I sent for you, but you were not there when the trainman called

your name"; and another group of acquaintances had a joke on him, and the dear maiden auntie cannot understand why she is not a favorite with all the men.

THE GROUP SYSTEM OF TEACHING.

BY ANDREW W. EDSON, NEW YORK CITY.

Much has been said of late at educational gatherings and much has been written about the division of classes into groups in the main subjects. This discussion has led thoughtful teachers more and more from mass teaching to individual instruction. Mass teaching is apparently in the line of least resistance, and unless the attention of teachers is directed constantly to the many advantages of separating a class into two or more groups, this separation will not be made. In connection with mass teaching there comes a tendency to make the recitation too prominent. This is owing partly to the fact that teachers when closely supervised feel that their work and worth are determined largely by the recitation.

The object of classification is to place pupils in right relations to work and to each other, and to facilitate progress through the grades. In any school differences are sure to exist in the age and maturity of pupils, in their ability and power of application, in regularity of attendance, and in the amount of assistance rendered at home; and these differences must be recognized.

Some of the disadvantages that are often apparent in mass teaching are: A loss of individuality, a loss of time in manipulating the machinery, and an unfavorable effect upon the bright pupils as well as upon the dull ones. Any system of grading has a tendency to hold in check the bright pupils, and thus to stifle, rather than quicken, mental activity. On the other hand, in the usual plans of grouping, the dull and slow pupils are likely to fail to grasp much of the work that the brighter pupils can do readily, and thus lose interest in their work.

The essentials in any well arranged and wisely supervised system of schools are: A broad and flexible course of study, short intervals for promotion, and individual attention at every step. The principle involved in promotion should be clearly kept in mind, namely: Promote a pupil at any time when the work of the grade above better meets his needs than does the work in the grade in which he happens to be placed. It should therefore be the ambition of a teacher to advance deserving pupils rather than to hold back the class leaders. Loose gradation affords the teacher an opportunity to recognize and reward effort, to promote and demote pupils easily, and to re-classify frequently.

The main arguments in favor of teaching pupils in a single division are (a) fewer classes, (b) more time for each class exercise, and presumably more thorough work, (c) closer attention to business on the part of all pupils in the room, and (d) less work for the teacher.

These arguments may seem unanswerable to the

teacher who has never divided her class into groups for purposes of study and recitation. Let her give the plan a fair trial and she will find an answer to her doubts. The real excuse in most cases for hesitation in dividing a class into groups is that it may make more work for the teacher, an excuse that does not deserve serious consideration.

The main arguments in favor of at least two divisions in the main subjects in a class are: (a) A small group of pupils can be kept interested, attentive, and mentally alert better than can a class of forty or fifty pupils. In other words, any teacher, however skilful and successful she may be, will hold the enthusiastic attention of one-half or one-third of the class better than she can of the entire class and can do more and better work with a small group in fifteen minutes than she can with a large class in thirty minutes. (b) A definite time for study is afforded. The wise teacher in the elementary grades regards the study period, if well used, of as much value to the pupils as the recitation period. Unless the program allows a definite time for study as well as for recitation, independent and thorough study is sure to be neglected. (c) The power of concentration and inhibition will be strengthened by a division of the class into at least two groups. Pupils who recite in a single division are apt to grow intellectually helpless; they cannot apply themselves with vigor to the work in hand, and when they enter high schools they find it impossible to prepare their lessons without the constant oversight and assistance of the teacher. (d) There is less inclination on the part of the teacher to render assistance in group teaching than when the class recites as a single division. The teacher must necessarily talk and explain less in short periods with two divisions than in a long period with a single division. And a point well worth consideration is the fact that her questions and explanations must be given in a quiet voice, lest she disturb the division which is preparing a lesson. (e) During the recitation there will be more attention to the individual child in a small group than in a large group, and more opportunity for wise assistance and the promotion of deserving pupils.

The plea in favor of two divisions in any class resolves itself, therefore, into a plea for greater care and closer oversight of the individual pupil. The special plans that have been presented in the past few years by Superintendent Search of Pueblo, Shearer of Elizabeth, Cogswell of Cambridge, Van Sickle of North Denver, Reed of Odebolt, and Kennedy of Batavia all have as their basis the special needs of the individual child.

No division of a class into two divisions should be undertaken unless the teacher enters upon it

willingly and enthusiastically. It may be best at first to divide the class in but a single subject, and possibly never in more than two or three subjects. In writing, drawing, constructive work, physical training, music, spelling, composition, and in development work, it is not necessary to have more than a single group in a room. In any division, it may be best to have the same number of pupils in each group, or one group may have twice as many as does the second group, everything depending upon circumstances. It may at times be well to have the groups identical in all subjects, or it may be wise, for instance, to have a pupil in language in group A and in arithmetic in group B. It all depends, again, upon the ability of the individual pupil and upon the purpose of the teacher in making the division.

It should be the invariable practice of a teacher to give some attention to the work in which pupils have been engaged during the study period. If this is not done, children will grow careless, and the study period will be worth but little to them. The inspection may be brief, but it should be made.

In a very large number of the schools of the city of New York special classes have been formed within the past few years. Grade C classes for the purpose of teaching English to foreigners, grade D classes for the purpose of giving a good elementary education to over-age pupils, who must secure an employment certificate as soon as the law permits, and grade E classes for over-age pupils who may be induced to remain in the school and complete the elementary course if given special attention for a term or two at the time when they are most likely to drop out of school. These classes have proven a Godsend to thousands of children in our schools.

In some schools the plan has been followed of forming plus classes, so-called, by placing in the hands of a strong and enthusiastic teacher the brighter pupils of the regular promotions with the hold-overs of the grade. The class remains with the teacher for a full year, and is able to cover three terms' work in two terms. This is working admirably in many of the schools. In some cities the plan has been tried of placing two separate grades in each classroom, in order to secure group teaching.

The following are suggestive programs for teachers who are considering the advisability of making two groups in their class work:—

TIME.		PRIMARY GRADES.		DIVISIONS.	
Begin.	Min.	Recitations.		A	B
9.00	15	Opening Exercises		—	—
9.15	20	Writing		—	—
9.35	15	Arithmetic A		—	X
9.50	15	Arithmetic B		X	—
10.05	15	Composition		—	—
10.20	20	Recess and Physical Training.		—	—
10.40	20	Reading A		—	X
11.00	20	Reading B		X	—
11.20	30	Drawing, Sewing and Constructive Work		—	—
11.50	10	Music		—	—
12.00	—	INTERMISSION.			
1.00	20	Reading A		—	X
1.20	25	Nature Study		—	—
1.45	15	Composition		—	—
2.00	20	Recess and Physical Training.		—	—
2.20	10	Drawing and Constructive Work		—	—

2.30	20	Reading B	X	—
2.50	10	General Exercises	—	—
3.00	—	DISMISSION.		
TIME		GRAMMAR GRADES.	DIVISIONS.	
Begin.	Min.	Recitations.	A	B
9.00	15	Opening Exercises	—	—
9.15	15	Study	X	X
9.30	10	Arithmetic (Mental)	—	—
9.40	15	Arithmetic A	—	X
9.55	15	Grammar	—	—
10.10	15	Writing	—	—
10.25	10	Recess and Physical Training.	—	—
10.35	15	Arithmetic B	X	—
10.50	15	Reading A	—	X
11.05	15	Reading B	X	—
11.20	40	Drawing and Constructive Work	—	—
12.00	60	INTERMISSION.		
1.00	15	Study	X	X
1.15	25	Composition	—	—
1.40	25	Geography or History A	—	X
2.05	10	Physical Training	—	—
2.15	25	Geography or History B	X	—
2.40	10	Spelling	—	—
2.50	10	Music	—	—
3.00	—	DISMISSION.		

Note. X is a study period for the divisions indicated.

PROMOTION BY SUBJECTS.

BY S. STEFFENS, PRINCIPAL LIMA (OHIO) HIGH SCHOOL.

In the March number of the School Review appeared a long and elaborate article devoted in part to a discussion of this subject. In the Journal of Education of October 31 I find the following paragraph: "Promotion by subjects in the high school is the present topic for popular discussion."

Promotion by subjects has been the method of promotion in the Lima, O., high school for at least fifteen years. When I read the article in the School Review I was surprised to learn that this method of promotion is not generally employed, particularly in New York and other eastern cities, where we suppose all the good educational ideas originate.

In my early educational work the pupils who were not promoted because they had failed in part of their work were the cause of much trouble to me. Many of them left school rather than repeat the year's work, others who remained lost interest in their studies, wasted their time, and finally withdrew, and but few received any benefit from reviewing the whole year's work. What to do with these pupils who failed became a serious question.

At this time a former pupil of the high school, a college student, visited me and informed me that part of the studies he pursued were freshman studies and the rest sophomore studies, and that he would rank as a freshman until he had completed all the freshman studies in his course. It occurred to me that if this method of promotion were satisfactory in college it might be worth while to try it in the high school.

At the close of that year the high school freshmen who had failed in one or more of their studies were given credit for the studies they had completed, and were made to review the studies in which they had failed the next year.

When the school was small and there were only a few teachers it was sometimes difficult to make a program that would enable these irregular pupils to recite in all the subjects they had to take. As the school increased in numbers and this method

of promotion was applied to all the classes, the difficulty of making a program that would meet the requirements of all pupils remained, but the advantages resulting from the new method of promotion outweighed all inconveniences arising therefrom.

At present, with an enrollment of more than 500 pupils and the number of teachers increased in proportion, the difficulty of making a working program is practically removed, as there are classes in all the subjects studied at nearly every period of the day. Some of the divisions, or sections as we

call them, have more than the regular number of pupils, but that is not a very serious matter.

Some of the pupils who failed in part of their studies in the Freshman year become good students, others require five years or more to complete the course. In a class of fifty-four graduated last June there were three boys who had been high school pupils for five years. Want of time prevents me from giving a fuller account of the results of the method of promotion by subjects in this school. The plan certainly is rational and has proved very satisfactory.

THE WORLD'S NERVE CENTRES.—(XLI.)

BY RALPH WARBURTON.

OKLAHOMA:

"BEAUTIFUL LAND."

By the formal admission of Oklahoma into the sisterhood of states on November 16 last, a new star is added to the already large group in the azure field of the nation's flag.

Almost twelve years have passed since a new state was added to the long list by the admission of Utah. For several years Oklahoma has been ready for, and even solicitous for statehood, but for reasons that need not be here discussed her application was delayed. At last, however, Congress could no longer disregard her wish, and passed the enabling act in June, 1906.

Oklahoma then gave herself up for eight months to constitution making, and provided for herself a document that is more lengthy and more radical than that of any of the other forty-five commonwealths. There was considerable merriment at her expense; but the convention was planning for Oklahoma and not for Ohio or Massachusetts, and no criticism or ridicule influenced it either towards abbreviation or omission. The new constitution provides, among other things, for the absolute prohibition of the liquor traffic, for the "initiative" and the "referendum," for public control of public corporations, and many other important governmental measures.

And then came the formal act of recognition as a duly qualified state, when President Roosevelt, with a few dashes of a pen made from an eagle quill, affixed his signature to the proclamation announcing the entrance of the "Beautiful Land" as a sovereign state, the forty-sixth in the family of the union. And when the nation's flag shall be unfurled next Independence day, the new star will first appear as the representative of the new commonwealth.

The history of Oklahoma is nothing less than a romance. In the memory of many the entire region now embraced in the state was known as the "Indian Territory." The tribes who roamed through its forests and over its prairies in the hunt were the Cherokees, Choctaws, Chickasaws, Creeks, Seminoles, and Kiowas. But the time came when white civilization cast its covetous eyes upon these fertile Indian reserves. As railroad lines were built

through them, the whites came to see more clearly the marvelous possibilities of these virgin lands, and longed more eagerly to possess them.

By purchase the United States government secured about one-half of the Indian territory, and threw it open to white settlement. And then came a migration into Oklahoma that in interest, if not in numbers, dwarfed that of the old-time Goths and Huns. "Beautiful Land" was almost settled in a day. Its farmlands were taken up as rapidly as an army of registrars could make out the deeds. Town-sites were staked out and occupied between one sunrise and sunset. In rapidity of settlement nothing like it has ever been seen in our American life. With incredible celerity cities took form, churches and schools were established, and all the institutions that make up a well-ordered community.

Then there followed the acquisition of the Cherokee and Kiowa "strips," and these were as readily surveyed and settled as the other lands. Finally there came the proposal to unite the two territories into one state, and both Indian and white owners were found agreeable to the project, which has at last taken definite form. And they chose for the new state the euphonious and appropriate name of Oklahoma, which is the Indian word for "Beautiful Land."

Oklahoma is larger than Indiana and Ohio combined. It is as large as all the six New England states, with the addition of two and a half more Rhode Islands. Its area is 70,430 square miles.

It is a prairie state almost wholly, and its soil is practically inexhaustible. It is coursed by great rivers, such as the Arkansas, the Red, the Cimarron, and Canadian, with their numerous tributaries. Drought is almost unknown.

Its products for 1906 were 150,000,000 bushels of corn, 30,000,000 of wheat, 20,000,000 of oats, and 550,000 bales of cotton—which alone brought in \$40,000,000. The cattle on the rich pasture lands were 1,560,000, and the sheep, 85,000. There were 640,000 horses, 160,000 mules, and 600,000 hogs. The estimated value of the live stock in 1906 was \$90,000,000.

Then the new state has ready access to the great markets, for there are 5,500 miles of railway, either part of, or in conjunction with, the great

trunk lines of the Mississippi valley. Through her connection with the Gulf, she sends castor beans to Europe, peanuts to Paris, cedar logs for lead pencils to Germany, eggs to London, and broom corn to Holland. She furnishes St. Louis, Chicago, and other centres with the finest watermelons, half a million baskets of peaches, besides quantities of apples, cherries, and plums. Her agricultural resources are so rich that nothing can hinder her from becoming one of the wealthiest commonwealths in the middle West.

Oklahoma has a population of 1,500,000, which is greater than that of twenty-three of her sister states. She has 87,000 families, of which more than 60,000 own their homes, and over 50,000 free from mortgage. The Indian, half-breed, and negro contingent in the population numbers about 102,000. There are no "blanket Indians," and many of the redmen are finely educated, and speak the white man's language. The Chilocco industrial school for Indians is a splendid institution; as is also the Langton University, with agricultural and manual training features, for the colored people.

The new state has 700 banks—275 of which are national, and with deposits of over \$50,000,000. There are twenty-three cottonseed-oil mills and more than 100 flour mills, beside vast coal areas, oil wells, and asphalt deposits.

Oklahoma City, with a population of over 30,000, and with forty miles of asphalt pavements, is the largest city,—“the metropolis,”—as they have already begun to call it. But Guthrie is the capital. Muskogee, in the eastern section, has 25,000 people.

The State University is located at Norman, the Agricultural and Mechanical College at Stillwater, while flourishing normal schools are at Edmond and Alva. Kingfisher College at Kingfisher is a denominational institution, and of great promise.

There are 1,500 post-offices in all. And there are fifty daily papers, and over 400 weeklies. The grade of intelligence in the new state is high.

And this is the new sister in the family of states. She has a large dowry in fertile acres, in model and modern urban centres, in institutions of learning and religion, and in broad-minded, intelligent citizens. Her prospects are of the best. And no older member of the family need ever fear that she will ever discredit them. She is a new sister that they may both welcome and trust.

SUPERINTENDENT J. M. GREENWOOD, *Kansas City*: Next to one's professional reading, after thoroughly informing himself in regard to the subject-matter which must be taught and its connection with other related subjects, he should study most thoroughly the principles of education and the history of the processes by which each mind made its discoveries. To secure the best results each one should pursue some subjects that are quite remote from his daily routine of work. The mind that is not continually making some new acquisitions is decreasing in power as well as in mental alertness.

APPLIED SCIENCE.*

(IX.)—STUDY OF A HOT AIR ENGINE.

A LABORATORY EXERCISE BY JOHN C. PACKARD.

Introduction.—The amount of work accomplished by a machine of any kind may be reckoned in foot-pounds, kilogram-meters, gram-centimeters, or ergs.

A foot-pound is the amount of work done in overcoming a resistance equivalent to the weight of one pound, through a distance of one foot.

How much work is done in lifting 250 pounds 560 feet?

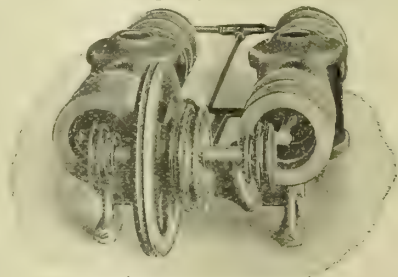
The amount of power required to accomplish a given amount of work clearly depends upon the time in which the work is to be done. To do 2,000 foot-pounds of work in 15 minutes, for instance, requires only 1-15 as much power as it would to do the same amount of work in 1 minute. The unit of mechanical power is the horse-power, determined by James Watt in 1790,—reckoned at 33,000 foot-pounds per minute,—or 550 foot-pounds per second.

How much horse-power must an engine be capable of exerting if it is to raise 5,000 gallons of water (46,490 pounds) per hour to a height of 50 feet?

To measure the horse-power of an engine, then, we must determine by some means the amount of work in foot-pounds that the machine is capable of doing per minute, and divide the result by 33,000. The kind of work done by an engine in determining its horse-power is, of course, immaterial provided that it be of such a sort as to be readily expressed in foot-pounds. In practice it usually consists in overcoming the resistance offered by some sort of a brake applied to the fly-wheel or to a large pulley secured to the same shaft. Horse-power so determined is often called brake horse-power.

Object.—To determine the horse-power developed by a small model.

Apparatus.—The Essex engine, for sale by the Essex & Smith Company, Buffalo, N. Y.



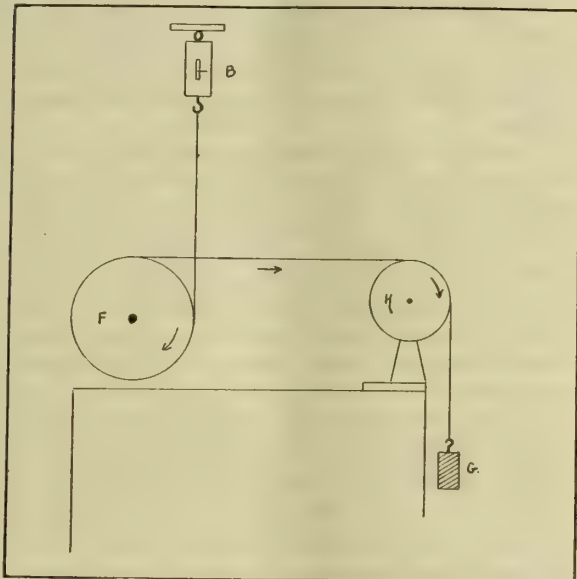
Method.—The rope-brake. Note: The same method can, of course, be applied to any kind of a small motor.

Data.—Make a single turn of a stout, hard cord about the rim of the large pulley near the fly-wheel,—conveniently grooved in this case, as in the illustration. Fasten one end of this cord to a spring balance (64 ounces) suspended from some convenient support and attach the other end, after passing the cord over a pulley mounted upon the end of the table, to a hook carrying an 8-ounce weight. A little oil, soft soap, or tallow may be used to lubricate the cord when it passes around the pulley.

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It may be necessary, also, to provide some means of cooling the pulley, by a jet of cold water for instance, or by allowing the lower rim to dip into a dish of cold water while turning, if the run is to be long continued or any considerable amount of power is likely to be developed; this to dispose of the heat caused by friction of the cord upon the pulley.

Start the engine, lifting the 8-ounce weight for a moment if necessary to relieve the strain, and when running steadily, the pulley turning smoothly inside the loop of the cord, add weights to the hook until the engine, still running steadily, has evidently about all it can do to keep moving against the resistance offered by the tightened cord.



Determine, by counting, the number of revolutions of the fly-wheel per minute.

Bring the engine to rest. Determine the diameter of the circle at the middle of the cord around the pulley by means of a pair of calipers, measuring first the diameter of the pulley at the spot occupied by the cord and then adding the thickness of the cord. The circumference can afterwards be calculated by the well-known formula: $S = \pi D$ or $\frac{22}{7} \times D$.

Computation.—The method of calculating the horse-power absorbed by the brake, which, of course, is the horse-power of the engine at the speed of revolution at which it is running, is as follows:—

$$\text{B.H.P. (brake horse-power)} = \frac{(W - w) S \times N}{33,000}$$

Where W = weight at the hook acting downwards, in pounds.

w = pull (equivalent to a weight) at the balance acting upwards, in pounds.

N = number of revolutions a minute.

S = circumference of the circle, in feet, at the middle of the rope around the drum.

Test the engine, when running air-cooled and when running water-cooled,—accomplished by allowing a small stream of water to run over the rear end of the working cylinder. Note the difference in amount of horse-power developed. Account for this difference,

SANTA CLAUS.

BY SUPERINTENDENT E. MACKEY, TRINICON.

I have a report that some little children went home a few days ago in keen sorrow of heart because their teacher had said there is no Santa Claus.

Is it the business of the teacher to destroy the faith of childhood? Upon what authority does anyone say there is no Santa Claus? How can it be proven? Which is more real, Shakespeare or Hamlet? What constitutes reality?

Ian Maclaren in a lecture on his "Bonnie Brier Bush" said that the characters in his stories, once born, passed as it were beyond his control, and each worked out his part in the plot and found his destiny exactly as a living person. Is there not a sense in which a mighty character in fiction, myth, or legend is a real and abiding force in the world more than mere flesh and blood? Are not these bodies of ours ephemeral, mere phenomena? What is the noumenon back of the phenomenon? What is the composition of the reality we call self? Is not the real world the world of ideas? "Ideas are eternal." As Fichte says, "We do not possess our ideas, but they possess us, and force us into the arena where we must fight for them." "Ideals rule the world." Is there anyone who does not believe that centuries after we are dead and forgotten Santa Claus will still gladden the heart of childhood? Who then is real, the teacher or Santa Claus? Thousands and tens of thousands of fathers and mothers are preparing Santa Claus surprises for their children. What makes them do it? The Santa Claus ideal. If there were no Santa Claus, if there never had been, what would have happened?

Let the children work out for themselves the problem of the chimney and the reindeer; let them, if they will, divest Santa Claus of his beard and his furs, but let them hold fast to the ideal of the patron saint, the friend and benefactor of childhood. If parents wish to rob their children of their belief in Santa Claus, that is a matter outside the jurisdiction of the teacher. As for me I know but little of the history of the good old monk whose name has thus been hallowed for fifteen centuries, but I believe none the less in good St. Nick. I believe that these ideas of childhood have each an important part in the development of the religious faith of children. They may repeat the history of the race and go from a sort of polytheism to monotheism, but I believe these faiths of children make fallow soil for the sowing of true doctrine, and that by and by back of St. Nicholas, Kris Kringle, Santa Claus, and all the other good old saints that their "infancy knew," they will see in new and clearer vision the one Divine Person, the giver of all good gifts, the one by whom no child is ever forgotten, and to whom every soul is infinitely precious, and in the light of His countenance they will recognize the Father in Heaven of childhood's prayer, and rise with rapture to a larger revelation of His goodness and His love.

Home conditions handicap many pupils, and the teacher's work is made vastly more difficult.

SANTA CLAUS'S SHADOW PANTOMIMES.

BY T. CELESTINE CUMMINGS,

New Auburn, Wis.

A jolly and novel way to celebrate Christmas eve is to have the "Shadow Santa Claus." This will afford as much amusement for their elders as it will for the children, and if every one brings along real gifts for St. Nick to give out properly tagged with the names the gifts are intended for, the enjoyment will be all the greater.

The platform should be enclosed with sheets stretched around it smoothly, and everything needed for the performance should be placed behind it, the main articles being one or two lamps that give a good light and plenty of cardboard.

With the cardboard—old boxes—build a chimney fireplace with a mantelpiece, from which to hang a row of stockings in different sizes. Santa Claus may not appear emerging from the chimney for a few minutes, and when the company are seated watching the outline of the silent fireplace, start up some lively Christmas music, a carol in which all may join in the singing. As the last line is sung, a tramping is heard and a jingling of sleighbells behind the scenes, as if "Nick's" reindeer had arrived. The sounds are at first faint, as if heard from a distance, then gradually grow louder, when suddenly the shadow of the sleigh and the reindeer crosses the upper part of the sheet. The whole outfit can easily be cut from cardboard, the sleigh, reindeer, and Santa seated in it, holding the reins of his lively steeds as they rush by in the air, gradually slacking their speed as they approach the end of their journey. To make this pasteboard arrangement glide along naturally a wire is stretched across back of the sheet the right height, and a groove of pasteboard, attached to the bottom of the sleigh, fitted over it. A smart rap starts it on the wire, which is slightly bent downward to give speed, and to slack up at the end of the route—where it also disappears—an invisible hand bends the wire up.

A real person, as Santa Claus, appears from the chimney a moment later. He should have a long beard, a shaggy coat and cap, and a pack on his back, which he proceeds to open and take therefrom various packages with which to fill the stockings hanging from the mantelpiece.

While soft music is being played, or a lullaby, St. Nick has an amusing time that no less entertains the eager spectators on the other side the sheet, as he tiptoes cautiously about with his finger to his lips. Suddenly he drops his pack and holds his sides with laughter as he gazes at the prodigious length of some of the stockings, and the tiny dimensions of others. It puzzles him evi-

dently how to make the gift fit the stocking, as he tries to thrust a package that might be a boy's sled into a woman's stocking or a doll's go-cart or cradle into the three-year-old's stocking. His mistakes are very comical and greeted with gales of laughter. He finally arranges his gifts satisfactorily, after being startled several times by imaginary noises that hinder him a little in his good work, as his impulse is to grab his bag and beat a retreat, but as quietness reigns, he is reassured, and goes on with his task until a place is found for the last package in his bag. Then, to lively music, he disappears up the chimney. The sheet is raised at one end, and the company allowed to inspect the contents of the stockings to see what gifts Santa had left for them. After this, refreshments may be served, or, if preferred, have more pantomime pictures after the curiosity is satisfied about the gifts.

For one scene, have an act between Santa Claus and his wife. Santa is showing Mrs. Santa Claus different comic toys that he has been buying, until she begins to think, and to imply by her actions, that he is too extravagant. He turns to flee from her wrath, and tumbles into the plum pudding. A big barrel will serve for the pudding dish. It should be cut in two, using half of it without top or bottom.

Cover the sides with white or yellow cheesecloth, and the top with brown paper, on which imitation raisins have been painted. Rest the "pudding" on a large box draped with a table cover. Santa Claus disappears from view. He drops through the pudding and into the box below. As this happens the light goes out until arrangements are made for another scene. A piece of black muslin slipped back of the white sheet will effectually obscure all proceedings from the view of the audience, and make it appear as if the light had been put out.

Santa Claus has another equally jolly way of distributing his Christmas gifts in pantomime. This time he poses as the father of a family. He goes through the motions of opening and closing an umbrella, and picking up imaginary skirts in one hand, as he trips along in the rainstorm. It is not difficult for the audience to guess that the present he is giving to his wife or daughter is an umbrella. His motions in playing the violin are highly entertaining. He makes motions with the aid of a barrel and an inclined board resting against it, as if sliding down hill on a sled.

There are many more gifts that may be acted out in this comical manner that will afford an unlimited amount of amusement for a Christmas eve entertainment.

I believe that our own experience instructs us that the secret of education lies in respecting the pupil. It is not for you to choose what he shall know, what he shall do. It is chosen and foreordained, and he only holds the key to his own secret. By your tampering and thwarting, and too much governing, he may be hindered from his end, and kept out of his own.—*Emerson.*

PUBLIC SCHOOL MUSIC.

MUSIC CREDITS IN THE HIGH SCHOOL.

BY MISS MARY REID PIERCE, CHICAGO.

It has become a habit with us to think that our educational system of to-day is much in advance of anything in the past. No doubt this is true. The history of education, however, informs us that some of our recent so-called innovations were among the first subjects recognized as important in the training of children. We read that Tubal-Cain, in the seventh generation from Adam, "was an instructor of every artificer in brass and iron." His half-brother, Jubal-Cain, "was the father of all such as handled the harp and organ." Only the most progressive modern schools have incorporated work in metals and other manual arts. Music has been recognized for a somewhat longer time.

In ancient Egypt, the chief subjects considered in education were sculpture, painting, and music. In Greece, music and the principles of the fine arts were taught. Plato "would soften the character by music,"—music in this case meaning all the arts presided over by the Muses, including choral dance and song. Aristotle believed that the four branches necessary to a good education were gymnastics, music, language, and the art of design. Comenius advocated that all children between the ages of six and twelve should be taught to read and write, to cipher, to measure and weigh, and to sing.

It is hard to understand why so many of these branches dropped out of our scheme of education. Possibly, because after the invention of printing, when the making of books became common, education came to mean book-knowledge, "uneducated" to mean "unlettered." It is now a recognized fact that a person may have knowledge of the contents of many books and still be uncultured and untrained in the essential things.

The American Indian in his primitive state could see and hear things that, so far as evidence of the senses is concerned, were non-existent to the educated white man. For some years now, special attention has been given to the training of eye and ear. Many of the so-called uncivilized peoples have a deftness of hand in the making of pottery and metal ware, and in weaving, that we are now striving to develop in our American children. It may be because of the utilitarian tendencies of the time that the manual arts seem to be winning a more ready recognition than music, although a later addition to the public school curriculum.

This same mental trait which magnifies the "utility" of the manual arts to the entire overshadowing of their cultural value has worked the other way with music. The emphasis laid upon the "aesthetic" and "culture" phase has obscured the value as an educational and vocational subject.

The value of music is many fold,—cultural, educational, ethical, sociological, social, and vocational.

Strictly speaking, "cultural" and "educational" should be synonymous, but there is a difference in the commonly accepted meanings of the words and they are here used in that sense.

On the culture side, music must rank with literature, painting, and sculpture as one of the greatest factors in the development of the higher nature and the appreciation of finer things. All true culture is unconscious and is incidental to the educational pursuit of the subject. The person, young or old, who studies literature or art for the sole purpose of becoming "cultured" generally turns out a prig or a pedant. So the argument for the serious study of music in high school is based on its educational value, not because of any lack of sympathy with the aesthetic and cultural phase, but because that is included in the other.

To educate is not to fill the mind with facts. It is "to lead forth"—to develop powers. In this development of powers there is no other one subject that can do as much as music. And right here be it understood that the ordinary child with only ordinary musical endowment is meant. The genius cannot be suppressed under any circumstances and the public school does not attempt to make artists.

Music trains physically, mentally, and morally. This has been said so many times by so many people that much of its force has been dissipated. What does it mean? Vocal music, in that it requires deep and sustained breathing, develops the body and increases vitality. It gives greater power of physical endurance and a stronger mental grasp.

A course in instrumental music is equivalent to a course in manual training because it accomplishes the most important result arrived at in that subject—it trains the hand to obey the mind. The girl who spends two hours a day in piano practice will be a better "patcher" or "darnier"—in case she has to patch and darn—than the girl whose hand is not trained. She will even mix a salad or turn a pancake with greater deftness. The pupil who is taught to listen to tones will gain more from his instructor's lecture on chemistry than the one whose ear has not been trained. The one who reads music will read his English with greater accuracy and understanding. Music, properly taught, is pre-eminently a sense-trainer.

Intellectually, the proper study of music demands absolute attention and the concentration of every faculty—a habit of inestimable value to the student in taking up any new subject. Music demands absolute accuracy—develops the powers of comparison and judgment.

Morally, its influence is like that of good literature with this added force—through song, young people may be led to express, and therefore to feel more deeply, sentiments to which diffidence makes them unwilling to give expression in words. Moreover, the composer acts as an interpreter and the song makes clear the meaning of the poem.

Sociologically, music is a leveler. In listening to music, the rich and poor, the high and low are for the moment on the same plane. Each member of a chorus or an orchestra must do his part with honesty and accuracy, else everybody suffers,—the ensemble is ruined.

Socially, music is of more value than any other subject studied in high school, unless it be English. No social or public function is complete without music,—the christening, the wedding, the funeral, the public ceremony, and the informal social gathering all require the services of the musician. The young man or woman who cannot take a place and part in this service is at a great disadvantage.

Because of this general social use of music, it has great value as a vocational study and this is a phase generally overlooked by those who determine the high school curriculum.

In cutting out the serious study of music in the high school (and by serious study I mean something more than chorus singing) a great injustice is done to the large class of young people who have talent in this line. They face the necessity of giving up music or of giving up the high school course. If they do the first, they lose four of the best and, for music training, four of the most valuable years of their lives. Owing to the nature of the subject, it is true that no amount of hard work in later life can make up for this loss. In many cases it means giving up the subject entirely, and the girl who

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ONLY NATIONAL WEEKLY.

The Journal of Education is the only national weekly educational publication. After a third of a century's companionship with the School Journal that publication has withdrawn, leaving us alone in the field. Of course this gives us added professional and financial advantages, but we shall greatly miss the School Journal as a running mate, and we see it go most reluctantly. The Journal of Education has been gaining materially in the past three years. It has been forging ahead steadily and delightfully. There was a time a few years ago when it was a serious question whether the day of the weekly had not passed. With the sudden booming of the illustrated magazines like Munsey's and McClure's, and the weakening of the hitherto greatest weekly, and the shaking up of the denominational papers we all took counsel as to our future, but a great change came and Collier's Weekly, the Saturday Evening Post, the Outlook, the Christian Endeavor World, and the Congregationalist, have proved that, given the right personality, the weekly has a field that none other can occupy. The Outlook, for instance, could never be the delight that it is to-day in thousands of homes if it did not make its weekly visits.

We are entirely sure that the Journal of Education could never be what it is to the educational world if it could not come weekly, as it proposes to do in the future as in the past, only with more relishing service to its friends. With the added responsibility and privilege that it now enjoys it will try to do more than ever to merit its distinction and success.

WHAT'S THE MATTER WITH WALL STREET?—(I.)

The world has escaped, if it has escaped, the worst financial crash since the terrors which followed the collapse of the bank of Amsterdam, in Germany, in 1794. If this crash had not been prevented it would have plunged the whole civilized world into financial depths such as no imagination can fathom. This is the time for schools to study economics.

In April (18-20), 1906, San Francisco was shaken to pieces by the earthquake and licked up by flames. More than one foreign government offered to contribute largely to the relief of the suffering, and President Roosevelt promptly declined to allow any such contributions to be received on the ground that the American people are abundantly able to look after themselves without any outside aid.

In October (20+) New York city was terrifically shaken by a financial earthquake, and a little later France tendered the New York interests \$25,000,000 for three months, and the President not only did not decline it, but promised that our national government would do whatever is necessary in order to get the money for the relief of the New York sufferers. Quite a change in the situation.

Since October 20 nearly \$600,000,000 has been withdrawn from the banks, or fully one-fifth of all the money in the United States has been quietly withdrawn. This is inconceivable.

More than \$100,000,000 in gold has been shipped from Europe. The great finances, under the lead of J. P. Morgan, have put in about \$100,000,000 more, and the government has put in something like \$30,000,000, and has also added \$150,000,000 by a means of inflation wholly unusual, so that a little more than one-half of the frightful withdrawal has been provided for, leaving the other half still absent and unaccounted for.

Practically all banks in the United States suspended payment from October 20 for several weeks as completely as in war times.

Currency has been at a premium of from 2 to 3 per cent.

Business has been done on clearing house checks.

Something like 100,000 laborers have been thrown out of employment because perfectly solvent concerns could not get money for their pay rolls.

The governors of Oregon, Oklahoma, and Nevada ordered a perpetual holiday for five days, so that with the Saturdays and Sundays it gave the banks nine days of holiday, so that there could be no withdrawal of funds.

All this and infinitely more resulted from one sentence of nine words.

MAKE THE BEST POPULAR.

Superintendent M. A. Cassidy of Lexington, Ky., has a phrase that should be on every teacher's desk: "Do not make the worst conspicuous, but the best popular." This is a principle, not a method or device. It is vital. Keep it ever in mind.

INSTITUTE WISDOM.

Hon. F. J. Blair, state superintendent of Illinois, issued the following circular to the county superintendents of the state. It is one of the most clear cut official statements of the situation that has appeared.

"It has been said that one-third of the money spent for institutes in Illinois is wasted; one-third barely justifies its expenditure; the other third gives as large returns as any equal sum of money spent in educational work. Into which third does your fund go? Many county superintendents are embarrassed by an institute fund that is too small. Let us join hands to secure by legislation a more adequate fund for these counties. Many other county superintendents are embarrassed by the insistent pressure of a great number of incompetent or ill-prepared persons who seek to share the institute fund rather than to contribute to the success of the institute. Let us join hands in a renewed effort to establish beyond question the doctrine that a county institute exists for the benefit of the teachers of the county and that it is for their interests solely that the fund is expended. Every county superintendent has the assurance of the support and help of this office in his effort to provide for the teachers of his county the very best institute that his fund will warrant."

RESCUING RASCALS.—(X.)

In rescuing rascals the main dependence should be upon the schools, but alas, too often teachers, principals, and superintendents do not appreciate their opportunity, privilege, and responsibility. That the schools are doing much preventive work is undeniable, and for this all honor is due those who teach and supervise, but there are many teachers and principals who as soon as a boy shows rascally traits "go for him" with a vengeance. We are not speaking in glittering generalities but of notorious instances by the hundreds in which men and women teachers could be named with records that are appalling.

The worst phase of this evil is, perhaps, the denial of promotion to boys, sometimes as a punishment for misbehavior, sometimes because of failure to get a certain per cent. in some absurd lesson or test. If there be a public school crime it is the failure to promote pupils from grade to grade.

No private school sins in this direction as does the ordinary public school.

Most of the children that are kept back will never be in school more than eight years. To make such a child live a second year on a course of study that he disliked, even the first time, is to rob him of a year of school progress, of one-eighth of all the school preparation for life that he will ever get. Think of this responsibility! The probability is that a boy will have fifty years of business, social, domestic, and political life for which his only school investment will be eight years.

In each of the eight grades there is something that he will especially need to learn, but in no one of them is there much in which perfection at that time is indispensable. Take arithmetic for illustration. A boy should know how to add, sub-

tract, multiply, and divide, whole numbers and simple fractions, how to compute interest, and should be given a lot of facts about commercial papers and processes and much about mensuration or every-day geometry, but there is no year in the grades in which accuracy and rapidity are exclusively required. A boy will get practice in the fundamental processes in the seventh and eighth grades as well as in the fourth and yet there are a hundred thousand boys in the public schools this year who will never so much as know that there is such a thing as computing interest, or know anything of commercial papers, or of the art of measurement as far as the schools are concerned, merely because they did not attain as much accuracy and rapidity in the fourth or fifth grades as "the system" said should be there attained.

This would not be so bad were it not that such keeping back often makes truants, often leads to untimely leaving school and puts them for life in the unskilled class, yes, dooming them to a life of crime in which they can be skilful without the knowledge of the schools. Instead of trying to rescue rascals there are men and women who rejoice in the luxury of keeping boys back.

Will the reader turn to the Journal of Education of November 7 and read "At the Gate of the City"?

ST. PAUL'S GREAT ADVANCE.

I am inclined to believe that St. Paul has undertaken the most comprehensive arrangement for the professional stimulus of city teachers of any of the large cities in the country. The Board of Education upon the recommendation of Superintendent Heeter has passed a rule providing for an annual maximum salary of \$850 for all teachers in the city purely on time consideration, but a special of \$900 for all who could show in addition to experience two years or more professional training. As most of the teachers in the St. Paul grade schools are graduates of the city training school, for which credit is given for a year or a year and a half's professional training, the rule passed by the Board meant that most of the teachers of the city would be required to do another half year's professional work. They therefore arranged through Superintendent Heeter with the School of Education of the University of Minnesota through five of its professors for regular and systematic courses of instruction, to be given each Monday evening for a period of twenty-four weeks. These professors meet the teachers in the assembly room of the Central High school. The teachers select their subjects. No one is permitted to take more than two subjects. The maximum amount of time required each week is four hours, and the University will give credit to all who do satisfactory work, which will be the basis of recognition by the Board of Education in St. Paul. These courses of lecture study have already begun with an enrollment of 325 teachers.

The Board has been fortunate in securing the co-operation of fifteen of the most responsible business men of the city, who have organized themselves into what is known as the St. Paul Institute of Science

and Letters. They are backing the whole product financially.

In addition to the courses of instruction given the teachers as outlined above, this institute is offering free to the teachers four series of lectures of six numbers each—one series of six lectures by Professor William B. Owen of the School of Education of Chicago, another by Professor Nathaniel Butler of the same institution, another by Professor W. R. French of the Chicago Art Institute, and another by Professor Zug of the Art Department of the University of Chicago.

We have gone into details in this matter to emphasize the enthusiasm in St. Paul.

THE BEST TIME.

The following letter was recently received by the editor:—

Rapid City, S. D.

"Dear sir:—

"I would like to see in the *Journal* a discussion of the matter of best times for studies which have only two or three periods a week,—whether they would best be had on consecutive school days or separated school days.

"H. E. M."

The editor has no wisdom on this subject. Will teachers with conviction please write us what they think? Our impression is that it is not wise to have them on consecutive days, but it is an opinion without adequate knowledge of the situation.

FRATERNITIES AGAIN.

W. H. Singleton of Washington, D. C., has this to say of high school fraternities:—

"Against high school fraternities there is one absolutely irrefutable argument. The crux, the vice of them, is that the children learn something they may not tell their parents. All other arguments are subsidiary to and pale before this. That members of these fraternities become arrogant, assuming a caste; seek to control class organizations, forming a clique; protect one another in delinquencies, thus tending to insubordination, may be urged. But these, while forceful arguments against fraternities, are weak compared with the fact that secrecy in these organizations fosters, and necessarily there inheres in them, defiance of legally constituted authority in the home and in the school."

The United States supreme court establishes the authority of Massachusetts to require the Interstate Consolidated railway to carry public school children at a half fare. Its unanimous decision gives the supreme bench of the commonwealth most distinguished endorsement. The striking feature of the opinion, which was by Massachusetts' most famous living jurist, Oliver Wendell Holmes, was that all but three members of the court held that the railway waived any question of the constitutionality of the state law when it accepted its charter. Yet Justice Holmes himself held that the constitutionality of the law should be considered, but upheld its validity.

Dr. E. H. Cook, one time president of the N. E. A., died at Madison, Wis., on November 8. He was principal of the normal schools at West Chester, Pa., and Potsdam, N. Y., and of the Columbus (Ohio) high school, and was superintendent of Flushing, L. I. He had not been identified with education for many years, but was a promoter of mining and other interests. He was a native of Maine, and graduated at Bowdoin, class of '66.

Keep your eye out for Mrs. Jessie L. Gaynor of St. Joseph, Mo., and Mrs. Alice C. D. Riley of Evanston, Ill. They are unsurpassed in their fields of school work, the former in writing songs for little people, the latter in teaching verse making by children.

John E. Gunckel of Toledo is as important a factor in rescuing rascals as is Judge Ben B. Lindsey of Denver and Miss Julia Richman of New York.

Primary teachers lost one of their noblest leaders when Miss Alice Reynolds left primary supervision in New Haven for life and work in one of the best private schools for girls in the country.

William H. Langdon, San Francisco's great schoolmaster district attorney, one of America's greatest men of the day, is in New York this week and will be in Boston next week.

It is currently reported that the evil of keeping pupils after school is creeping back into practice. It is so senseless that its return seems impossible.

The retirement of Mrs. Ellor G. Carlisle-Ripley as supervisor in Boston in February is deeply regretted by the profession.

Belgium is spending \$28,000,000 on the harbor at Antwerp. The whole world is booming as well as the United States.

Malden, Mass., women teachers report more than half of them have one or more dependent upon them.

Mr. Dooley has done it—has defined corporal punishment, "the fun of licking some one who can't fight back."

There was no politics in the election of the superintendent of Buffalo, for which "much thanks."

Women teachers must demonstrate their capability by tackling the graded school problems.

The Batavia idea is to the public schools what the juvenile court is in the legal world.

The art of studying children is one of the noblest in the profession.

Good weather in October is worth \$50,000,000 a day to the United States.

Obstacles to educational progress should be a spur to intensified effort.

Skill in organizing is entirely distinct from ability to teach.

Public school property is worth \$733,500,000.

Oakland pays grade teachers \$1,200!!

THE WEEK IN REVIEW.

THE FINANCIAL SITUATION.

The financial situation is steadily improving. It would be too much to expect that so serious a flurry would pass without leaving troubles in its wake. The difficulty of obtaining currency has forced some concerns which are perfectly solvent to suspend operations for a time; and there is a curtailment of production in some lines of manufacture which bears hardly upon wage earners. But the banks are taking up the bonds and certificates which are embraced in Secretary Cortelyou's proposals, and the result is immediately felt in a drop in the premium which currency has recently commanded. President Roosevelt's reassuring words have had some effect in tranquilizing the over-anxious, and in some instances they have been widely distributed locally, in different languages, to avert a run upon savings institutions.

EMIGRATION INSTEAD OF IMMIGRATION.

Meanwhile a movement has set in which promises to bring some relief to the labor market by diminishing the pressure of those seeking employment. There is usually an outward movement of aliens at this season of the year; men who have accumulated a little money at their employments in this country going back to their native places to the families left behind. But this year, this movement is 60 per cent. larger in volume than last year. The outward bound steamships are crowded to their utmost capacity with returning immigrants; and the number sailing from New York alone has reached a total of 25,000 weekly. The departing workmen are largely those who have been employed in industries which are curtailing production; and their migration leaves easier conditions for those who are left behind.

TO SAVE THE NATURAL RESOURCES.

President Roosevelt has very wisely summoned a conference of governors and members of Congress to meet at the White House next May in a three-days' conference, to consider means for conserving the natural resources of the country. In his letter conveying this invitation, he calls attention to the frightful waste of our resources which has gone on until all of them are seriously depleted and some are totally exhausted. He describes the question of finding means to conserve these resources as one of the most important now before the American people. The conference will be given a practical turn and will be kept from being a mere talking in the air by the presence of expert investigators who will lay before the conference the actual conditions now prevailing. They will make a startling exhibit if we may judge from the recent report on the forests.

CUBAN POLITICS AND POSSIBILITIES.

The work of taking the Cuban census or registration of voters has been completed. The commission which has been engaged upon the draft of a new electoral law has finished its work. With the completion of the census and the promulgation of this law, the way is opened for a restoration of self-government and the early withdrawal of the American forces. That is, of course, if condi-

tions remain sufficiently tranquil to justify the conclusion that the Cubans are in a condition to walk alone. If that condition is met, it is expected that the municipal elections will be ordered for next May and the presidential election for the following December, and that a new president of the Cuban republic may be inaugurated in May, 1909. But political parties in Cuba are so bitterly at odds with each other that no one can predict what may happen with the United States removed from the safety valve.

THE NOBEL PRIZES.

Two of the Nobel prizes have been awarded. The prize for achievements in the department of chemistry goes to Sir William Crookes, the discoverer of thallium, the inventor of the radiometer, and more recently the discoverer of a widely-heralded process of extracting nitric acid from the atmosphere, which is expected to work great changes in agriculture and industry. The literary prize goes to Rudyard Kipling. Last year it went to Carducci. No one will dispute the justice of this award on general principles, but the judges who make the awards seem to have lost sight of the fact that it was provided in Nobel's will that the awards, in every case, should be for some worthy achievement during the preceding year. It would be difficult to name such an achievement in the case of Mr. Kipling.

PORTUGAL ASTIR WITH REVOLT.

A revolutionary movement of threatening proportions has developed in Portugal, the undisguised purpose of which is to rid the country of King Carlos and establish a republic on the ruins of the monarchy. The origin of the movement dates back to last May, when Premier Franco, being defeated on a crucial question in parliament, declined to resign, and was sustained in this attitude by the King, who proceeded to dissolve parliament. Since that time the government has been by means of royal decrees, and parliamentary institutions have been wholly in abeyance. Naturally the people are indignant at this tampering with their rights. To keep them quiet a censorship has been established upon the press, and an extraordinary tribunal has been established with power to judge without juries, any person charged with inciting political disturbances. This is rather too much like Russia to suit a people who have once enjoyed free institutions, and an explosion may occur any day which will smash the absolutism for good.

FIERCE FIGHTING IN ALGERIA.

The French have had another taste of the difficulties of governing the fierce Arab populations in Africa. Not in Morocco this time, but in the extreme northwestern corner of Algeria and close to the Moroccan frontier, the French army has been called upon to withstand a desperate attack by ten thousand Arab horsemen, who charged and recharged with characteristic disregard of life. If the early reports are true, the Arabs paid for their temerity by the loss of 1,200 men, while the French

MUSIC CREDITS IN THE HIGH SCHOOL.

(Continued from page 601.)

might have made her living in the profession of music is forced into an office or a shop. The high school should not and cannot turn out professional musicians, but it should not present an impassable barrier to those who have talent and who might choose music as a profession after leaving school. The loss of these four years, if it does not bar entirely from the profession, does prevent the best success and achievement.

It is thought necessary to teach stenography or book-keeping in high schools because some boy or girl may have opportunities to work in these subjects. As a matter of fact, a high school graduate who has acquired the proper mental habits of concentration and application to the matter in hand can master either subject inside of three months after leaving school. Credit is given in the high school for "cooking" lessons, but as a musician has said—and has demonstrated—"any woman with a properly-trained mind and a little common sense can, with the help of Mrs. Rohrer's Cook Book, learn to cook inside of three weeks." This is not true of music. In music, time and gradual growth are important factors.

The other horn of the dilemma is to give up the high school course. It is largely because this alternative has been forced upon our musical young people that musicians are considered narrow and lacking in general culture. How often we hear the expression, "A mere musician." Whose fault is it? We must have musicians, but if a young person elects to be one he is cut off from all opportunities in other lines. Of course he is narrow!

These and no doubt other considerations, particularly the fact that several eastern universities now credit music in their entrance examinations, led the New England Education League in co-operation with the Music Teachers' National Association and the music section of the National Educational Association in 1904 to bring out a report on an elective high school music course. Since then, and based on this report, several high schools—notably those of Chelsea, Brookline, and Springfield, Mass.—have established music courses which are elective and for which full credit is given. It is not the purpose of this paper to go into the details of those courses of study—that would supply material for another paper—but suffice it to say that in each case there are provided courses in what may be called musical appreciation for those who wish to know and appreciate music in a general way, and theoretical courses for those who wish to go more deeply into the subject.

Right here certain practical difficulties are presented to every superintendent and high school principal. To carry out such a plan, a special instructor of music is required in the high school. The supervisor of music in the grades cannot give the necessary time to it, and in many cases the supervisors have not the necessary training.

It will be a long time before high schools generally will be able to furnish instruction for advanced music study, but in the meantime there is an alternative suggested. In the outline furnished by the Chelsea high school, there are mentioned four special courses: Course A, music appreciation; course B, theoretical; course C, applied music; course D, orchestral ensemble. The alternative above mentioned is found in course C, applied music. As stated in the outline, this course is "open to any pupils of the high school—for students of singing, pianoforte, organ, or instrument of the symphonic orchestra. Students in this course are given credit in the high school for outside study in music under private instruction." Here is the solution of the difficulty. Let the musical pupil drop one or two subjects for which he has no taste and give the same amount of time to the study of music under a private teacher. He gains more

in actual development of power because this time is given to the subject that he loves and to it he will give his best effort. At the same time he is able to carry on the other subjects necessary for his general information and culture, and to have the discipline of the school and association with classmates.

For working out the details of such a plan, the hearty and sympathetic co-operation of superintendents, high school principals, supervisors of music, and private music teachers will be required. The fact that a workable plan has been devised by two or three schools somewhat simplifies the proposition. Every school must work out the details to fit local conditions. In several of the middle western states, the subject is under discussion, and it is hoped that some practical plan may be devised. It is a question that cannot be settled off-hand, neither can it be turned down as impractical and visionary. It is vital and must be reckoned with. Besides providing a means whereby musical young people may complete a high school course without sacrificing the subject which has their most intense interest, it will do much to put the music of the grades on a "saner and safer" foundation.

For years the supervisors have discussed "shall we teach the scale first and the song second, or the song first and the scale second,—shall it be the song and no scale, or the scale and no song,—the scale through the song, or the song through the scale," and so on ad infinitum. If primary music is looked upon as the foundation for advanced music study, just as primary reading is the basis of high school and college literature, many mists and vapors will disappear.

 WHO WROTE?—(I.)

- (1) A famous "Life of Frederick the Great"?
- (2) "Decline and Fall of the Roman Empire"?
- (3) "Scarlet Letter"?
- (4) "Views Afoot"?
- (5) "Timothy Titcomb's Letters"?
- (6) "Sesame and Lilies"?
- (7) "Paradise Lost"?
- (8) "Marmion"?
- (9) "The Seasons"?
- (10) "Thanatopsis"?
- (11) "Hamlet"?
- (12) "The Pathfinder"?
- (13) "Enoch Arden"?
- (14) "Alexander's Feast"?
- (15) "America" (the song)?
- (16) "Lycidas"?
- (17) "Midsummer Night's Dream"?
- (18) "Dunciad"?
- (19) "Canterbury Tales"?
- (20) "Utopia"?
- (21) "The Schoolmaster"?
- (22) "The Faerie Queen"?
- (23) "King Lear"?
- (24) "Every Man in His Humor"?
- (25) "Defense of Poesie"?
- (26) "Novum Organum"?
- (27) "The Merchant of Venice"?
- (28) "Bitter Sweet"?
- (29) "To a Water Fowl"?
- (30) "The Raven"?
- (31) "My Captain, Oh! My Captain"?
- (32) "Comus"?
- (33) "Evangeline"?
- (34) "Pilgrim's Progress"?
- (35) "The Vision of Sir Launfal"?
- (36) "The Complete Angler"?
- (37) "The Sketch Book"?
- (38) "The Saint's Rest"?
- (39) "Compensation"?

- (40) "Hudibras"?
- (41) "Little Women"?
- (42) Absalom and Achitophel"?
- (43) "Captain January"?
- (44) "The Spectator"?
- (45) "The Battle Hymn of the Republic"?
- (46) "The Tattler"?
- (47) "The Star Spangled Banner"?
- (48) "The Tale of a Tub"?
- (49) "Little Boy Blue"?
- (50) "Principia"?
- (51) "Don't Cry, Little Girl, Don't Cry"?
- (52) "The Innocents Abroad."
- (53) "Ben Hur"?
- (54) "Elegy in the Country Churchyard"?
- (55) "The Man Without a Country"?
- (56) "Rasselas"?
- (57) "The Vagabonds"?
- (58) "The Deserted Village"?
- (59) "Romeo and Juliet"?
- (60) "Chambered Nautilus"?
- (61) "Night Thoughts"?
- (62) "House of Seven Gables"?
- (63) "Robinson Crusoe"?
- (64) "As You Like It"?
- (65) "Leather Stocking Tales"?
- (66) "Conciliation with America"?
- (67) "Snow Bound"?
- (68) "Wealth of Nations"?
- (69) "Conquest of Mexico"?
- (70) "The Task"?
- (71) "The Dutch Republic"?
- (72) "The Cotter's Saturday Night"?
- (73) "Reply to Hayne"?
- (74) "The Lady of the Lake"?
- (75) "Letters from a Self-Made Merchant to His Son" ?

MATHEMATICAL PUZZLES.

"MAGIC SQUARES" WERE HELD IN VENERATION BY THE EGYPTIANS AND PYTHAGOREANS, AND THEY CONSTITUTE THE OLDEST NUMERICAL PROBLEMS KNOWN TO MAN—BEWILDERING RESULTS OBTAINED BY SIMPLE METHODS.

The art of arranging numbers in the form of squares, so that the sum of the various rows—vertical, horizontal, and diagonal—would in each case be the same, is, without question, the oldest of mathematical puzzles.

The Egyptians and Pythagoreans held them in the greatest veneration—especially the latter, who dedicated them to the then known seven planets.

The magic 34 square was probably the strangest freak of figures known at this time.

16	3	2	13
5	10	11	8
9	6	7	12
4	15	14	1

This strange freak may be found in Durer's "Melancholia," engraved on copper in 1514, being included in the series of symbolical engravings of "The Death of the Devil," "The Knight on Horseback," etc.

The aim in this instance, as shown by ancient writings, was not only to obtain the same total (34) in the ten rows of four, but to discover as many symmetrical combinations as possible giving the same result. According

to the ancients, "symmetrical combinations which no man could number" were to be found in this arrangement of the numbers from 1 to 16, inclusive. As an example, take 16, 3, 5, and 10, or 2, 8, 9, and 15, or 1, 9, 16, and 8, and so on indefinitely. The result is the same.

Another unique example is the following:—

3	20	7	24	11
16	8	25	12	4
9	21	13	5	17
22	14	1	18	10
15	2	19	6	23

In this case the sum is 65, and can be reached in an almost endless variety of combinations. However, there is one feature to be remembered in dealing with this problem, and that is that the central number (13) must be added to each combination except in the straight and diagonal lines. Thus: 20, 24, 2, 6, and 13, or 8, 12, 14, 18, and 13, etc., each make the magic sum 65.

The well-known "15 puzzle" is another illustration of the surprising feats which figures are sometimes made to play. The problem being to arrange in a square of three rows, three figures in each row, the numerals, 1 to 9 inclusive, in such a manner that each row—vertical, horizontal, or diagonal—will total 15. This is more difficult than appears at first glance, unless you have the key, which is: place 5 in the centre, and let the four corners be 2, 4, 6, and 8. The rest is easy.

2	9	4
7	5	3
6	1	8

This form differs from the 65 and 34 in that it can only be added diagonally, horizontally, and vertically.—The Scrap Book.

TOBACCO'S EFFECT ON HIGH SCHOOL PUPILS.

The hurtful effect of tobacco on scholarship has been noticed by many teachers. This is not a new story. The matter of a concrete illustration taken from the records of work done by smokers and non-smokers is new. In order to bring the topic before the students in a practical way, in a morning talk, two lists of twenty-five students each were prepared. The students were selected for these lists without regard to grade, scholarship, age, color, or any other condition than one. One list consisted of twenty-five boys known to smoke. The other list consisted of twenty-five boys known not to smoke. The school records were then consulted, and yielded the following results:—

	Non-Smokers.	Smokers
Average standing in subjects.....	87%	74.62%
Average number of subjects taken.....	5.04	4.36
Number of question marks given because work was incomplete.....	3	17
Total days absent.....	11	49
Times excused before close of session..	1	4
Number of times tardy.....	3	7
Average attendance.....	98.16%	91.83%

If the non-smokers were to take only 4.36 subjects, the work of the smokers, their average standing would

be 100.57 per cent. If the smokers were to attempt to do the work of the non-smokers, their average standing would be only 64.70 per cent.

These results prove conclusively that the smoker (a) is more irregular in attendance, due to illness, and not being of sufficient resisting power to stand the work of the school; (b) is unable to carry the full quota of subjects in school; (c) is unable to do as good work in the subjects he does carry as does the non-smoker. (d) He barely passes the work undertaken, if he passes at all, more often not passing. He does a less quantity and a poorer quality of work. The weakening action of tobacco on a growing mind is clearly demonstrated. The partly-grown boy needs all of his strength for intellectual development and for his studies if he would get the best from his school life.

BROWNING'S RHINOCEROS.

The following from the New York Times is too good to be side-tracked:—

"New light on Browning. The greatest of Victorian poets, the wizard of cryptic verse, has not till now, we believe, been introduced to the world as a writer of limricks. Very likely he never became a besotted victim of the habit; but there is of record, at least, one example of his indulgence in the game which is now diverting readers of the New York Sunday Times. Sir Richard Jebb tells, in the volume of his 'Life and Letters,' just issued, of a dinner with Leslie Stephen at which Browning was present. The great poet, who is responsible for more grotesque rhymes than any other writer in the language, was challenged to supply a rhyme with rhinoceros. Whereupon he manufactured the following lines:—

"Whenever you see a rhinoceros,
If a tree be in sight,
Climb quick, for his might
Is a match for the gods—he would toss Eros!"

MIDDLE WEST CLAIMS IT.

My Dear Dr. Winship: Not one of the great universities of the great West did it first, but the great agricultural college of the Middle West did it before Harvard, although in no manner would we detract from her leadership.

Our forestry department has a forest of 42,680 acres, in which our forestry students receive practical training, with pay, during the summer. Right at hand they have a forest of 175 acres, in which they do daily work. Careful measurements have been made and classified of the growth in this forest for thirteen years. They have a pinetum, an arboretum, and nurseries. On the campus of a hundred acres are over 600 varieties of trees. Better than all, we have sixty-five forestry students, probably the largest enrollment in any forestry school in the world.

Come to see us and get acquainted with the big things we have here. Those Michigan State Association items have ginger!

Most sincerely yours,

Thomas C. Blaisdell.

Michigan Agricultural College.

SUPERINTENDENT E. L. SILVER, *Portsmouth, N. H.*: There is a new and widespread spirit in the American high school which manifests itself in many ways. This spirit is a sign of the times and is due to a gradual evolution, both in the home and in the school. The pupils in the public high schools all over the land are showing that they are competent to plan and execute successfully large undertakings, such as the management of class entertainments, athletic teams, and school magazines.

BOOK TABLE.

THE LITERATURE OF ROGUERY. By F. W. Chandler, professor of English in Brooklyn Polytechnic Institute. Boston: Houghton, Mifflin & Co. 2 vols. Price, \$3.00 net.

"The Literature of Roguery" is a contribution to literary history of uncommon novelty and interest. No attempt has hitherto been made to take account of the whole mass of literature dealing with the rogue and his friends, the beggar and the criminal. The present work begins by describing concisely the earlier appearances of the rascal as a typical figure in the literatures of Spain, France, Germany, and Holland. Next the author traces its history through the beggar-books and conny-catching pamphlets of the Elizabethan age, the lives of the great highwaymen of the seventeenth and eighteenth centuries, down to the tramps and gentlemen-burglars of our own day. The most important literary form discussed is that of the so-called picaresque novel; and the origin and development of this type of romance, as it flourished in England, are here for the first time authoritatively cleared up. But roguery is found entering literature by other gates than that of the novel. Criminal biographies, prison chronicles, drama, opera, sociological studies, and lyric verse are all shown to share the field here surveyed, and a vast amount of material hitherto ignored both by the literary historian and the general reader is brought to light. The greater writers who are shown to have contributed materially to the literature of rascality include Shakespeare and several of his contemporary dramatists, Defoe, Fielding, Smollett, Scott, Ainsworth, Bulwer, Lever, Marryat, Dickens, Reade, Thackeray, and George Borrow. The indebtedness of many of these authors to the picaresque tradition has not before been pointed out. One of the most interesting contributions in the more modern part of the field is the placing of the detective story in its historic relation to previous chronicles of villainy, by showing that it enables the reader to get all the excitement of the older criminal narratives with the additional advantage of sympathy with the leading figure, who is now the representative of justice instead of crime. Few recent works contain at once so much that is fresh and suggestive to the student of books and so much that is entertaining to the student of human nature.

THE NATURAL HISTORY OF THE TEN COMMANDMENTS. By Ernest Thompson Seton. New York: Charles Scribner's Sons. Cloth (4½ x 7½). Price, 50 cents.

This is probably Ernest Thompson Seton's most interesting and important work. It is a companion piece to William A. Knight's "Song of Our Syrian Guest," of which several hundred thousand copies have been sold, and this ought to rival that gem by Mr. Knight. To Mr. Seton the Ten Commandments are not arbitrary laws given to man, but are fundamental laws of all highly developed animals, and he believes that he has traced these laws, as the ten great principles on which human society is founded, through animal disaster from the breach of these principles. He is confident that there are two disasters commonly discernible—the direct punishment of the individual by those he wronged, and a slow and general visitation on the whole race of the criminal, as the working out of the law. The former is objective, the latter subjective. Mr. Seton arranges the commandments differently from the arrangement in Exodus, taking the last six first, beginning with "Honor thy father and thy mother." He does not treat of the first four, which he styles "spiritual"; with the last four, or the physical, he deals skilfully. The fifth is illustrated by the experience of the hen and her chicks, a mother bear and her cubs, a mother deer and her young. It is a fascinating chapter teaching that the relation of child to parent has been a long time in successful operation, and the fruits of disobedience are understood throughout the animal kingdom. The law against murder is illustrated in many ways and by many animals. The principle of purity in the seventh commandment is taught with great force by calling attention to the fact that animals high in the scale of fecundity are low in the scale of general development, and are periodically scourged by epidemic plagues. He disposes of the old theory that among animals a polygamous life is best by showing that it is not so. To this commandment Mr. Seton gives most attention. The study is fascinating in the extreme in every chapter.

THE ART LITERATURE THIRD READER. By Frances Elizabeth Chutter and Eulalie Osgood Grover. Every illustration is a famous painting. Chicago: Atkinson, Mentzer, & Grover.

"The Art Literature Readers" magnify art, true art, in the school and adapt it to the life of the child more completely and skilfully than does any other series. Authors and publishers have a noble purpose, a real message for the schools. What others do in part they do completely. There would seem to be no chance for argument as to the reasonableness of having one book out of the many that are read in the third grade devoted to art. Sooner or later the readers for the lower grades will be differentiated, one for masterpieces, one for nature, one for ethics, one for art. Here is the one for art, and its literature is artistic.

SONGS OF THE AVERAGE MAN. By Sam Walter Foss, author of "Back Country Poems." Illustrated by Merle Johnson. Boston: Lothrop, Lee & Shepard Co. Cloth, 182 pp. With 63 poems fresh from the mint. Price, \$1.20.

Sam Walter Foss has a personal following that is highly complimentary. Recently a mining camp in Montana declared they must see and hear Sam Walter Foss, and put up \$200, and got the three leading cities in Montana to arrange for him likewise, and took him out there on a pleasant and profitable outing. This is the fifth book of his verses that has been published, and each has had a large sale. Not often has a poet of to-day had as profitable market for five volumes of his verses as has the librarian of the Somerville public library. Mr. Foss is in great demand for "an evening with verse." He is a son of the Granite state, a graduate of Brown University, '82. Sam Walter Foss always says something. He never writes as an athlete in rhyme or rhythm, but because he has a message and a way of saying it that readers like, and he writes for those who like his verses rather than for the critics whom he deliciously describes in "The Growth of the Critic." Other verses that say refreshing things are: "From Butte to Boston," "Montana," "Jamestown," and sixty others, the best of all being "If a Man Could be Born When He's Old":—

"If a man could be born when he's old,
And gradually grow young,
The wisdom he'd gain and the love he'd attain
Are not easily said or sung.
If I knew as much as my boy,
Who is six times younger than I,
I'd have a sufficiency of general omniscience,
Be finished and ready to die."

BOOK OF PLAYS FOR LITTLE ACTORS. By Emma L. Johnston, principal, and Madalene D. Barnum, teacher of English, Brooklyn Training School for Teachers. New York, Cincinnati, and Chicago: American Book Company. With illustrations. Price, 30 cents.

This little book will give school children a great deal of pleasure, and will train them both in expressive oral reading, and in intelligent silent reading. The volume has been prepared to meet the expressed wants of many teachers who recognize the value of dramatic representations at school. It comprises a series of little plays based upon familiar nursery rhymes and stories, such as "Mary and Her Lamb," "The Lion and the Mouse," "The Spider and the Fly," "Old Mother Hubbard," and many others. These plays are adapted to the use of the youngest children at school, and are equally suitable for reading or for acting in the first or second years. The numerous illustrations are most attractive.

CULTURE BY CONVERSATION. By Robert Waters, author of "Intellectual Pursuits." New York: Dodd, Mead & Co. Price, \$1.20 net.

All honor to every help in magnifying conversation as a fine art. Long years ago Samuel Johnson in defending Shakespeare's style made an eloquent plea for appreciation of the value of conversation. Never did it do a fractional part of what it is doing to-day, and yet its value can be greatly enhanced by the extended reading of such a book as "Culture by Conversation," whose aim is to show by precept and example what a mighty factor in education and culture the practice of conversation may be made; and to point out what golden opportunities for culture, for knowledge and wisdom, for a successful and beneficial career, lie within the grasp of all, and to indicate what crowning advantages may be gained by this little-thought-of and little-cared-for practice of sincere and frank outpouring of the mind in familiar conversation, not only with well-educated

people, but with men and women of all ranks and classes.

PUPIL SELF-GOVERNMENT, ITS THEORY AND PRACTICE. By Bernard Cronson, Ph. D., New York. New York: The Macmillan Company. Cloth. Price, 90 cents net.

This is an exhaustive treatment of pupil government and is bound with blank inter-leaves, that one may continue to perfect it as his knowledge of experiment and his experiences grow. No one questions the demand for a work that will give a rational insight into the system of pupil self-government. This is warranted by the interest manifested in this subject and by the inherent value of the scheme itself. A movement whose existence is sanctioned by empirical knowledge alone must not be judged by the number of failures which mark its progress, but by the number of its successes; for, in this case, success points to efficiency, while failure points to the existence of untoward circumstances. It has succeeded in several authenticated instances, and this success is proof positive that it possesses the power ascribed to it; it has, however, failed in a great many other instances, and the only reasonable explanation that can be given for these failures is that they were caused by the absence of conditions favorable to its success. The causes of these successes and failures, moreover, are also the causes of the different opinions concerning the value of the scheme as an agent in the moral uplifting of the children—opinions the truth or falsity of which can be determined only by rational insight. The scheme also calls for deeper investigation into its nature, conditions, limitations, and powers, because it is the concrete embodiment of a psychological truth which may be converted into a useful agent in the moral training of children.

A TUSCAN CHILDHOOD. By Lisi Cipriani. Cover picture by Maxfield Parrish. New York: The Century Company. Price, \$1.25 net.

Lisi Cipriani was the fourth of seven interesting and precocious children in an Italian patrician family; and in this book she has set down the narrative of her childhood, a record of novel interest, much humor, and some pathos. It is no cut-and-dried account, but a happily wandering story of seven clever, mischievous, loyally affectionate brothers and sisters who passed from Italian wet-nurses to English nurses, and on to German governesses and tutors; who lived alternately at Pisa and Leghorn; and who in their later years find compensations for death and loss of fortune and voluntary exile in the strong love "fostered between us brothers and sisters, a love upon which death has set a seal that bars all change. Through this bond of our childhood we remain seven, though 'some of us in the churchyard lie'; and the rest are separated by lands and seas." Till the closing chapter the child's point of view is delightfully retained; and the reader is one with the work and play and mischief of Alick and Lisi, Ritchie and Baby, and the others, finding child nature much the same all the world over, but enjoying the unfamiliar scenes of life in "a nestful of young patricians," under unusual conditions of rank, wealth, and culture.

THE TEACHINGS OF THOMAS HENRY HUXLEY.

By Irving Wilson Voorhees. New York: The Broadway Publishing Company. Cloth. Price, \$1.00.

This is the most delightful little Huxley book for teachers that has yet appeared. It brings us the man at his best in his best attitude toward the expression of the wonderful truths as he saw them first of all men. After a charming introduction to the man himself the reader is brought into close and vital relation to his teachings of biology, theology, education, psychology, and morals, and his teachings concerning the gospel work and concerning individual rights. The most admirable feature of the book is, perhaps, its presentation of Huxley as he was at the same time that it reveals what he did. The life and teachings of Huxley are elsewhere given in extenso, but everything is here that is there, only it is in miniature, as it were.

BOOKS RECEIVED.

"The Community and the Citizen." By A. W. Dunn. Price, 75 cents. Boston: D. C. Heath & Co.
 "First Lessons in Civics." By S. E. Forman, Ph. D. New York: American Book Company.
 "Grant, Lincoln and the Freedmen." By John Eaton. New York: Longmans, Green & Co.
 "Moral Training in the Public Schools." Boston: Ginn & Co.
 "Gray Lark and the Birds." By Mabel Osgood Wright. Price, \$1.75.
 "The Seven Ages of Washington." By Owen Wister. Price, \$2.00. New York: The Macmillan Company.
 "Enterprise and the Productive Process." By F. B. Hawley. New York: G. P. Putnam's Sons.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

- December 20-21: Southern California Teachers' Association, Los Angeles; H. A. Adrian, Santa Barbara, president.
- December 26, 27, 28: Montana State Teachers' Association, Missoula.
- December 26, 27, 28: New Jersey State Teachers' Association, Atlantic City.
- December 26, 27, 28: High School Department, Pennsylvania Educational Association, Harrisburg.
- December 26, 27, 28: Southern Educational Association, Lexington, Ky.; president, R. J. Tighe, Asheville, N. C.; secretary, J. B. Cunningham, Birmingham, Ala.
- December 30, 31-January 1: Associated School Boards of South Dakota, Watertown.
- December 31-January 1, 2, 3, 1908: Iowa State Teachers' Association, Des Moines, F. E. Lark, president, Onawa; Frederick E. Bolton, chairman of executive committee, Iowa City.
- December 31-January 1, 2, 3, 1908: Colorado State Teachers' Association.
- December: California Teachers' Association, Santa Cruz; Morris E. Dailey, San Jose, president.
- December 31-January 1-2: Washington State Teachers' Association, Seattle.
- January 1, 2, 3: Minnesota Educational Association, St. Paul.
- February, 1908: Department of Superintendence; president, Frank B. Cooper, Seattle, Wash.; secretary, George B. Cook, Hot Springs, Ark.; at Washington, D. C.
- February 25-26-27: Department of Superintendence, N. E. A., Washington, D. C.
- June 30-July 1-2: Kentucky Educational Association, Frankfort; C. C. Adams, Williamstown, president.
- June 29-July 3: National Educational Association of the United States; president, Superintendent E. G. Cooley, Chicago, Ill.; secretary, Irwin Shepard, Winona, Minn.; at Cleveland, Ohio.

EDUCATIONAL ASSOCIATIONS OF NEW YORK.

- November 29-30: Association of Colleges and Preparatory Schools of the Middle States and Maryland; president, Woodrow Wilson, Princeton University, N. J.; secretary, A. H. Quinn, University of Pennsylvania, Philadelphia, Pa.; at College of the City of New York.
- December 26-28: Associated Academic Principals; president, Superintendent Avery W. Skinner, Oneida; secretary, Superintendent W. J. Deans, Elmira; at Syracuse.
- December 27: Classical Teachers' Association; president, Professor Frank Smalley, Syracuse University, Syracuse; secretary, F. R. Parker, Elmira; at Syracuse.
- December 26-28: Council of Grammar School Principals; president,

R. H. Savage, Rochester; recording secretary, John E. Healy, Troy; corresponding secretary, Miss C. A. Farber, Rochester; at Syracuse.

December 27: Arts Teachers' Club; president, Miss Stella Skinner, New Paltz; secretary, Miss Katharine Saunders, Auburn; at Syracuse.

December 26-28: Teachers' Association; president, Professor George P. Bristol, Ithaca; secretary, Lyman A. Best, 748 Carroll street, Brooklyn; at Syracuse.

December 26-28: Science Teachers' Association; president, J. S. Shearer, Cornell University, Ithaca; secretary, J. E. Stannard, Greenwich, Conn.; at Ithaca.

December 27, 28: Training Teachers' Conference; president, Superintendent S. J. Slawson, Olean; secretary, Principal J. D. Bigelow, Moravia; at Syracuse.

Spring of 1908: Association of Colleges in the state of New York; chairman, President Rush Rhees, Rochester University; secretary, Howard J. Rogers, Albany; at Rochester University.

NEW ENGLAND STATES.

MASSACHUSETTS.

The following have been chosen as the officers of the Hampden County Teachers' Association for 1908: President, John C. Gray, Chicopee; secretary, Miss Elizabeth Arnold, Holyoke.

HADLEY. The annual meeting of the trustees of Hopkins academy in Hadley was held November 30. The meeting was marked by the circumstance that it chanced to fall upon the 250th anniversary of the death of Governor Hopkins, the founder of the academy, and by the unusual features of a dinner and addresses. At the business meeting the following officers were elected: President, J. C. Hammond of Northampton; vice-president, Rev. J. W. Lane; secretary, Dr. F. H. Smith; treasurer, William P. Porter of Springfield; executive committee, J. C. Hammond, Dr. F. H. Smith, F. S. Reynolds. It is interesting to note that Mr. Porter was elected to serve his twenty-seventh year as treasurer, and that his father was his predecessor in the office. The funds now amount to \$105,000, and the income of the past year amounted to \$5,300, which, in spite of panic times, is \$200 more than that of the preceding year.

RHODE ISLAND.

PROVIDENCE. The city of Providence is proud of the fact that a "fresh-air school," new to the country, is to be first tried in this city. Recommendations for the establishment of such a school have just been adopted by the school board, but the plan was first suggested by prominent physicians and earnestly endorsed by Superintendent of Schools Walter Small. By means of such a special school children constitutionally weak and anaemic will receive the benefit of fresh air and abundant sunshine, and at the same time the instruction and mental stimulus given to normal pupils. According to present plans, one room is to be devoted to the purpose, taking pupils from all grades; the room will be

open to such extent that air and sunshine can penetrate to the farthest corner. In rainy weather sashes, which will be substituted for the walls, can be closed and the room made comfortable. Physicians will look after the work in so far as to see that children are properly clothed and to observe changes in their condition. As some one stated, if the gaining of strength and education can be carried on at the same time among frail and diseased children, a charity of the highest public importance is within reach.

MIDDLE ATLANTIC STATES.

NEW YORK.

NEW YORK CITY. New York University has decided to accept the plan of the state educational department at Albany for college entrance diplomas to be issued to high school grade students by the state regents, for acceptance by colleges and schools of applied science of the universities of the state for admission to the freshman class. Hereafter every high school boy who wins this diploma may enter the freshman class at New York University free from conditions. The figures of registration at New York University are 3,308, distributed as follows: College of Arts, men, 135; Washington Square College division, men, 144; Washington Square College division, women, 136; scientific schools, 201; law, 845; medicine, 475; graduate school, 252; commerce, 675; pedagogy, 420; veterinary, 25.

CENTRAL STATES.

ILLINOIS.

BLOOMINGTON. Central Illinois teachers are loyally supporting Sherman Cass, who is a prisoner in the Champaign county jail, because he will not pay a judgment of \$1,000 obtained against him by the father of one of his pupils, it being declared that in whipping the pupil, a lad of twelve, he injured his spine, crippling him for life. Miss Annie Kelley, a teacher who assisted in the punishment, was also fined, but left the county. Although Cass is said to have sufficient money to pay the judgment, he declined to do so and has remained in jail for nearly two months. The father of the injured boy is paying the board of Cass at the rate of \$3.50 a week, the Illinois law requiring such payment when there is imprisonment for debt. The father says that he will continue to pay this board as long as the statutes permit him and Cass is equally determined that he will remain in prison. The case has no parallel. The condition of the lad injured by the two teachers does not improve. The spinal column of the lad was injured in such a manner that the head falls forward upon the chest unless restrained by a brace and straps. Surgeons who have examined the boy say that the case is hopeless. The teachers say the boy was incorrigible. They say they were only acting in behalf of the good order and welfare of the other pupils.

CHICAGO. The meeting of the National Society for the Promotion of Industrial Education will be held at Chicago January 23, 24, and 25. Thursday, January 23, there will be a public dinner at 6.30 p. m., followed

by an address upon the topic: "Industrial Education as an Essential Factor in Our National Prosperity." The dinner will take place at the Auditorium hotel, and the meetings will be held at the Art Institute, where the headquarters of the society will be established. Friday morning the subject will be: "The Apprenticeship System as a Means of Promoting Industrial Efficiency"; in the afternoon the subject will be: "The Place of the Trade School in Industrial Education," and in the evening the subject will be "The Wage-earner's Benefit from Industrial Education." On Saturday morning there will be addresses and discussion on the subject, "The True Ideal of a Public School System That Aims to Benefit All." Saturday afternoon there will be a meeting of members of state committees and the annual business meeting of the national society. Principal Charles F. Warner of the Technical high school in this city is a member of the Massachusetts state committee of the society.

WISCONSIN.

MADISON. A graduate school of 202, a freshman class of 831, and a total attendance on November 1 of 2,977 are shown by the new directory of the University of Wisconsin. The Graduate school showed an increase of 47, more than 30 per cent. over the attendance of last year. The freshman class is the largest in the history of the university, the increase being 192, or 30 per cent. The total enrollment of 2,977 is an increase of nearly 10 per cent. over that of last year. With the addition of the students in the agricultural and dairy courses, the 665 in the summer session and those entering the second semester, the total enrollment for the year will be between 4,000 and 4,100. In the College of Letters and Science there are 1,683 students, an increase of 180, or 11 per cent. There are 492 freshmen in the College of Letters and Science, an increase of 120. In the College of Engineering 897 students are enrolled, a gain of 97, or 11 per cent. The freshmen in the College of Engineering number 312, an increase of 81. Of the total gain in attendance in the whole university, 192 students, or 72 per cent., is in the freshman class. The next largest gain is in the Graduate School, with 202 students, an increase of 47. The complete summary by colleges and courses is as follows: College of Letters and Science, 1,683; College of Engineering, 879; College of Law, 146; College of Agriculture, 149; new College of Medicine, 24; Graduate school, 202; course for normal school graduates, 71; School of Music, 202; course in commerce, 217; course in pharmacy, 33.

THE WEEK IN REVIEW.

(Continued from page 605.)

lost only a handful. But even if this is so, the incident illustrates anew the desperate daring of which the Arabs are capable when stirred by fanaticism, or perhaps we should say in the case of a different people, by patriotism. There are likely to be many such episodes as this both in Algeria and Morocco before the African situation has quieted.

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College Notes.

The University of Illinois has just acquired by purchase the library of Dr. William Dittenberger, professor of classical philology in the University of Halle. The library is one of the most valuable collections which has come upon the market for many years and represents the labor of one of the most distinguished scholars of Germany in the field of classical literature and philology. It contains about 3,000 volumes. William Dittenberger was a man of unusual breadth of scholarship and sympathy. He was not merely a dry-as-dust bookworm, devoted as he was to the advance of philological science, but was an active, energetic, and public-spirited citizen in one of the leading cities of Germany. Although professor of Greek, and giving the toil of a lifetime to the study of Greek civilization, he was for many years president of the municipal council of his native city.

The library is especially rich in epigraphical and paleographical works and is especially valuable from this point of view. At the same time it covers completely the wide field of classical philology. The works in both Greek and Latin, poets and prose writers are represented by the best of the old editions and the more recent special works. The library is not one which has been allowed to deteriorate because of disuse, as so often happens in the case of elderly men, but is the library of a man who was continuously at work to the very hour of his death. It was therefore constantly increased and kept up to date.

This collection will go a long way toward making the University of Illinois an important centre for the study of the classical languages and ancient history and archeology.

"Statistics of American colleges go to show that the youth of to-day are of a higher grade of physical development than their predecessors in academic studies. The boys who go to college are taller and heavier. The girls are of greater height, weight, and chest girth. Especially is this noticeable in a comparison that reaches back half a century. Even the figures of twenty-five years ago show a marked advance," says the Yale Al-

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umni Weekly. "Of the girls examined at Smith College in 1900-'03, those at seventeen years show a superiority of a half-inch in height, three pounds in weight, and two-thirds of an inch in chest girth over those at the same age in 1883-'88. At eighteen years the superiority amounted to three-fifths of an inch in height, nearly three pounds in weight, and a half-inch in chest girth. These are in general corroborated by figures from Wellesley, Oberlin, Chicago, and Mount Holyoke Colleges. As for the boys, taking Amherst College as a fair example, the measurements of the entering classes for the years since 1903 show the average height, weight, and strength to be greater than in preceding years. This is not due to an increase in age, since the average age of entrance has decreased. How much of this improvement is due to the practice of athletics, and how much to the general improvement in the conditions of living, remains to be calculated. But it is significant that to-day the general health of students is better at graduation than on entering college."

The proposal for the exchange of American and Danish professors has been given an impetus by the interest taken in the matter by Nicholas Murray Butler, president of Columbia

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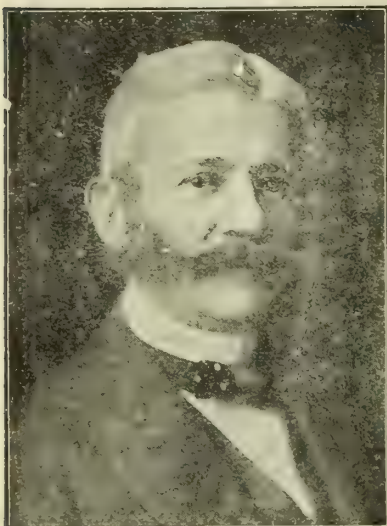
Speed with Accuracy again-Triumphant

At the great International Contest for SPEED and ACCURACY in shorthand writing, held at Boston, March 30, 1907, under the auspices of the Eastern Commercial Teachers' Association, Miss Nellie M. Wood (Isaac Pitman writer) carried off the Fagan International Cup, and Sidney H. Godfrey (Isaac Pitman writer) again won the Miner Gold Medal.

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University, and Dr. Maurice F. Egan, the American minister to Denmark. Mr. Egan, on the advice of President Butler, will endeavor to arrange for Professor William Henry Schofield of Harvard University to visit Denmark. It is hoped also that Arthur T. Hadley, president of Yale University, will lecture in Copenhagen. Both Professor Schofield and President Hadley are in Europe. The former is visiting professor at the University of Berlin, and the latter holds the "Roosevelt professorship" at the same university for the year 1907-'08.

A farm at Stamford, Conn., has been acquired by Columbia University and will be utilized in connection with the work of the department of zoology. The idea of the farm is to provide for the faculty of zoology a suitable place for the breeding of dogs, pigeons, guinea pigs, mice, etc. While the farm, it is said, will never take the place of certain work along the same lines, done in the laboratories, it is considered a most important adjunct to the department, inasmuch as it furnishes better facilities for the scientific study of heredity. For some time this work has been carried on in cramped quarters in the garret of Schermerhorn hall, but the results have not been entirely satisfactory. The farm, consisting of fifty acres, has been put in charge of Mr. Goodale, a graduate student. Investigations will soon be in progress. Professor Wilson, head of the department of zoology, hopes ultimately to establish an experimental station for pedigree breeding, to be placed under the control of the university.

Professor B. J. Harrington, professor of chemistry in the faculty of arts at McGill College, died in Montreal November 29. Professor Harrington was born at St. Andrews, P. Q., August 5, 1848. He was graduated from McGill College and entered Yale University. He was graduated from the latter institution in 1871. Professor Harrington was appointed lecturer in chemistry at the McGill College in 1871, and the following year succeeded Dr. T. Sterry Hunt as chemist and mineralogist to the geological survey of Canada. He held both positions for seven years, and then resigned from the geological survey of Canada in order to devote

his entire time to teaching at the McGill College. In 1883 Professor Harrington was appointed David Green-shields professor of chemistry and mineralogy. He lectured outside the college on these subjects for many years, and obtained the first honors in natural science and the Logan gold medal at Yale University. He had been president of the Natural History Society of Canada and had served in the same capacity for the chemical and physical section of the Royal Society of Canada.

The memorial committee of the Alumni Association of the University of Michigan has the satisfaction of seeing the foundations laid of the future memorial hall. The contract which has been let calls for the inclosed building only, without the interior furnishings, for \$107,103. The university has promised an additional \$50,000 as soon as the sum raised reaches \$132,000. The building, which stands on the southwest corner of the campus, will contain, in addition to the memorial hall, which is to be lined with tablets, paintings, and statues of famous alumni of the university, accommodations for the entire art collection of the university, a small but convenient auditorium, and accommodations for the Alumni Association, as well as a room for social gatherings of various sorts.

Harvard University has received a large oil painting of Professor James Mills Peirce, '53, formerly professor of mathematics in the Scientific School. The portrait, which comes from Professor Peirce's sister, will be hung in the faculty room of University hall for the present, pending settlement of Professor Peirce's estate. The walls of the faculty room are already nearly covered with the portraits of many professors and officers of the university. Professor Peirce was the son of a famous Harvard professor, Benjamin Peirce, '29. He himself became associate professor of mathematics in 1861, and in 1869 full professor of mathematics. This position he held until 1885, when he became Perkins professor of mathematics and astronomy, in which he continued until his death in 1905. His long connection with the university made him one of the best known of its professors, and his death two years ago, occurring in the same year with that of Dean Shaler,

was a great loss to the Lawrence Scientific School.

Bryn Mawr College has suffered a loss in the recent death of David Scull, the president of the board of trustees, and of the board of directors. He was one of the trustees appointed at the opening of the college in 1885, by the founder, Dr. Joseph W. Taylor, and he served in various offices, as secretary of the board from 1885 to 1893, as treasurer from 1893 to 1896, and later as vice-president and president. He was chairman of the building committee for nine years, and used to visit the college once or twice a week, and work with energy for its welfare.

By a recent vote of the faculty of the Massachusetts Institute of Technology there are provided in each course definite groups of graduate studies which will lead to the degree of master of science, doctor of philosophy and doctor of engineering. The institute, in other words, is not merely an undergraduate technological school, but a scientific institution of university scope, offering higher degrees for advanced work successfully pursued, both in pure and in applied science. No considerable gift of money or of equipment, but the slow effort of many years, has accomplished this advance.

Geographically the students of the University of Pennsylvania are more widely distributed than ever before. The statistics show that the university has drawn 1,398 students this year from places other than those in the state of Pennsylvania, an increase of more than twelve per cent.; of these 235 are from foreign countries and foreign territories. This is an increase in the number of foreign students of fifty, or twenty-seven per cent. Seventy-nine are from British territories; forty-two from Europe; twenty-five from China and Japan; eleven from the foreign possessions of the United States; seventy-eight from Latin-American countries and the rest from Asia Minor, Egypt, and Syria. The largest increases over last year in foreign students are from the Latin-American countries and the British possessions.

The triangular debating scheme proposed by the Princeton intercollegiate debating committee last spring, but not adopted because the Harvard committee was opposed to it at that time, seems likely to be in-

stituted next year, the Harvard committee having reconsidered its opposition.

The regular catalog of the Sheffield Scientific School, published last week, shows that the institution has now 120 officers of instruction, including seven emeritus professors—Brush, Johnson, Brewer, Clark, Lounsbury, Verrill, and S. I. Smith. The new commercial courses of lecture are outlined under the heads of the morals and ethics of production and transportation; of purchase and sale; of credit and banking; of public service, and of corporate and other trusts. The total number of students under instruction is 1,383, as compared with 1,232 last year, the regular undergraduate enrollment of the school rising from 895 to 931, and the freshman class from 364 to 400, the latter figures comparing with 340 in the present academic freshman class.

Dr. Hiram Bingham, lecturer on South American geography and history, has given the Yale University library a collection of some 4,000 works relating to South American countries, and particularly their revolutionary periods. It supplements fully the Wagner collection recently acquired, and covering part of the same historical field. The library has purchased a Syriac manuscript of the New Testament written on parchment, and about 1,000 years old. There are only two like it in this country, both in a private collection. Returns of the Yale academic freshman class show that the annexed numbers came from leading preparatory schools: Andover, 40; Hotchkiss, 25; St. Paul's, Concord, 15; Lawrenceville, 11; Exeter, 8; Hill, 8; Hopkins, 7, and Taft's and Cleveland University, 6 each. The New Haven high school sent 16, and Hartford high school, 11. Sixty-eight per cent. of the class came from preparatory schools, and almost all the remainder from public high schools, which are sending to Yale a steadily increasing number of students of high average scholarship and considerably exceeding that of the men sent from preparatory schools.

THE TRAPPER'S DEDUCTION.

The professor had complained that the world in general still looks on science in a slighting way, and that reminded one of his companions of a story of a western trapper.

The trapper, noticing a place where roots had been dug up, examined the spot carefully. Then, as he rose and brushed the earth from his knees, he said, with calm conviction:—

"This was done either by a wild hog or by a botanist."—The Washington Star.

IT MIGHT BE SO.

"Now be careful, Mr. Gibbins! You were, I believe, an old friend of the prisoner's. Did you ever notice that he behaved strangely when he was alone?"

"Well, sir, yer see I weren't never wiv 'im when he was alone, sir."—The Tatler.

WAS ALWAYS OUT.

Bess—"Did you do much talking this summer when you were away?"

Tess—"Yes; even my tongue got sunburned."—Pick-Me-Up.

National Educational Association.

The executive committee authorized the announcement that all local conditions for holding the next annual convention in Cleveland, Ohio, have been found satisfactory. The choice of the board of directors made at the Los Angeles convention is therefore confirmed, and Cleveland is selected for the forty-sixth annual convention, June 29 to July 3, 1908.

While the railroad rates have not as yet been fully determined, there are good reasons for confidence that the rates will not be higher than in former years, although the basis may be somewhat changed. This question is now under consideration by the lines in interest.

It was a source of regret to all members that it was not possible to hold the fiftieth anniversary of the organization of the association in Philadelphia. The Cleveland convention, however, will be the fiftieth anniversary of the first regular convention of the association, which was held in Cincinnati, Ohio, August 11-13, 1858. It is appropriate that the fiftieth anniversary of the first convention be held in the state of Ohio; a state which has been one of the most loyal and helpful to the interests of the association during all those years; which ranks third among all of the states in the total number of memberships for fifty years; and third also in the present number of active members enrolled, although it has had the advantages of but one convention since 1858, viz., at Cleveland in 1870.

Since Cleveland is near the geographical centre of our active membership, it is hoped that a large proportion of active members may be able to attend the next convention. It is desired that all directors make special efforts to secure this result.

It will be gratifying to learn that the Los Angeles convention proves to have been the third largest in point of membership in the history of the association—Boston (1903) being first, and Asbury Park (1905), second. The total registration at Los Angeles amounted to 12,818, exclusive of approximately 4,500 active members not present at Los Angeles, to be included later in the total enrollment for the year. The corresponding enrollment at the Los Angeles convention in 1899 was 11,932, increased later by 1,674 active members not present at the meeting, making a total of 13,606 for that year. The following table shows enrollment by sections:—

North Atlantic states.....	716
South Atlantic states.....	46
South Central states.....	839
North Central states.....	3,015
Western states	8,139
Foreign	63
Total	12,818

It is worthy of note that the state of California, for which 5,000 members were guaranteed by the Los Angeles local committee, had an enrollment of 6,306; Arizona, which has but 538 teachers, according to the latest United States commissioner's report, furnished 583 members. Utah sent 380 members, and Texas 458—the highest number from these states at any convention.

In other respects the Los Angeles convention proved to be a gratifying

success in spite of many embarrassments in the rate situation.

THE MAGAZINES.

—The December issue of the Atlantic is a peculiarly interesting magazine. There are seven important articles, each very brilliant of its kind. The leader is entitled "The Future of Our Navigable Waters," and is written by John L. Mathews, who has been making a special study of the subject. "An Art Museum for the People," by Frank Jewett Mather, treats of the best practical arrangement of exhibitions for public use. Agnes Deans Cameron writes on "Wheat, the Wizard of the North." "The Children's Educational Theatre," by A. Minnie Herts, is an exposition of the teaching value of practical stagecraft for the young. Charles F. Dole writes on "The Ethics of Speculation." Bliss Perry contributes the centenary article on Whittier, the title being "Whittier for To-day." William C. Dreher, in "The Year in Germany," discusses topics of recent importance in that nation. Agnes Repplier contributes a delightful paper, entitled "When Lalla Rookh Was Young." Two reviews of different groups of recent literature are contributed by William Allan Neilson, who considers the Shakespearean writings of the last year, and by Ferris Greenslet, whose essay, "The Year on Parnassus," deals with the best of the latest poetry. Fiction of the usual high Atlantic standard is in abundance.

Rhodes Scholarship.

The following letter in regard to the Rhodes scholarships for 1908 has been sent to several inquirers by Charles C. Harrison, chairman for Pennsylvania:—

"Replying to your favor I beg to say that the next qualifying examination for the Rhodes scholarship will probably be held early in 1908. The scholarship is valued at \$1,500 a year and is tenable for three years. Candidates must be unmarried and between the ages of nineteen and twenty-five years. It has been decided that all scholars shall have reached, before going into residence, at least the end of their sophomore or second year work at some recognized degree-granting university or college. Candidates may elect whether they will apply for the scholarship of the state or territory in which they have acquired any large part of their educational qualification, or for that part of the state or territory in which they have their residence. They may pass the qualifying examination at any centre, but they must be prepared to present themselves before the election to the committee in the state or territory they select. For the responsiveness examinations of 1905, candidates were examined in the following subjects:—

- "1. Arithmetic—the whole.
- "2. Either the elements of algebra or the elements of geometry.
- "3. Greek and Latin grammar.
- "4. Translation from English into Latin.
- "5. One Greek and one Latin book.

"In accordance with the wish of Mr. Rhodes, the trustees desire that in the election of a student to a scholarship, regard shall be had to (1) his literary and scholastic attainments; (2) his fondness for and suc-

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cess in manly outdoor sports; (3) his qualities of manhood, truth, courage, devotion to duty, sympathy for and protection of the weak, kindness, unselfishness and fellowship, and (4) his exhibition during school days of moral force of character, and of instincts to lead and to take an interest in his schoolmates."

New Indian Tribe Discovered.

[From Zion's Herald.]

A tribe of Indians of whose existence the world has hitherto been in ignorance was discovered by Dr. George B. Gordon, curator of archeology of the university of Pennsylvania, during the course of an exploring trip, begun last spring in Alaska. The new tribe is of the same general family as the rest of the North American tribes, but of higher mentality and development than most of them. They alone, of all the tribes north of Mexico and southern California, possess the art of pottery making. The Gordon expedition was fitted out by Mrs. Charles C. Harrison, wife of Provost Harrison, for the express purpose of finding this tribe, whom

Dr. Gordon had reason to think existed, and incidentally to its main aim the expedition traversed and charted for 1,500 miles from its mouth the second largest river of the Northwest, the Kantishua river, hitherto treated as a mere creek, although it is as large as the Delaware. The source of the Kantishua was found in Lake Mintuana, within fifty miles of Mount McKinley. By a portage of ten miles the River Kuskokwim was reached, down which the party paddled for two months, making geographical and ethnographic researches as they went. Dr. Gordon succeeded in bringing back to civilization a considerable ethnographical collection, including a complete set of implements used by the newly-discovered Indians.

Dr. Hale's Christmas Message.

"Christ-mass is not done with at midnight on the twenty-fifth of December, 1907," writes Edward Everett Hale, in his editorial page in the Christmas Woman's Home Companion. "In the older language of the older Christianity, for people who spoke English, the Christ-mass lasted twelve days. Indeed, I think the legends about the birth of the baby said that after the Wise Men had seen in the East His star they traveled twelve days or twelve nights, until on the twelfth night they came to the saintly stable and unloaded their camels. I like, as one year ends and another year begins, to notify those around me that stupid Labor, the lifting and toiling of daily life, is suspended for a while, and that for the next year energetic work, the triumph of the soul over mind and matter, is to begin. I like to have a special remembrance of the Christ-mass every day: The children's celebration on Christmas morning; the service at church as the day goes by; some Christmas party of the old folks in the evening; the oratorio of the Messiah at least on both the Sundays; the Christmas tree for the Sunday school and one for the Settlement House and one for the union and one for the association and one for the industrial school, and so on until you come to Twelfth Night, with its ring or its bean in the cake, and perhaps a good round dance or a Virginia reel before Twelfth Night is over."

AN EXCUSE.

"Last winter you promised that in the spring you would pay me the hundred marks I lent you."

"Pardon, madam, but this year we have had no spring."—Fliegende Blaetter.

At the closing exercises of a Syracuse school a little girl was asked: "Who is the head of our government?"

"Mr. Roosevelt," she replied promptly.

"That is right," said the teacher, "but what is his official title?"

"Teddy!" responded the little miss, promptly.—Wasp.

Do not forget the renewal offer on the Journal of Education. The present subscribers as well as the new subscribers benefit thereby. If you have not had the offer write at once to the Journal of Education, 29-A Beacon street, Boston.

BOSTON THEATRES.

KEITH'S.

There have been quite a number of English comediennes who have made their Boston debuts at Keith's during the past few seasons, but it has remained for Marie Lloyd, who made her first bow before a Boston audience last Monday afternoon, to cap the climax. It is not surprising that she should do so, for she is recognized both in London and the provinces as the greatest favorite the patrons of the music halls have, a woman whose name is the sure sign of enthusiastic audiences that test the capacity of any hall in which she appears. Miss Lloyd will sing several new songs the coming week. One of the most notable acquisitions the vaudeville stage has made this season is Hilda Spong, who has become widely known to theatregoers through her connection as leading lady and star of many of the Frohman successes. She is to appear in a virile little play of western life called "Kit." The Zingari Operatic company, while bearing a familiar name, is an entirely new organization this season. As a singing act it has never been excelled. Rice and Prevost, the original "Bumpty Bumps," and the greatest acrobatic comedy team of the day, will make their accustomed laughing hit. McKenzie and Shannon, in a merry little musical comedy called "A Shine Flirtation"; Jack Gardner, "The Man with the Horn," a clever black-face comedian; Hawthorne and Burt, Hebrew character comedians and dancers; Max York and his trained fox terriers; the Sa-Heras, mental marvels; and Paul La Croix, who manipulates bats in many laughable ways, will all be prominent in the bill. Alexis and Schall, "The Happy Pair"; De Velde and Zeld, in an out-of-the-ordinary acrobatic act; the Musical Shirleys, versatile instrumentalists; Chefalo and Capretta, "The Wizards in White"; and new kinetograph pictures will complete the program.

PUBLIC SPIRITS.

Landlord—"Ope you won't 'ave any objection, sir, to my putting a subscription list up in the bar for the benefit o' the widow o' Giles, the waggoner, as died last Saturday?"

Rector—"Certainly, if you wish to." Landlord—"Thankye, sir. 'E was a man as ought to be encouraged. Considerate to his 'osses; 'e always stopped 'ere to rest 'em on 'is way up the 'ill."—Punch.

A WELL-GOVERNED FAMILY.

Johnny—"Pa, what is an absolute monarchy?"

Pa—"It's like the way your mother rules this house."—Somerville Journal.

QUITE SO.

Knowledge is power, but then

We should recall

Man is not strongest when

He knows it all.

—Washington Herald.

An indication of Ambassador Jusserand's observing mind and clever wit is afforded in his recent observation that the American business man is not pressed for time, else he would not consider it necessary to be personally present when his shoes were in process of cleaning.—Buffalo Commercial.

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JOURNAL OF EDUCATION.

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A. E. WINSHIP, Editor.

WHAT THE HIGH SCHOOL SIGNIFIES.

[Editorial.]

Seventy-five years ago there were not seven free public high schools west of the Hudson river; now there are seven thousand. Though there were then more high schools in Massachusetts than in all the rest of the country, they were few, but to-day there is in the state only thirteen wee little towns without high school privileges for the young people.

Even twenty-five years ago there were scarcely any high schools west of the Hudson that fitted for Harvard University; now examinations that admit to Harvard can be taken in nearly two hundred cities west of the Hudson.

Even in the last ten years the number of towns in the United States offering high school privileges has doubled. Twenty-five years ago many colleges would admit students without adequate preparation; now none will admit them without it. Then no normal school in the country had so much as thought of requiring a high school or academy diploma for admission; now most of the first grade normal schools make such requirement. Then many men entered upon the study of law, medicine, and theology without such preparation; now none can do so.

Not only do the professions make such demands by way of preparation, but without it one is handicapped in engineering, journalism, banking, railroading, electrical works, steel plants, mining, and other modern industrial and commercial activities.

Andrew Carnegie says that his vast fortune is largely due to the fact that he was the first man in the industries of America who appreciated the fact that it paid to employ men with the best educational equipment.

A prominent railroad official, whose road will employ only men with a high school or college education in positions that look to promotion, gave as his reason that it was now so easy to get a high school education in which one's knowledge touches a modern language, geometry, algebra, chemistry, physics, and history, that a lad who does not take time to get at least this much of knowledge says by that very fact that he is more interested in getting a job than in getting ready for it, and that that habit of mind will go with him all through his business. He will care more for drawing his wages than for earning them.

In social life any young man or woman is to-day seriously handicapped without at least a high school knowledge of a modern language, history, and the literary masterpieces. Such a person cannot understand the common references and phrases in the conversation of the social life, where well-informed people congregate.

High school opportunities are becoming universal because of this demand, and because those opportunities are universal the demand for such culture as they give is irresistible. Each requires the other.

On the eve of a great football game the alumni of the universities to be represented on the gridiron the following day often have a banquet for the development of enthusiasm. On such occasions there is always feasting and merriment to the limit, and it all centres in eleven men, not one of whom is present. Those eleven men are

sleeping the sleep of noble men, who have not so much as indulged themselves in ginger ale or cigarettes for many a day.

The men who are to do things are keeping themselves in condition to do things. They regard it as no sacrifice, as no denial, but a privilege to get ready for the game.

This is the spirit with which the high school is provided by the tax-payers. This is the purpose of those who make the best use of the high school. It is the place in which young people have the privilege of getting ready for the game of life.

No team would admit the fleetest runner or the strongest man into an eleven simply because of fleetness or strength. He would be required to practice, to learn the signals, to know his part in the play, and give evidence that he would play his part according to the rules of the game. The better the player the more he costs the team if he violates rules, for the entire eleven pay the penalty of a play out of rule.

It is true that one can get into some places in the game of life by being coached as an understudy, as, for instance, a business college can equip one for bookkeeping, stenography, typewriting, without broad culture or extended knowledge, but it is not all that it would be with the broader foundation.

Ellen Terry, in her remarkable story of her life, says she has been asked when she discovered that she and her sister Kate were different from the other girls who were playing with them in their early teens. To this she replies that she first realized it when she saw that they learned every part in the play, while the others merely learned their own part. They knew that they must enter into every actor's part in order to enter into their own. They were playing every part in the spirit of it, while others were interested only in the scenes in which they had a part, and only in the part they had in the scene.

The high school is fitting young people to play the spirit of every part in the drama of life; hence they play their own part best. It is the all roundness of the preparation that is important to-day.

AUTHORS.

LYMAN ABBOTT,
The Outlook.

I gladly send to the boys and girls my congratulations on the facts that they are living in a country where they are free to render the best service they can to their age, that they are entering on an age which will require their best service to gain every opportunity for it, and that they are being equipped to do what both freedom and opportunity call on them to do.

JOHN BURROUGHS,
West Park, N. Y.

Be faithful in work, fair in play, constant in love. Only through work can character be formed, and only

through the emotions, through sympathy and love can the best of life be had.

HAMILTON W. MABIE,

The Outlook, New York.

I am sorry that I cannot find time to formulate the right kind of message to the boys and girls of the high school. Tell your boys and girls in a word that the future in the country, as in all the rest of the world, belongs to the educated men and women; that if they mean to succeed, either practically, intellectually, or spiritually, they must submit themselves to thorough training. Tell them that nothing is worth so much while, because nothing capitalizes a man or woman so permanently as, first, to know themselves; second, to be able to use themselves; and third, to be able to do the best things with themselves.

MARGARET DELAND,

Boston.

My message to your young people is very brief:—

Don't cry; and play fair. We grown people boil that down, for ourselves, to two words: Courage—honesty. But the meaning is just the same.

JOEL CHANDLER HARRIS,

Uncle Remus's Magazine.

I am sure I should be delighted to accede to your wish—to fall in heartily with your plans—but how can I? Just put yourself in my place, and imagine it! I could enter the wide field of commonplace, and compete with the best of them, and I could say many things that the boys and girls have heard before, but to what end? My highest wish is that the young people in all grades of school and of life may fulfill to the letter their engagements with Providence, and, out of the high school, rise to a higher life that has a greater regard for duty than for money.

Meanwhile I can do nothing better than send them all my love.

EDWARD BOK,

The Ladies' Home Journal, Philadelphia.

I cannot give to the boys and girls anything better as a New Year's greeting than the rule which I have followed myself, told in the sentence which I always keep before me in my desk. It is this:—

"Something difficult is simply something to overcome."

WILLIAM J. ROLFE,

Cambridge, Mass.

I am now in my eightieth year, and have been a teacher of young people ever since I left college in 1849. My first teaching, indeed, was in a country school in the winter of 1845, when I was a freshman in college. In those days students at Amherst College who needed to do work in the six-weeks' vacation in winter were allowed to be absent an additional six weeks for the purpose. This enabled them to secure places for teaching in the rural schools of Massachusetts, which commonly had two terms of about twelve weeks each, one in the winter and one in the summer. I taught in this way in 1846 as well as in 1845. Of course we had to "make up" the studies we lost at college and pass examinations on them.

After leaving college I taught in an academy and in four high schools for about twenty-five years; and since then I have done miscellaneous teaching and lecturing in schools, colleges, and elsewhere, besides preparing many books for educational use.

I give this dull biographical information as a prelude to the advice I wish to give you concerning one point in

your own education, and that is the pre-eminent importance of the study of the English language and literature.

Of course, one should learn to speak, read, and write his mother tongue correctly, if not aptly and gracefully; and until comparatively recent years this was thought to be all that was needed in this study. But nowadays we have come to see that the school course in English should include some study in literature as well as in language—that boys and girls should learn how to choose their reading after they have left school—taught to recognize what is good in literature and to prefer it to what is poor and bad.

I fear, however, that young people, and their parents also sometimes, are inclined to undervalue this brand of education. They think that it is not "practical," like "reading, writing, and arithmetic"—that it has no enduring value, but is merely a "polite accomplishment."

But in fact this study of literature by which we acquire a taste for the best prose and poetry of our language is the only branch of a school education of which we may say that all the pupils will find all that they have learned in it to be of positive, practical use at all periods of their life. Much that we learn of mathematics, geography, history, and other things studied in school is of little or no practical use to us in after life. We remember and use only a small part of what we have learned in these branches; but all that we have learned in literature is of enduring and increasing interest and value. Every new thing of beauty that we get from literature is a joy forever. I am able to speak from my own experience. I have met many of my pupils after they have become fathers and mothers, and even grandparents; and I find them enjoying good books and training their children to the same tastes and habits. They tell me that of all the lessons they had in school these in English have been the most helpful, stimulating, and inspiring ever since.

Only yesterday I received a letter from a lady who was a pupil of mine in the Cambridge high school forty-three years ago. Referring to the recent loss of her husband, she says: "I shall never forget your reading of 'Lycidas' to us in our English class at school. Even now I can hear your voice—'For Lycidas, your sorrow is not dead, sunk though he be beneath the watery floor'"; and she goes on to tell what consolation she now feels in re-perusing the poem.

ELBERT HUBBARD,

East Aurora, N. Y.

The high school gives the key to life,—that is, all the life that one is capable of manifesting. The one thing that differentiates man is the study habit, and once you get it only death can take it from you, and I am not sure that even death can. Whether you go through the university or college matters little. The best educated man that America has produced was Benjamin Franklin—printer, business man, inventor, diplomat, and philosopher. He grew rich and made everybody else rich who accepted his philosophy of life. Work and smile, and when in doubt mind your own business. If you don't know what to say, why don't say it! So here is a hand-grasp over the miles.

NIXON WATERMAN,

Arlington Heights, Mass.

Could every high school pupil clearly realize how much the success and happiness and worth-while-ness of the later years depend upon the manner in which the opportunities of youth are improved or neglected no one would ever be asked to offer a word on the value of a high school training.

The world has never questioned the truthfulness of Pope's lines:—

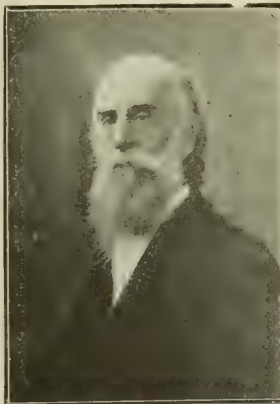
"'Tis education forms the common mind:
Just as the twig is bent the tree's inclined."

All mankind is forever going to school. If we neglect to-day's lesson hoping to make it up to-morrow we shall find that to-morrow has brought its own lesson to crowd its hours and there is no time to recover lost chances. We may take up the study of history or Latin, or language or mathematics at any time in life, if we so determine, but when youth is once passed we can never take it up again; and without the freshness, the leisure, the enthusiasm and the opportunities of youth, we shall find it up-hill work trying to do in the afternoon of life what we should and could have pleasantly done in the morning.

I do not believe that Opportunity knocks once and only once at each man's door; I believe it is ever and always knocking, but we know that whatever other privileges it may continue to offer us, it can bring us strong, vigorous, beautiful, all-conquering youth but once, and that the thoughtful high school boy or girl will make the most of this greatest of all good gifts:—

And you've got to do the job yourself; and the more tools you possess and the better you know how to use them, the better job you'll do. Text-book studies are the tools you should acquire and command. Yes, you may be able to block out and hammer out a kind of character, with the few tools you get in the lower grades of the common school system; but such a character will, of necessity, be of inferior metal, will be more or less rude and crude, and will have about it more or less of the grotesqueness of a Chinese idol. A high school education will put more tools into your hands, will give you command over more implements of your craft; and the character you may shape for yourself will be of beautiful bronze—solid and symmetrical, an inspiration to yourself and all observers. All a college education can do for you—over and above what a high school education can do—is to present you with a few more tools still and show you the use of them; and then you can gild your statue of character with the pure gold of refinement, hang a halo of refulgent culture about its head, mount it upon a pedestal of polished brass—and men will bow down and worship it.

But, oh, remember this—remember this, my young friend! Your teachers may inspire you, guide you, advise you; but you've got to do the work. There's nothing magic about the



LYMAN ABBOTT
Editor of *The Outlook*, N. Y.



JACOB GOULD SCHURMAN
President Cornell University



NICHOLAS MURRAY BUTLER
President Columbia University



DAVID STARR JORDAN
President Stanford University

"There are gains for all our losses.
There are balms for all our pain;
But when youth, the dream, departs,
It takes something from our hearts,
And it never comes again."

JAMES BALL NAYLOR,
Malta, Ohio.

Are you going to get a high school education? If not, why not? That's for you to answer. If so, why? That's for me to answer. For one reason—one alone. There's nothing worth while but character. Character counts; a sound and stable character means a safe, sensible, self-willed individual—who can do and will do his share of the world's work. How are you to acquire such character? Inherit it? Many a gnarly sprig sprouts from the most symmetrical and most flourishing family tree; many a rotten chip comes from the worm-eaten old block. Buy it? A mint of money won't buy a piece of paradise as big as a postage stamp; and sterling character bears the hall-mark of heaven. Find it—get it by chance? You might as well hunt for a grain of gold in a Sahara of sand. Build it—make it? That's the idea!

schools—the virtue must be in you. All the letters that tag the professors' names spell but one word for you—**OPPORTUNITY**. The tools you get won't use themselves—you've got to use them. Don't make a mere toolhouse of your brain; make a workshop of it. Read and think and do!

And don't take as law and gospel all you hear and read; question—question eternally. Be a doubting Thomas; but be open to conviction. Strive to make yourself a broad, liberal, forceful, free individual who dares to do and be. Above all, don't let others mould and shape you; mould and shape yourself. Hang on to your individuality, your personality, as you'd hang on to the pigskin in a football scramble. High school and college will rob you of all your eccentricities, if you're not careful, and stamp you with the trade-mark of the manufactory—make you just like every other piece of statuary in the world's hall of mediocrities. Get a high school education by any and all means; take a college course, if possible and advisable. But remember—remember! Character alone counts. Grades are marks of merit, or stripes of ignominy and criminality—de-

pending upon whether you deserve them; a diploma is a passport to the paradise of endeavor, or a paltry sheepskin—depending upon whether you earn it. My young friend, you'd better be a hewer of wood and a drawer of water, and be able to look the world in the face and daunt it with your apparent honesty—than to sit in high places, with the little green goblin of hypocrisy leering over your shoulder and tittering in your ear:—

"Do what I say! I've bought you; I own you!"

Character counts! My dear young friend, get to work on yours!

O. S. MARDEN,
Editor Success.

Be sure that you have your own approval first and last. Resolve that you will never forfeit confidence in yourself, that you will never take chances on your own disapproval, and you will have a bulwark which will be your stay whether in prosperity or adversity.

Nothing else is worth so much to you as your unqualified endorsement of yourself. It matters little what others may think about you, or what the world may say; it is by your own honest judgment of yourself that you must stand or fall.

Make every day of your life count for something; make it tell in grand results, not merely as an added day, but as an added day with something achieved.

With best wishes for a happy and prosperous New Year for you and your pupils.

MARGARET L. SANGSTER,
Woman's Home Companion.

Nothing seems to me so important as to do each day's work thoroughly and, if possible, leave no unfinished tasks for the morrow. Only those who fulfill this rule, as far as the weeks and months are concerned, can hope to achieve good results at the end of another year.

JOE MITCHELL CHAPPLE,
Editor National Magazine.

To the High School Boys of America: May you reap the same rich reward in your high school days that I have garnered. May those days implant a life ambition and purpose; may you feel then the first tingle of real thought, thirst for knowledge, and the desire to achieve. May you, under the inspiration of your high school teacher, find yourself—the highest and greatest discovery that any individual can ever make.

JACQUES W. REDWAY, F. R. G. S.,
Geographer and Educational Lecturer.

I have talked with high school students in about thirty different states. In almost every instance the atmosphere of the school suggests an adumbration of the favorite university. A few cases excepted, the interest of the students is about evenly divided between the Greek-letter fraternity and the college-entrance examinations. There is but little realization of the responsibilities of life, especially among the young men. In the great Empire state, the chief object and end in life among high school students is the passing of the regents' grinds; and

a teacher, no matter how proficient in her work, failing to crowd her classes through the examinations cannot hope to hold the confidence of her pupils. Young men and women fitting for business usually prefer the business colleges, where a different atmosphere exists. The regular high school students look on business colleges with indifference or with contempt. As a result, I have been slowly reaching the conclusion that a double system of high school training is necessary—one as a preparation for the university, another for business education, and I am strongly of the opinion that the two should be wholly separate. The reason for the latter suggestion is obvious. A head master who is fit for one is manifestly unfit for the other. The commercial high school should have a broad and liberal curriculum, rich in historical, economical, and technical studies, as well as in English and modern languages.

In the city in which I live, a great majority of the high school teachers are young women just out of the university. I think there are but four men teachers. Few of the faculty have had more than two or three years of experience in teaching; practically not one has had the training that comes with a contact with the world. The character of the individual work of these teachers is most excellent, and the effect of culture is apparent in the pupils. The atmosphere that prevails in the school, however, is not that which one finds in the world outside the school halls. Those students who go to the university are well prepared for their work, but the unfortunates who enter business find themselves equipped with a kind of knowledge which cannot be exchanged for cash, credit, or confidence.



BOOKER T. WASHINGTON
President Tuskegee Institute

COLLEGE PRESIDENTS.

WILLIAM DE WITT HYDE,
Bowdoin College.

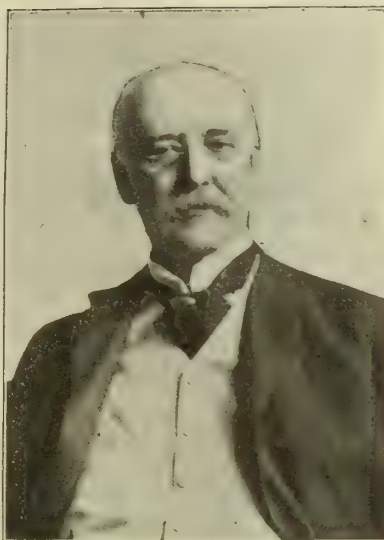
Live in the active voice, intent on what you can do rather than on what happens to you; in the indicative mode, concerned with facts as they are rather than as they might be; in the present tense, concentrated on the duty in hand, without regret for the past or worry about the future; in the first person, criticising yourself rather than condemning others; in the singular number, seeking the approval of your own conscience rather than popularity with the many.

DAVID STAR JORDAN,
Leland Stanford Jr. University.

California sends through me her best greetings to the boys and girls of the Trenton high school. It is a long way from New Jersey to California and we sometimes pride ourselves in the West on the fact that in the winter floods we have a country as large as the whole state of New Jersey under water, and then again in April and May we have a tract of land as large as the state of New Jersey covered with continuous poppies and wild hyacinths; and then again that we have tracts as large as the same state covered in July with a continuous wave of golden wheat. And sometimes we are not so proud when a tract of land as large as New Jersey is shaken so vigorously by the elements that we call out here



SUPT. F. LOUIS SOLDAN
St. Louis



SUPT. W. H. MAXWELL
New York City



GUY POTTER BENTON
President Miami University

"Temblor," that no man nor cow nor horse nor dog can stand up while the shaking is going on. But for all that, this is the land of blue skies and sunshine and flowers and fruit, a good land for people to live in, and a good land from which we can send greetings to the dark and snow-bound East.

BENJAMIN IDE WHEELER,
University of California.

I trust you have formed no resolutions for 1907, except to make the year a natural and progressive outgrowth of 1906. Proposals for sudden and easy change where character is involved, are apt to be disappointing. The only real gains you will make will be slow, and the result of steady work and hard. Sudden gains of money or station, for which you have not worked and which you therefore have not deserved and earned, are dangerous and bad, for you have not acquired the character that ought to go with them; your building hasn't its quota of concrete under it; the hull of the ship hasn't grown with the sails.

So trust the Lord and keep hammering away.

WOODROW WILSON,
Princeton University.

It seems to me that young people who have had a careful schooling owe more to themselves and to the communities they live in than anybody else. They have had an opportunity to know what is true and right, and they should feel it a disgrace not to live by the standards of truth and of right which they have learned.

I can wish nothing better or happier for you than that you should have the satisfaction some day of looking back upon a life spent not merely in your own interest, but in the interest of all those with whom you come in contact, and of the state and country in which you live. This is possible in small ways as well as great, and the best New Year's resolution is to be thoughtful and serviceable citizens.

JACOB GOULD SCHURMAN,
Cornell University.

I wish you would extend to the boys and girls of the Trenton high school my best wishes for a happy New Year, which should be for them a period of work and training, accompanied, I earnestly hope, by growth and improvement in body, mind, and heart.

NICHOLAS MURRAY BUTLER,
Columbia University.

Let each one resolve to make 1907 a year of positive growth in the direction of the aim for which all schools exist, the development of mind and character. Let the mind be developed by cultivating sympathy with those subjects of study properly called humane; and let character grow by careful attention to those small acts and deeds of kindness, unselfishness, and devotion, which are the foundation of lifelong habits. It is the little things that really count, and no day will pass without its opportunity for each pupil to choose between growth and stagnation, between strength of character and weakness. May success attend the efforts of each!

BOOKER T. WASHINGTON,
Tuskegee Institute.

It is good to be permitted to live in an age when great, serious, and perplexing problems are to be met and solved. For my part I would not care to live in an age when there was no weak part of the human family to be helped up and no wrongs to be righted.

Through struggle only are great men and useful races produced.

EDMUND J. JAMES,
University of Illinois.

There is to-day scarcely an occupation in our society which the intelligent and educated young person would care to follow for which he cannot get some definite, special, professional training, which it is worth his while to take if he is really looking for the highest type of success.

But there is another and a more fundamental need of the high school graduate than even this need of special and professional education, and that is some further training along general, liberal, cultural lines before taking up, or at the same time with taking up, the special and professional training. The college in our American society stands for this general idea. It is a continuation, but upon a higher plane, and towards higher ends of the high school course itself. It is an extension, and a completion of the liberal foundation which the educated man or woman should lay securely before building upon it the superstructure of professional training. Our society is becoming with every passing year a more educated, a more cultured, and a more highly trained so-

ciety. Our fathers got along, and we of the present are getting along in our day and generation with an education and training far inferior to that which you must have if you would succeed. The day of the ignorant and untrained man is passing in all departments of life, from the corner grocery store to the governor of the state. If you desire, therefore, not merely to be successful in a narrow sense in your special calling, but wish to be successful in the larger sense of being leaders in the society in which you will have to live, of being men and women of power, and influence, and authority in your day and generation, you must secure a broader and a wider education than was necessary for those of us who are bearing the burden and heat of the day at present.

I wish, therefore, to urge upon you, with all the influence which my words may have, the desirability of your taking, as soon after the completion of your high school course as possible, at least two years in some good college of liberal arts before you think of taking up the special professional work appropriate to the calling you intend to follow, and if you can take four years instead of two, provided you feel that you are profiting by it, you will be the better for taking it. I believe you will never regret the time you may have spent. "The body is more than raiment, and life is more than food," and if you wish to live in the highest sense of the term you must prepare for living exactly as you would prepare for the narrow duties of some technical pursuit.

GUY POTTER BENTON,

Miami University.

The high school is the culmination and the consummation of the public school system. From the beginning of his work in the kindergarten, all through the other grades, the pupil should be inspired with the desire to complete his course to graduation from the high school. To him it should present two possibilities. First, that of preparation for college, or, second, that of preparation for business. It is a mistake to make the high school purely the college preparatory school. It is equally a mistake to confine its work exclusively to a training for business.

JUDGES.

JUDGE BEN B. LINDSEY,

Juvenile Court, Denver

It is both an honor and an inspiration to me to send these kind greetings to the boys and girls. From my position on the bench in the juvenile court, like your position in the school, I have occasion to see much of boys and girls, but especially of the troubles of boys and girls, and I have learned how really true it is that boyhood and girlhood is the most important part of life. It is that period when the foundation of a noble character must be laid. A man is a great deal like a magnificent building. The great building can never be lasting, strong, and beautiful unless it rests upon a firm foundation. You cannot build a fine house and attend to the foundation afterwards. The beginning of a man is a boy, and so the foundation of a man is a boy. So the boy must begin strong, as the foundation of the building must be firm and lasting. He must not be a coward. He cannot be brave or strong if he weakens himself morally and physically. He must not be a bully on the one hand or a "sissy boy" on the other. He must be just a clean, wholesome, decent, manly, cheerful boy; loyal to home, school, and church; not goody, but just good.

Fear only to do wrong, but if you sometimes fail, do not be discouraged; if you are knocked down, get up and start again. Be ambitious rather to do all the good you can in the world, good for others, who need you, as you need them. This is an important point. If you are

ambitious merely for yourself, for riches, power, or fame, and you stumble and fall, you may never rise again. If your object is to be useful and helpful for the sake of service to others, to your city, your country, you can smile at what seems failure, for it is only temporary since your heart will be right with yourself and with the real things worth while in life, and so you will be sure to win—not riches, not fame, but the satisfaction in your soul of having been of actual use to your brothers in the world. This is the real thing. Be joyful, even I should say be noisy, and have fun, indeed learn to play and play hard when you play, and let all your work be akin to play—that is, out of it get the same joy you will out of play. You must work and work hard and get joy out of your play. Spend a serious half hour now and then with yourself, for life is real, life is earnest, and make life serious, but not too serious. Do not make the mistake that you are being fitted for the college, for the university. You are not; you are being fitted for life. Let your thoughts be to this end. The greatest art you can learn is the art of kindly living; the art of putting the most into and getting the most out of life, knowing how to do the most for others, for this is the surest way to do the most for yourself.

JUDGE W. M. LANNING,

Trenton, N. J.

If the boys and girls will make the year 1907 a year of distinction for the promotion of pure athletics, for advancement in mental acquirements, for obedience to lawful authority, for growth of moral characters, the citizens of Trenton will regard with just pride their achievements, because they, with their teachers, will have exalted their school to high fame in our city and state.

CLERGYMEN.

BISHOP HENRY C. POTTER,

New York

Your thought for your boys and girls is a most happy one, and as once a public schoolboy myself, I am most glad to comply with your request.

Say to your pupils, I beg you, as my message for the New Year, that I wish them every blessing that a gracious Providence can vouchsafe to them; and that the year will be a blessed one if they recognize, before it is ended, that boys and girls alike owe a duty and a service to their common country; and may not venture to think of their happy lot, as living in the United States of America, without asking themselves, also, how best they can serve their fellow countrymen of the Republic.

BISHOP JOHN H. VINCENT,

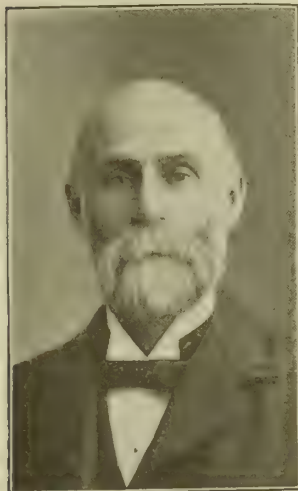
Indianapolis.

A word of greeting to the Trenton high school! Of all the faculties with which the human being is endowed the central, radical, and most important is the power of will. The most important lesson to be learned at school is the use of the will; the application of its energies to all intellectual activities; its constant use in promoting personal poise, moral force, genuine courage, and the habit of persistency. May the new year witness in the personalities who listen to this word of greeting a new appreciation of the power of the will and a new resolve to use it for personal development and the largest possible service to society!

REV. CHARLES M. SHELDON,

Topeka, Kansas

The best thing I can say to those who are getting an education is, to get the best of everything as you go along, and the best is impossible unless you take account of that great factor in growth called character. Simply



GEORGE H. MARTIN
Secretary Massachusetts Board of
Education

to know the things that have been printed in books, or to have a knowledge of sciences so as to perform experiments, and to have no workable and daily knowledge of God as a part of one's education is, it seems to me, simply to be an educated pagan. We have several educated pagans in this country in our commercial, political, and social life. They do not add weight, but heaviness, to the march of civilization.

My best wish for you is that you may know

MERCHANTS.

JOHN WANAMAKER,
Philadelphia

Do not put off beginning to live your life of love and usefulness until you have graduated. Let the real life commence at once by being at your best in school, at home, in the church, and among your friends. Be a little man and a true woman, and take as your nearest and truest friend the best boy that ever lived, who grew into the best man who ever lived, and who expects to help every struggling human being on the earth to make a success of his life, and that perfect man and perfect friend is the Lord Jesus Christ.

STATESMEN.

JUSSERAND,
Ambassade de France a Washington.

I wish it were possible for men to write something about our great republic, the republic of France, ever the staunch friend of America, but it would be impossible to be brief and it would not therefore answer your purpose.

Nothing briefer than maxims. I choose therefore to send you two which you will if you think fit submit to the consideration of your pupils. They are as follows:—

"Never do what you should be afraid your enemy might see."

"It is better to be a good sower than a good reaper."

Maxims are like coins. Like coins, if well used they may serve your young people to acquire something good. And that something is (in this case I dare say) contentedness of mind and a quiet conscience. People who have that live happy.

With best wishes for your family of seven hundred.

AMBASSADOR STERNBURG,
Washington.

When I was a boy in the army our great general, von Moltke, owed his famous victories to his favorite motto:

to know the things that have been printed in books, or to have a knowledge of sciences so as to perform experiments, and to have no workable and daily knowledge of God as a part of one's education is, it seems to me, simply to be an educated pagan. We have several educated pagans in this country in our commercial, political, and social life. They do not add weight, but heaviness, to the march of civilization.

"Erst waegen dann wagen"—"First consider then try."

The general taught us all how to act on this motto, and as I have found it so reliable, both as a soldier and diplomatist, I suggest that you boys and girls should try it too.

As it is with the soldier it is with the civilian—neither will ever fail if he sounds his ground well before action.

WILLIAM JENNINGS BRYAN,
Lincoln, Neb.

A good resolve for New Year's day is that we will pay our debts. The greatest debts we owe are to our parents for all they have given us; to society for all it has done for us, and to our country for the environment with which it has surrounded us.

SECRETARY CHARLES J. BONAPARTE,
Navy Department, Washington.

I take great pleasure in sending the compliments and greetings of the New Year to the boys and girls who are so fortunate as to be under your charge. I do not feel that I can offer an adequate sentiment on the occasion, but it occurs to me, with some force, that an appropriate thought for a boy or girl on the incoming of a new year is that a proportionate part of his or her future success in life and the addition he or she can make to the total good of the world, as an adult, will be determined by the knowledge gained and the habits of conduct and thought acquired during the year 1907.

SECRETARY JAMES WILSON,
Department of Agriculture, Washington.

As a New Year greeting to your boys and girls, I would give them a small piece of advice: Learn thoroughly whatever you undertake to study. The subjects you study at school are tools for use in after life. The more completely you acquire mastery of these tools the better the work you will be able to do when work is to be done.



EDMUND J. JAMES
President University of Illinois

JAMES RUDOLPH GARFIELD,

Department of Commerce and Labor, Washington.

I take pleasure in joining with others in sending New Year's greetings to the pupils of the Trenton high school.

If boys and girls are to make good use of the educational opportunities of to-day, they must realize that knowledge of itself is of little or no advantage (except as it gives a selfish pleasure) unless its possessor makes himself or herself a factor for decent, honest life and work. Education is a miserable failure unless it makes upright and useful citizens.

ALBERT J. BEVERIDGE,

There is no magic, but merit.

ROBERT M. LA FOLLETTE,
Wisconsin.

The enclosed message, hastily dictated in the midst of other things, is sent to your boys and girls from an earnest



N. C. SCHAEFFER
State Supt., Pennsylvania

heart, with a deep sense of the responsibilities awaiting them, and the great problems they must one day be called upon to solve.

The most important work of the school is the up-building of character.

The state can aid in this, but it will fail in each case where the individual student does not help with all his might.

The work of every day is the work that counts. Each act in student life makes for or against strong character. Stand at the head of the class if you can,—but above and before all else, stand for just what you are.

Be honest, earnest, brave in all things!

GOVERNOR CURTIS GUILD, JR.,
Massachusetts.

Will you present my heartiest greetings for the new year to the boys and girls of your school?

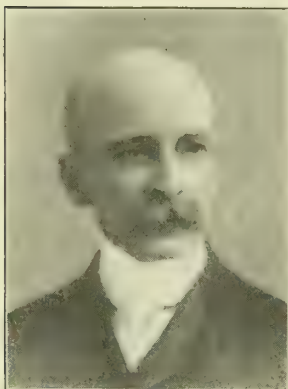
Massachusetts and New Jersey are to be congratulated that they have not waited for national action to declare

history. Familiarize yourself with the underlying principles of self-government as exemplified in our republic; for it is the best system up to date yet devised by the wisdom of man. "Be not carried away by every wind of doctrine." See that your influence is ever for the preservation, in all their purity, of American aspirations and ideals.

With intellectual training, strength of character, and patriotic sentiments and impulses, you shall be equipped to play well your part as citizens of the republic, in the opening year of a century that promises to be epoch-making in the development of American life and in the uplifting and betterment of mankind.

F. W. GNICHTEL,
Mayor of Trenton.

Education is only for those who work for it. If we fall behind we are apt to blame the teacher; but the teacher cannot educate us; we must educate ourselves, and schools are only the beginning of life's education.



C. J. BAXTER
State Supt., New Jersey



ELMER ELLSWORTH BROWN
U. S. Commissioner of Education



MORRIS E. DAILEY
State Normal School, San Jose, Cal.

against child labor. May the day soon dawn when in every state of the Union under uniform conditions it shall be recognized that the school, not the work-shop, is the fitting place for the child if American citizenship is to be preserved.

IRA W. WOOD, M. C.

Be industrious in your school life. It is industry after all that counts most for success and achievement. Don't fritter away your time; it can't be recalled. Time is represented with a lock of hair upon his forehead, but bald in the back. Don't let your opportunities for intellectual training and self-culture, so lavishly placed within your reach, go to waste. They are golden. Be sure that your attainments are solid and substantial. "The tools are for them that can use them." Be ready to grasp the opportunity when it shall present itself. "Time and tide wait for no man." Study the biographies of those who have achieved,—the captains of industry, the leaders in thought and action in the manifold activities of our American life. They will be to you an inspiration. Dame Fortune is not always as capricious as she is given credit for. Success, in the long run, waits on him who strives.

In the next place, exalt character. Emphasize its importance in all your thought and action. Integrity and moral stamina will be invaluable assets. Without them there can be no real or lasting success. Have the courage of your convictions. "Rather be right than be President."

Be patriotic. Have faith in your country. Study its

The teacher can assist, but the pupil must make the effort and do the work. Work hard and play hard, and put the best that is in you into everything you do and you will enjoy every new year of your life.

PERSIAN MINISTER SEN. MORTEZA KHAN,
Legation de Perse, Washington.

As the New Year enters, I do wish to you, your colleagues, and most especially to the young boys and girls, a very happy, bright, and successful New Year.

May all their and your troubles go out with the old year, and all the good wishes you wish yourselves be realized in the happy New Year.

EDUCATORS.

ELMER ELLSWORTH BROWN,
United States Commissioner of Education.

We are living in a time when the high school is one of the most rapidly growing and truly popular members of our whole educational system. In fact, I think there is no other grade of school in which more of educational interest has centred within the past few years than that which we call the secondary grade, and it is peculiarly the grade of school in which the sifting process is going on. Those who have not the patience and industry, the staying qualities and working qualities, to make thoroughly educated citizens, and men and women capable of bearing the real responsibilities of our modern life, are in great numbers falling by the way; while those

who have the quality and are willing to undergo the trouble to become valuable leaders and workers in the larger work of American society are becoming fitted in the high school for more efficient service. So it happens that for a great many of the pupils in our schools the four years following their entrance into the high school are the very years which, in a marked degree, determine what they shall be good for in the work of the world.

I hope that your school may be a happy school, and that it may have a happy year just now before it, for where there is efficiency, happiness can make that efficiency ten times as effective for everything that is good.



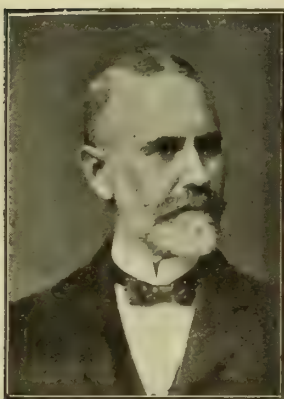
EDWARD BOK
Editor Ladies' Home Journal
Philadelphia

To those boys who are doing this or trying honestly to do it, all people offer congratulations and bid them Godspeed.

SUPERINTENDENT WILLIAM H. MAXWELL,

New York City.

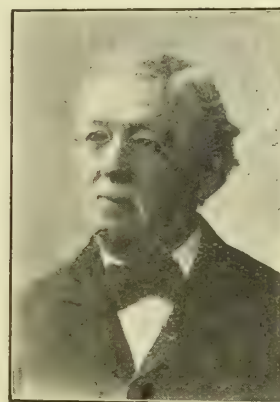
The high school means for its students greater efficiency in the world and higher remuneration for services because of better training. It is the door which opens into any and all of the learned professions, as well as to the more extended fields of culture in the university. Above all it provides in no small measure that training and that culture which lead to a fuller participation in and enjoyment of life.



JACQUES W. REDWAY
New York



JAMES M. GREEN
State Normal School, Trenton, N. J.



WILLIAM J. ROLFE
Cambridge, Mass.

STATE SUPERINTENDENT NATHAN C. SCHAEFFER,
Pennsylvania.

My best wishes to the pupils of the Trenton high school I hereby tender, in the hope that they will make good use of all their privileges and advantages, and fit themselves to become useful citizens of our free country, as well as the best of home-makers in the personal relations of life. The highest things in this world do not turn on fame or military glory, nor upon science and literature, but upon the personal relations which exist between one's self and one's neighbors.

GEORGE H. MARTIN,
Massachusetts Board of Education.

To all boys who have the opportunity to take a high school course congratulations; to those who really take the course double congratulations. When a father was asked if his boy had taken French, he answered: "He has been exposed to it." To be exposed to a high school course is no honor to a boy, though it may be to his parents, but to really take it, to get out of it training in concentrated and substantial thinking, to get the knowledge of the principles of science and mathematics, upon which the industrial progress of the world depends, and that knowledge of the principles of social ethics upon which the social progress of the world depends, to become acquainted with the men whose service in the varied fields of human endeavor the world is grateful for, to acquire some taste for literature and art which may beguile the leisure hours of a busy man,—to take the course in this sense is an honor.

DR. S. T. DUTTON,
Teachers' College, N. Y.

The high school should, and does to all intelligent young people, signify a better disciplined mind, some knowledge of the great fields of learning, a broader outlook upon life, an opportunity to participate in the higher grades of human service, and perhaps an open door to the university. It also signifies a joyful participation in all social and athletic activities, so attractive to young people and so beneficial if pursued rightly. It signifies acquaintance and companionship with educated and cultivated teachers, experience in using all kinds of books and a growing confidence in ability to face successfully the problems of life.

JAMES M. GREEN,
Principal State Normal School, Trenton, N. J.

The high school is essential to skilled labor in the broader sense. However efficient the primary and grammar schools may be, they can give no particular instruction in algebra, geometry, physics, chemistry, botany, zoology, or mechanical drawing. These subjects are the essentials of higher phases of the mechanics and industries. No person can be a skilled architect or foreman or supervisor or planner of any responsible line of work without them. How much this means must be appreciated in these days when the sciences have become the industries. The high school is industry's open sesame to responsibility and superiority.

The high school is essential as a connecting link to

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A. E. WINSHIP..... Editor

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RESCUING RASCALS.—(XI.)

Not all teachers, not most teachers, let us hope, are sinners in this direction of non-promotion, but there are too many who are. Let it be said in passing that the Batavia idea practically eliminates this evil where it is well applied.

The teachers who keep boys back because of inaccurate and not rapid work are usually teachers whose own teaching is both inaccurate and non-rapid.

I know personally men and women who have ruined hundreds of boys in this way simply because it is easier to let a boy stumble along heedlessly for a year, and then do the same thing over again, than it is for the teacher to hustle and keep the boy up in his work.

It is almost never the progressive, up-to-date, wide-awake teacher who sins in this regard. It should be said, also, that the proportion of these "leave-overs" has been greatly reduced in recent years, and is in a fair way to be reduced to the minimum. So may it be.

At the Fretz Valley (Pa.) Juvenile Home, founded and directed by Miss Lucy Burd, are some notable illustrations of the way to rescue rascals. The home is still in its infancy, but its achievement is refreshing.

This is not a place for incorrigibles, as is the George Junior Republic, but rather of those destined to be incorrigibles. All are truants and leave-overs, all are unfortunate in their homes and in their public school life, and in nearly every case it has been demonstrated that they can get on well and often rapidly.

Leon, at nine, had been in school four years, often a truant, always a leave-over; had never gotten above the First Reader, could not read a line intelligently, and could not even write his name. Leon, at eleven, has been two years at the Fretz Valley Juvenile Home, and he reads intelligently any Fourth or Fifth Reader, and writes as good English as the ordinary seventh-grade boy. He has read in the two years scores of books. I talked with him, as we rode by ourselves for an hour, about history and geography, and his knowl-

edge of American history in general and in detail was like that of a prodigy, and he had learned to read and had done his reading in two years' time. That was a boy who would never have gotten above the fourth grade in eight years of the schools in which he was.

At home, at school, and on the street he was wayward. He was worth rescuing, and merely needed someone to rescue him, someone who thought it worth while.

This could be duplicated from my observation times out of number. Is it to be wondered at, knowing, as I do, the possibility, almost the certainty that every such boy would do good work with the right attention, that I say that usually non-promotion is a crime?

WHAT'S THE MATTER WITH WALL STREET?—(II.)

No nation was ever more prosperous than was the United States in mid-October, 1907.

Crops of all kinds were abundant.

Other nations wished for our surplus products at high prices.

Every manufacturing industry was booming, orders were far ahead of the supply, wages were higher than ever before, and railroads were earning more than ever in both freight and passenger business.

Of all the panics from 1814-'37-'57-'73-'83-'93, there had never been such a thing heard of as a panic in boom times.

There had been no Presidential election for three years, and there was to be none for another year.

There had been no important legislation for many months, and none was anticipated.

Neither business nor political conditions could possibly cause alarm.

It was in such an hour, that, like a flash out of a clear sky, a bank in the New York Clearing House issued a simple statement: "We shall not clear for the Knickerbocker Trust to-morrow." That made all this trouble. It was a small, smooth pebble dropped into a placid lake, but it has made a terrible commotion.

How was it possible for so simple a statement to make such a commotion?

To answer this question will require many editorials, but the Journal of Education has always assumed to supply the information needed for teachers to be able to teach at the right time any subject that could be opportunely taught, and this crisis furnishes the occasion for abundant information upon the new conditions in finance.

The Knickerbocker Trust Company was not a national bank. It was not, therefore, in the Clearing House. It must "clear" through some national bank that was in the New York Clearing House. It had always done so. It was doing so on October 20.

What is it to "clear"?

What is the Clearing House?

What is a trust company?

What is a national bank from this standpoint?

The questions must be answered backwards. A national bank is closely allied to the government.

It issues bank bills, and the government protects the holders of these bank bills from any personal loss thereon, no matter what happens to the bank's credit. You may have in your pocket a ten-dollar bill on a bank that failed ten years ago, and yet that bill is worth ten dollars in gold to-day.

This circulation is protected by government bonds owned by the bank and deposited with the treasurer of the United States. The government examines these banks frequently and carefully to be sure that they do an honorable and legal business, that they are a credit to the government.

A trust company issues no bank bills, deposits no bonds with the treasurer of the United States. It is not examined in the same way that a national bank is. But its soundness is virtually guaranteed by its close affiliation with the Clearing House through some national bank that "clears" for it. The moment its absolute soundness is suspected the national bank through which it clears sounds the alarm, and this is really as effective as it is to have the national bank examiners close a bank.

The national banks in a city save themselves much trouble and expense by having the checks of the day taken to a group of experts, assorted, and appropriately charged and credited. That is, if there are four banks in a city, the checks can easily be grouped, as for instance:—

The First National bank receives 75 checks aggregating \$11,295 on the Second; 103 aggregating \$9,765 on the Third; and 87 aggregating \$2,605 on the Fourth.

The Second receives 37 aggregating \$875 on the First; 69 aggregating \$3,249 on the Third; and 109 aggregating \$10,647 on the Fourth.

The Third receives 49 aggregating \$3,745 on the First; 84 aggregating \$1,947 on the Second; and 112 aggregating \$5,702 on the Fourth.

The Fourth receives 17 aggregating \$546 on the First; 92 aggregating \$1,762 on the Second; and 73 aggregating \$6,749 on the Third.

The Clearing House clerks easily see that the First bank owes the Second \$11,295 less \$875, or \$10,420; the Third, \$9,765 less \$3,745, or \$6,020; the Fourth, \$2,605 less \$546, or \$2,059; and so on with each account. When instead of four banks there are forty or 140 the saving is enormous.

The Clearing House virtually guarantees every check that it receives, and the banks have such confidence in one another that they stand by one another to the limit.

When the Chemical National bank clears for the Knickerbocker Trust, it allows all the checks for or against the Knickerbocker Trust to be charged and credited to its account as though they were its own checks. That is, it "clears" for the Trust Company.

There were probably two hundred banks in New York city receiving checks on the Knickerbocker Trust on October 20, and they had expected to send them to the Clearing House at the close of business as before. Instead of that, each bank must send its own messenger to the Knickerbocker Trust with the checks received, for the Trust Company had to "clear over its own counter."

The Trust Company had \$68,000,000 of deposits

and \$17,000,000 approximately in cash on hand. It paid out at the rate of \$44,000 a minute for more than three hours, and then hung up the fatal card, "Closed."

The crisis had come.

CHICAGO'S LATEST MISFORTUNE.

We do not enter into a discussion of the question of the use of the Bible, or of Biblical literature in the public schools, but it is an alarming misfortune when an attempt to introduce such a book as Richard G. Moulton's "Select Masterpieces of Biblical Literature" arouses such bitter opposition that Mrs. Anita McCormick Blaine and Jane Addams think it wise not to introduce it into the schools. It gives ground for endorsing Mr. Roosevelt's elimination of the national motto, "In God we trust."

The sub-committee of three, appointed November 15, unanimously adopted three books for use in the schools as supplementary reading, but so alarming was the outburst of opposition that they unanimously reported on November 30 that their own report be laid upon the table. Here is the report:—

"Your sub-committee, appointed November 15, 1907, to recommend different books containing selections from the Bible, to be considered for supplementary reading in the public schools, begs to submit three books as the best that it has discovered:—

"*'Select Masterpieces of Biblical Literature,'* edited by Richard G. Moulton.

"*'The Golden Treasury of the Bible.'*

"*'Passages of the Bible,'* by J. G. Fraser.

"The committee recommends any one of these books as presenting the beauties of Biblical literature in a scholarly and non-sectarian manner.

"But, whereas your committee recognizes the fact that even the present discussion of the subject has elicited the expression of honest conviction against introducing any form of Biblical literature into the schools, and that deep feeling on the subject has been aroused in various elements of the community to whom the public schools belong, and,

"Whereas, your committee further recognizes that the discussion, if continued, might result in evoking distrust of the integrity and non-sectarian character of the public schools themselves;

"Therefore, your committee unanimously recommends that its report be laid upon the table.

"Anita McCormick Blaine, Jane Addams, Alfred D. Kohn."

Brookline, Mass., leads the world in the amount expended per child for public education, but the "burden" upon the tax-payer is as slight as anywhere.

In Massachusetts 60 per cent. of the public school teachers have graduated from a normal school or college.

Total expenditure for public schools is \$291,600,000.

GREETINGS TO STUDENTS.

William A. Wetzel, principal of the high school, Trenton, N. J., is always a-doing things for his students. Last New Year's day he had greetings for them from one hundred men and women who were for some cause or other worth while.

We have prevailed upon him to allow us to use some of these that other high school students may have the advantage of them. This was no part of his thought at the time, but there is too much that is good to have the wisdom end with one set of students.

Only extracts are given, omitting the formal greeting and the closing salutation

EXCHANGE OF COMPLIMENTS.

New Jersey honors New England by the selection of Charles S. Chapin of the Rhode Island normal school for the principalship of her new normal school, as New England has honored her by the election of B. C. Gregory of Trenton as superintendent at Chelsea and F. E. Spaulding of Passaic to the same position at Newton. These interchanges are of great service to various sections, and whenever any section makes a draft upon another the latter is sure to reciprocate.

Providence is already far ahead of most other cities in provision of special schools for defective, dependent, delinquent children, and is now planning for a "fresh-air school," where children of weak bodies may combine a proper fresh-air treatment with their regular school work.

There are colleges in this country, begging funds successfully, in which there is not a trace of modern sanitation. A decent closet should be provided or an institution closed up in this age of the world.

Woodrow Wilson, president of Princeton, says things. For instance: "The appreciation of English can no more be pedagogically imparted than the appreciation of a song of a bird."

In London the school keeper or janitor is required to thoroughly ventilate every schoolroom before the children enter it for any school purpose.

Dr. William H. Maxwell has been in educational work in Brooklyn and New York city for twenty-five years.

Buffalo course of study leads the list. Emerson and Bender are a great combination in school work.

Boston leads the world in safe-guarding and promoting the health of school children.

Full report of Massachusetts State Teachers' Association in issue of December 19.

The absolute elimination of truancy is now the demand, and it will be done.

Americans spend \$5,000,000 a year on musical artists.

There is no reformation without transformation.

Carnegie's benefactions total \$167,000,000.

THE WEEK IN REVIEW.

CONGRESS AND THE PRESIDENT.

Except for a little breeze in the Senate between Vice-President Fairbanks and Mr. Lodge over a small question of order, and the customary stir in both houses over the swearing in of new members, there was little commotion at the opening of the sixtieth Congress. The re-election of Speaker Cannon was a matter of course. The President's message was read on the second day. It was very voluminous, and consisted, to a large extent, of the restatement of familiar recommendations, and of citations from earlier messages upon questions which are still of dominant importance. But the President's critics were less inclined than usual to find fault with the tone of the message, which was moderate and conciliatory throughout.

AS TO THE CURRENCY.

As was expected, the President urged the necessity of securing elasticity for the currency by some form of emergency currency, to be issued under sufficient guaranty of security, and to be subject to a tax heavy enough to make it certain that it would be withdrawn as soon as the emergency which called for it had passed. There is a disposition in both houses to give early attention to this question, but there is a wide diversity of opinion as to the best policy to pursue, and the prospect of immediate legislation is not good. For one thing, there is a natural reluctance to entrust the secretary of the treasury or any other official with so important a function as that of determining what particular securities are suitable to serve as the basis of emergency currency issues.

EXIT AOKI.

The announcement that Viscount Aoki, who has been the Japanese ambassador at Washington for the last two years, had been recalled by his government took both the public and the state department by surprise. It is the sort of thing which might mean a great deal or might mean little. No official explanation of its meaning was given, beyond the fact that the Japanese government wishes a personal report from the ambassador of the work of the embassy in the matter of immigration and other issues which have arisen between the two countries. On the whole, though there were those who were inclined to regard it as more than a coincidence that the recall should take place just as our fleet was about starting for the Pacific, the unexpected incident excited little comment.

MORE SHIPS AND BIG ONES NEEDED.

The report of Secretary of the Navy Metcalf calls for an appropriation of \$69,000,000 for new construction. This program includes four all-big-gun battleships of the Delaware class, four scout cruisers, ten torpedo-boat destroyers, and four submarine boats, besides minor craft. In making these recommendations, the secretary follows closely the counsel of the general board, and he re-enforces his position by showing that while the United States is now next to Great Britain in naval strength we shall fall to the third rank as

EDUCATORS.

[Continued from page 629.]

make the elementary work available for admission to the higher institutions of learning, such as the colleges, normal schools, technical and professional schools.

Rising above utilitarian phases and regarding education for education's sake, the high school is essential to the mind's broader outlook. It alone, through history, literature, and art, can introduce the child to the greatness in human thought and action, and inspire him with a desire for nobility of citizenship and character. The value of the high school in our country is no longer a question. In New England and the West every city, town, and village has made the corner-stone of its high school the keystone of its "city wall," and the middle and southern states will follow this example. All that remains will be for the student to decide whether or not he will avail himself of these advantages.

STATE SUPERINTENDENT MASON S. STONE,
Vermont.

An exaggerated statement of the contrast between the attitude of the old academy student and the present-day high school student would be somewhat as follows:—

Formerly he went to the academy; now he is sent to the high school; formerly he worked his way, now he shirks his way; formerly he graduated, now he is graduated. Formerly he went to the academy for a specific purpose, now the high school simply happens to him. The high school course is a matter of course; to take it is the popular thing to do. The high school is the culmination of the local system, and the student has a vague sense that a course in it will be a valuable asset in life. It is taken during his adolescent years, a time when he has no consuming ambition, no inventory of his abilities, and accordingly no definite purpose; but he hopes to discover his penchant. If the high school were less constricted in its courses, if it could offer broader fields in which the student might experiment and try his powers, it would enable him to discover his abilities earlier, to determine more definitely his line of life, to focus his energies to better advantage, and it would thus be more inviting and serviceable and shape his attitude better.

SUPERINTENDENT F. LOUIS SOLDAN,
St. Louis.

Whatever of current literature and thought moves the interests of the cultured world should find a ready place in every-day high school work. The high school should not only prepare for life; it should be a piece of life itself. To be a pupil of the high school should mean that he leads a life of culture such as the best American men and women lead or desire.

High school education, if the unjust charge were true that it kept youth away from the interests of life and makes him insensible to its pulsations, because it locks him up in the world of the past and of scholastic and unreal abstractions, would indeed tend to unfit for life and be a failure. The record which high school alumni have established all over the land is sufficient refutation of this charge. They have become prominent as public-spirited citizens in every walk of life.

The course which the high school should pursue with the graduate of the elementary school is that it should bring him into the closest touch with the highest interests of current spiritual life, and to fill him with a strong desire for wholesome activity in the world of reality, in the walks of industry and in public affairs.

STATE SUPERINTENDENT C. J. BAXTER,
New Jersey.

You intend, no doubt, to be diligent, to make good records at recitations, to maintain a good standing in your

respective classes, and, in due time, to reach the long-anticipated goal of graduation. All this is very commendable, but if it is all that you have in view you will miss the New Year's richest fruitage.

If you have resolved to be more courteous, more sincere and trustworthy in your dealings with others, to be purer in thought and in motive, to be a stronger, nobler, and higher self than ever before, then no matter how sadly all other plans shall miscarry, the New Year owes you and will bestow upon you its choicest gifts.

What you are will, during the New Year and all the after years, be of far more importance to you and to those who truly love you than what you know.

MORRIS ELMER DAILEY,

President State Normal School, San Jose, California.

"What does the high school mean to its students?" It means an awakening, a time of physical growth and mental expansion. It means a new world unfolded, new hopes, and higher aspirations. To the boy it means an impelling desire to take his place in the world of men.

SUPERINTENDENT WILBUR F. GORDY,
Springfield, Mass.

The high school should signify to its students an interpretation of life, individual and social, an opportunity for living a larger life in the present, and a preparation for vocational and human efficiency in the future.

On the side of interpretation, this means that the high school should be a reflex of the complex social conditions that exist in the world to-day. For since the school is an effect, and not a cause, its curriculum must typify the larger life which it reflects. It is inevitable, therefore, that the curriculum should be as complex as society itself.

In order that the pupil should get as much of vital suggestiveness as possible out of the curriculum, the subject matter must be selected with reference to his capacity, his needs, and his interests. Too much emphasis is placed upon the subject matter from the viewpoint of its scientific completeness; too little from the viewpoint of its adaptation to the pupil. To a large extent the courses of study are made out from the standpoint of the specialist, and in many cases are taught by specialists. The result is too often that the pupil is overwhelmed by a mass of undigested, disarranged facts. The course of study in every subject in the high school must be revised in the interests of its pedagogical significance. This is one of the greatest needs in high school work to-day.

On the vocational side, the pupil's individuality should be considered. He has special powers, and these should be developed in the interests of vocational efficiency, but not at the expense of human efficiency. The public school is not justified in giving special training at the expense of general training. It is just as practical to prepare the individual to co-operate with his fellows in the various departments of social life, as it is to prepare him to make a living. Neither kind of preparation should be sacrificed to the other.

SUPERINTENDENT WALTER H. SMALL,
Providence, R. I.

The high school represents to its students "Opportunity." 1. To broaden his education and lay a good foundation for future growth. This for some means preparation for higher institutions. This is all it meant to the old high school pupil, academic opportunity. 2. To find himself, to get his mental bent. This is specially true where the high school includes the technical and commercial courses, and where there is sufficient elasticity in these courses to permit a student to change from one to the other at the end of the first year without serious

loss of time. To these the high school furnishes vocational opportunity.

I believe this is what the high school signifies to its earnest boys and girls. But all high school students are not earnest, and to these social veneering, athleticism, and other newer things form the main attractions.

SUPERINTENDENT A. K. WHITCOMB,
Lowell, Mass.

To all its students the high school stands as a door of opportunity, but in their desire to go through that door, and in their expectations as to what lies beyond, students differ widely as the poles. To those who wish to go on to higher institutions, to broaden their lives in the widest way and to fit themselves for positions of highest usefulness, it offers a place for preparation which is usually adequate and excellent, and which is for the most of them the only place where such preparation can be made. Such students usually accept the privileges of the high school with eagerness, use them to good advantage, and hold them in grateful remembrance through all their later lives. The same is true of those who wish to go, later, to the normal or other professional schools. Success in their life work; the privilege of entering upon it, indeed, rests upon the foundation offered by the high school. To those who wish to enter upon mechanical or commercial pursuits it offers in its manual training and commercial departments invaluable helps without cost, though here its field of usefulness is divided with the private technical and commercial schools which offer for pay shorter though less cultural courses. Students in manual training and commercial departments, however, show as a rule even more devotion to work, and a higher appreciation of that which the school offers, than do those who are going to higher institutions of learning or to the professional schools.

To a majority of its students, though, success in life is not expected to depend wholly upon the education offered by the high school. A boy may become a successful mechanic or merchant, and a girl may be a happy head of a home without it. To such students the school is an opportunity to acquire more knowledge, to broaden one's outlook, to improve one's position socially, and, in short, to make more of one's self in every way. Students do not usually put all this in words, yet it is, I believe, the underlying thought and the impelling force in the minds of nearly all of them. The thought is a worthy one, and for such students it is scarcely possible to do too much. A few students, however, it must be confessed, attend only under compulsion, lack all desire for education or for growth along cultural lines, and advance no further than they are forced to go. If the inspiring power of the teacher and the example and influence of their mates awaken no desire for improvement, all such should be excused early for their own good as well as the good of the school.

It is an oft repeated phrase to say that the high school is the people's college, but its common acceptance attests its truth. All of the culture and much of the influence toward high endeavor which was the glory of the college of a generation ago now belongs to the high school, and all that the college did then, except to take the student from his home to new surroundings, the high school should do now.

JEREMIAH W. JENKS,
Professor Cornell University.

I have long felt that the chief duty of our public schools is to train boys and girls for citizenship, and I feel equally sure that the chief duty of the boys and girls themselves is so to fit themselves that they may be citizens of the best type. The success of our country is dependent upon them.

SUPERINTENDENT H. C. WEBER,
Nashville, Tenn.

That the single and only legitimate object of public education is intelligent American citizenship will be accepted as axiomatic, nor will it be difficult to agree on what constitutes a good citizen. Ability to know one's self and one's duty, power to successfully cope with the problems that confront every life, and moral strength to do the right—these are forces that elevate a country's citizenship. Power to cope with the problems of life requires both mental power and acquaintance with the problems themselves. In a logically constructed course of study the child would in early years acquire the tools with which later to do mental work, where power is gained; and throughout the whole, but particularly at the close, he should become acquainted with conditions likely to arise in after life.

If it could be known at the beginning of the high school course how long the student could give to preparation before entering life's struggle, it might be an easy matter to prescribe an ideal course of study for him. Again, if all students were to give the same length of time for such preparation and if all intended to enter the same field of work, where all would meet the same class of problems to be solved, it would not be difficult to arrange a suitable course of study for the whole school. But fortunately, diversity, not uniformity, is the natural law; and hence it becomes the duty of the high school to recognize this fundamental truth and endeavor to give to each student not the same opportunities but the same amount of available opportunities. "Equal advantages" does not mean the same opportunities. The public hospital would hardly give each patient the same medicine, but rather the same attention with suitable treatment.

These truths being recognized, the well-regulated public high school offers to students that training in whatever line is best suited to his future needs. If each individual gets what is best for him, there is no question then of the rights of the majority or of the minority. If a college course is possible for him, then he should be fitted for entrance. If he must go into the world direct from the high school, then he should, in addition to gaining whatever power he may during the limited time, also be made acquainted as far as possible with the problems of life he is likely to meet in the chosen field of his activities.

In the real high school the student begins to discover himself and his work, and he learns, in a limited way at least, how to solve problems that have no exact answers.

A. E. WINSHIP,
Boston, Mass.

A high school education never meant so much as it means to-day. Make the most of it. Get from it power, poise, and alertness. Avoid arrested development, and develop your personality.

WILLIAM MC ANDREW,
Washington Irving High School, New York City.

The chief problem of the girls' high school, as it seems to me, is to keep the girl at the centre of the system and to get rid of the things that do not advantage her. I do not know any girls' high school that was organized or is conducted on this principle. The central and dominating idea of every girls' high school I know is a secondary, more or less inapplicable thing, called the course of study. It has scarcely any foundation upon knowledge of what a girl of thirteen or fourteen years of age is or of what a young woman of seventeen or eighteen years of age ought to be, and it has no adequate provision for helping her grow from what she is to what she ought to be. On the contrary, an artificial division of part of the accumulated knowledge of past ages, more or less

out of date, is divided into smaller divisions, labeled algebra, rhetoric, Latin, etc., and put in charge of specialists, who divide these divisions into portions set out daily or tri-weekly. The machinery devised to administer the curriculum makes a school. Tradition maintains it. Its value, like that of the medical system of Hippocrates, is based on a priori reasoning and unproven assertion. No one knows by any process of experiment or proof whether algebra, a universal essential of high-school systems, advantages a girl of thirteen years of age as much as the same amount of time devoted to something else or not. If a girl is gentle, well-bred, merry, kind, bright, beautiful, graceful, grooms herself well, makes the world about her brighter and better, but cannot reach the standard in algebra set by the system, the high school will have none of her; out she goes. But let some anaemic little prig deftly juggle the x's and the y's, she may forswear the toothbrush and the comb and take the highest honors in the high-school record book. The wise gentlemen who write upon the origin of education tell us that the school is a specialized in-

high school standard that excludes her or that drives her out before she is ready to marry. It is your business as a school manager to study her, to fit your teaching to her capacities. Your duty lies toward her not to the exactations of a college above you. Your business is the cultivation of womanliness and it is infinitely more necessary that you should know its qualities and be able to help them to grow than that you should be an expert on a portion of a portion of desiccated scholarship. When a visitor comes to see your school, instead of parading your library, your biology equipment, and your physics laboratory, point to motherly women and fatherly men ministering to modern, wide-awake, and radiant young women getting fit for social service in the world of today.

SUPERINTENDENT W. D. PARKINSON,
Waltham, Mass.

What the high school should signify to a student is just what a business opening signifies to a man, namely,



J. C. McNEILL
Supt., Memphis, Tenn.



SAMUEL T. DUTTON
Teachers' College, N. Y. City



H. C. WEBER
Supt., Nashville, Tenn.

stitution that took over the function of the family as to much of the training of children. It not only took it but it twisted it. The teacher's type of girl is not the father's type. The teacher conceives no type of girl at all; the type has grown up from the school's concentration on the course of study as the chief thing. The persisting type of high-school girl is the one that best fits into the curriculum. The curriculum was not constructed for girls at all. It is not built on girls' capacities or needs; it comes down like a stalactite from a college curriculum maintained up in the air by men who never were girls, never studied girls, and care little what kind of women are developed out of girls.

It was none of the public's business what the first secondary schools did. They were pay schools. If you didn't like them you didn't have to send your daughter there. Now it is different. You have to pay taxes to support the high schools whether you patronize them or not. This gives you as a citizen a very personal interest in their management. It makes them institutions bound to regard the girls sent to them as of more importance than courses of study, than college preparation, than "maintenance of standard," than "deep, broad scholarship," or than any other sacred or profane formula that faculties vaporize over. The persistent claim that high schools must exclude the unscholarly and may maintain an artificial atmosphere to accelerate the survival of the fittest breaks down in a community supporting free high schools, by taxation, and maintaining a compulsory education law. Every girl who has passed through the elementary school is fit. You cannot equitably maintain a

opportunity. It means material, tools, plans, and aids by which to build the permanent structure he may choose to build. He will carry away only what he builds, not the materials, tools, plans, or facilities. From this standpoint the premium is upon that intelligent labor which makes the most of the means placed at one's disposal.

What the high school actually does signify to too many students, and to their parents, is a kind of social club in which one of the conditions of membership is approximate conformity to a certain rather meaningless ritual imposed by those custodians of the entrances and exits who are known to the outside world as teachers.

From this standpoint the premium is upon the exercise of strategy by which to obtain the most of privilege at the least expenditure of effort.

Teachers, parents, employers, need to co-operate in making the school stand for, what alone justifies its existence, a concern of real life in which are exercised the qualities of intellect and sentiment and above all of will, that are to determine life's final success or defeat. Responsibility is the measure of success.

This is not consistent with the freedom and joy of youth. The responsible man enjoys as much as the irresponsible.

More attention needs to be given to making understood the real significance of each school pursuit. Pupils have too little chance to know why certain things are required, and the employer concerns himself too little with the industrial and commercial as well as the moral attitudes displayed at school.

SUPERINTENDENT I. C. MCNEILL,
Memphis, Tenn.

A good high school signifies preparation. In these days two things are of the greatest worth: One is preparation for duty and the other is opportunity. Opportunity is the second fundamental; it follows preparation in successful lives and must be sought. Preparation means the result of such stimulation, guidance, and control as will make high school students grow to be able and disposed to lead happy, healthy, morally worthy, industrious, and efficient lives. The high school student should pass to his after-work imbued with one great idea—service—the best he is able to give, regardless of immediate returns.

SUPERINTENDENT EVERETT B. DURFEE,
Fall River, Mass.

The high school signifies, or should signify, that it is the school where the child of the working man feels that he is receiving the same benefits, the same consideration in the preparation for his life work as his schoolmate, whose parents are better off in worldly goods, and this should be true, no matter what course he selects at school or what the future business of life is to be, whether a trade or a profession.

The high school appeals to the great majority of pupils in the common schools as the school where their education will be rounded out, even finished, for they have heard it said, and as they grow older they begin to realize, that they are to be the men and women of the future and are to fill responsible positions in all the walks of life.

The pupils are cognizant of the fact that all the courses in the high school have continual work in English, that English holds the most important place in the curriculum, and they feel that with painstaking, persistent work on their part they will have the advantage of being able to use English with reasonable accuracy and facility, both in writing and speaking, and this will be accomplished in great measure by their constant "discussion of current topics" in the classrooms and especially by public debates with the high schools of other cities, if they have proven themselves worthy of appointment to the debating team.

The pupils in a high school should be made to feel that under proper supervision and control there is no better opportunity for the development of character than by participation in the different athletic contests on track or field or indoors, provided that the contests are fair and clean and sustain a proper relation to the studies of the school.

—o—

PHILADELPHIAN.

Judged by the thousands of students who annually decide to give up the high school course, and by that larger body who decline even to enter the high schools, secondary education seems to signify little. Of the 6,559 eighth-grade pupils certified in a certain June as qualified to enter the Philadelphia high schools, only 2,996 took advantage of the opportunity. Forty per cent., 3,563 boys and girls, decided that it did not signify. Of these 2,996, only 440 completed the full course of study. The figures vary in other cities, but the general result is the same everywhere; too small a proportion of our students know the value of a high school education.

But this, I take it, is not the point of your question. You wish, rather, to know what is the significance and worth of those extra years of education beyond the so-called "elementary schools."

Let me state emphatically, as the first point, that the high schools are elementary schools; their object is not to add an unessential polish or an unsubstantial orna-

mentation to an otherwise completed schooling; their prime function is to round out an unfinished elementary education. The subjects of study which the boy of fifty years ago considered superfluously cultural are nowadays elementary subjects. Chemistry, physics, algebra, geometry, physiography, are the A B C branches of a common industrial education; advanced history, literature, English composition, the ancient and modern languages are the rudimentary subjects for later participation in the so-called "professions"; and some of these, coupled with commercial law, industrial history, book-keeping, stenography, and typewriting are the beginner's preparation for everyday business life. That boy or girl (or the father of that boy or girl) who decides against more elementary training, that councilman or "business man" who cries out against the luxury of high schools, is arguing against the veriest minimum that the world is demanding from those who would meet its problems unhandicapped by lack of equipment.

That is the great practical meaning of high school education. It has other meanings, however, chief among which is its significance as a training school in practical democracy. In 1845 an English commission made the following report of the Central high school of Philadelphia:—

"We see . . . four hundred boys selected from all classes of society without respect to rank or patronage, whose only certificate of admission is superiority of talent and capacity for learning—whose only certificate for continuance is continuance in industry and good conduct. Here are seen, side by side, the child of the judge and the child of the laborer, the children of the physician, the merchant, the lawyer, and the manufacturer, in the same class with those of the bricklayer, the carter, the cordwainer, and the blacksmith, studying without distinction, under masters and professors of the same attainment . . . (as) . . . those of many of our colleges."

The report from which this extract was taken was written sixty years ago, yet it fitly describes the situation to-day. Here is the distinctly American way of turning a boy into a man, and more than man, into an American. We Americans have no prejudice against any class or against any race. We have a theory that the best class is good enough for all, and that if this conglomerate people of ours belongs to any race, it is the broad human race, which needs all our watchfulness to keep up to standard. No special class of person, physician or merchant, or blacksmith or cordwainer have any monopoly on the human race. In our high schools—especially those of the large cities—the finest thing in America is seen in full operation—the making of an American. The raw material of a Kensingtonian, a Manayunkian, a South Philadelphian, a West Philadelphian, a Germantowner, to speak our local dialect, is slowly and subtly converted into a common type that while preserving the individuality of each is better than each.

This process of the mixing of the types is so important that I must pause over it a moment. For the sake of clearness, let me give you an instance of the educational gain that comes from this interaction of the local groups, a result that but for the broadening influence of the high school could hardly come about. Side by side in a first year section of some years ago, brought together by the accident of the alphabet, sat two boys of totally different origin. One was the son of a banker, whose father's name is familiar to the most casual newspaper reader, whose mother was praised by a European monarch for her tact and grace; the other was the son of a janitor of one of our municipal buildings. One lived within the sacred precincts of good society; the other lived among the unattractive homes of unskilled labor. One had all

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(Continued from page 636.)

his outside hours to himself, with certainty of a splendid summer at the cool mountains or seashore; the other knew what it meant to shovel snow long before the late winter sunrise; to drive a grocery wagon in the afternoons and on Saturday and all the days of the summer holiday. These two boys have such unlike histories, perhaps you think they could not mate well; but they did, and got along famously. Not at first, however. They had first to discover a bond of communion. Soon that was forthcoming—a common feeling of hunger at noontime; a common interest in football; a common tendency to laugh at a good joke; a common interest in healthy study; in other words, they found that they both were boys in spite of their parents and all their achievement or lack of it. The case is so typical, although the illustration would differ, that I may follow it out. Each learned tremendously from the other. Master X. began to note that spotless cleanliness of face and hands, well-brushed clothes, softness of voice, clearness of enunciation, gentleness of manner, were desirable qualities in others besides girls; Master Y. learned that old lesson: That rough speech and a rough coat may cover a warm heart and a clever brain. The one became more of a gentleman; the other was saved from ever becoming a snob.

Our Philadelphia high school boys engage in all kinds of employment,—selling newspapers, managing printing establishments, driving delivery wagons, shoeing horses, reporting on the daily newspapers, teaching the indolent how to study his Latin (at so much per hour), typewriting—everything, indeed, from cobbling to carpentering. Truly, as the English commissioners reported, all are here: The merchant, lawyer, doctor, chief as well as the butcher, the baker, the candle-stick-maker. What healthy boy cannot learn much from each of these? What boy or girl (for a similar condition exists among girls) who has this opportunity to meet his kind can avoid becoming part of that great amalgamation so distinctively American? Here is where America is unlike any nation in the world; here is her great scheme for leveling the types, thus forestalling future class dissensions, social unrest, the growth of dialects that hold back the nation. Here, also, we get a glimpse of what the child misses who closes his education with the grammar school, he who unwillingly, perhaps, but none the less deliberately limits his life. To the end of his days he will show the lack of the finishing touch that American education freely offers him, a completed elementary education; and often he will sadly feel the lack—for Nature is relentless and merciless in punishing those who make unwise decisions.

SUPERINTENDENT E. MACKEY,

Trenton, N. J.

"Redeem the time." Beware of idleness, procrastination, and good intentions unperformed. Go forth each morning to the work of the day with the determination to make this day the best day of your life, or as Emerson says, "Write it on your heart that every day is the

best day of the year. No man has learned anything rightly until he knows that every day is Doomsday."

SUPERINTENDENT FRANK J. PEASLEE,

Lynn, Mass.

The high school signifies to its students opportunity. It means, first of all, opportunity for intellectual and spiritual awakening; for mental strength and moral stamina; for the strengthening and unfolding of character; for the promotion of an intelligent and earnest interest in life; for the development of force of will and energy of purpose; for the attainment of general intelligence, all-round efficiency, power of initiative, education, and skill which will dignify, adorn, and ennoble every occupation and every station.

The modern high school, with its classical, academic, scientific, commercial, and manual training courses, offers the greatest possible opportunity for culture and efficiency. It is no longer the school for the few, but the school for the many—a real people's college—a place where the whole boy may be sent to school, or more exactly, where every boy may find wholly what he needs to prepare him for modern life, modern conditions, and modern responsibilities. The high school of to-day is not less efficient in the development of mind and character than the high school of twenty-five years ago, but, unlike the old time school, this is not its sole aim. The modern school has enlarged and corrected the idea of culture, and by its broader curriculum has brought an intellectual quickening to a very large number who would never have responded to the teaching subjects of the earlier school. It has opened a new door to intellectual and moral progress, to skill and culture, for a class of students who with only the old studies would never have known the advantages of scholarship.

The high school signifies also opportunity for training. It means training for effective service and for a right spirit in that service; for activity along lines which connect with life in all its phases; for industrial, commercial, social, intellectual, and moral efficiency, for clear, definite, and logical thinking and judging; a training which develops in the student all the powers of body, mind, and soul—an ability to use his hands skilfully, to observe accurately, to reason justly, and to express himself clearly; a training which transforms sensitive, fickle-minded, wilful boys and girls into self-controlled, self-directing, useful members of society capable of doing and thinking along right lines, and so relating their thoughts and actions to society as to be a positive, vital, constructive force in modern thought and life.

Again the high school signifies to its students opportunity for knowledge. It means a knowledge of the best things that have been said and done in all the world; a knowledge which opens the avenues of the soul to all that is best in music, art, literature, and science, of the accumulation of the ages. It means that kind of knowledge which awakens, nourishes, and strengthens the finest sentiments of the soul; which is ethically pure and eternally true, and which quickens the individual into the highest and richest spiritual life. The high school means opportunity for this larger life and influence which such knowledge gives to its possessor, and which makes him a power for righteousness in the world.

I wish the youth to be an armed and complete man; no helpless angel to be slapped in the face, but a man dipped in the Styx of human experience, and made invulnerable so,—self-helping. A redeeming trait of the Sophists, Hippias and Gorgias, is that they made their own clothes and shoes. Learn to harness a horse, to row a boat, to camp down in the woods, to cook your supper.—*Emerson.*

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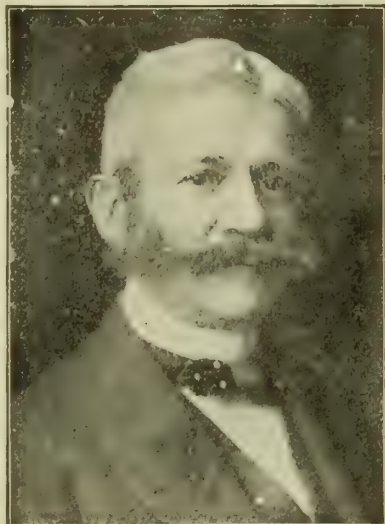
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SELECTIONS FROM BYRON. Standard English Classics Series. Edited by Samuel M. Tucker, professor of English language and literature, Florida Female College, Tallahassee, Fla. Boston, New York, Chicago, London: Ginn & Co. Cloth. Frontispiece. 101 pp. List price, 25 cents; mailing price, 30 cents.

To give the young reader some insight into Byron's genius by presenting for study and for reading those of his poems which shall make the most immediate appeal, has been the purpose of this compilation. For such a purpose much of Byron's poetry is admirably fitted, since, as a whole, it is not abstruse, is lucid in its expression, and, above all, is spirited and energetic. In the choice of selections "The Prisoner of Chillon" and "Mazeppa" were naturally the first consideration on account of their position among the college entrance requirements. Other poems which may be found useful in college classes—among them "Childe Harold" and "Don Juan"—have also been included in whole or in part. The introduction treats with particular emphasis Byron's importance as an historic figure and the intimate relations subsisting between his life and works. The criticism claims to be neither technical nor subtle, but attempts rather to deal in broad generalizations which may appeal to the young reader and yet not mislead him. The notes will be found sufficiently elaborate to pave the way to a full appreciation of the poems, without hampering the instructor or interfering with the student's self-activity.

A TEXT-BOOK IN PHYSICS. By Professor William N. Mumper, Ph. D., of the State Normal school of Trenton, N. J. New York: American Book Company. Cloth. 8vo. 411 pp. Illustrated. Price, \$1.20.

The author, while not restricting his book to such, specially plans his work for pupils of the secondary schools. In a clear and easy style, quite within the range of such pupils' capabilities, he deals with the subjects that lie in the large domain of physics—such as "Matter," "Liquids," "Gases," "Motion," the "Pendulum," "Heat," and many more. Questions and problems are here and there added to the text, and illustrations are interspersed to aid the eye and make a naturally intricate subject more plain. It is a capital piece of work, and may be commended without any reservation—to those who are looking for such a work.

THE POPULAR BALLAD (II). By Professor F. B. Gummere. In the Types of English Literature. Under the general editorship of William Allan Neilson, professor of English in Harvard University, editor of "Shakespeare in the Cambridge Poets." Boston: Houghton, Mifflin & Co. 360 pp. Price, \$1.50 net.

This series derives its title from the fact that the books comprising it treat of English literature on a new plan. Instead of the usual division into chronological periods, a unity in the treatment of the rise and development of all the important literary forms in English are presented by a division according to types. Each volume is prepared by an acknowledged specialist in its particular field, and it will eventually cover the whole

range of English literature with a set of books which shall be attractive to scholars and cultivated readers. The first book in this series is "The Literature of Roguery," an entrancing grouping of every phase of literature from fact to fiction on every form of roguery. Now comes this second book, in which are gathered popular ballads of all climes and times. This has no such inherent interest as roguery possesses, but it lends itself to this scheme much more readily than would be anticipated. The first half of the book is a skilful and artistic treatment of the ballad, and the other half is devoted to ballads of all lands, beginning with the riddle, the oldest of all ballads, coming from unknown antiquity.

COLERIDGE'S ANCIENT MARINER, CHRISTABEL, AND OTHER POEMS. Edited by Principal Julian W. Abernethy, Ph. D., Berkeley Institute, Brooklyn, N. Y. New York: Charles E. Merrill Company. Cloth. 156 pp. Price, 25 cents.

Coleridge has been commonly known by one great poem, but his fame was increased by several others, which—in addition to the Mariner—the editor has included in his selections. Here one finds a sample of English style which the student may well become acquainted with. The editor's extended introduction treating of Coleridge's life and place in English literature is of the greatest value as a foreword to the text.

WHEN MEN GREW TALL: THE STORY OF ANDREW JACKSON. By Alfred Henry Lewis. New York: D. Appleton & Co. Cloth. Illustrated. 330 pp. Price, \$2.00 (postage extra).

Just after reading this latest book on the great American, I went through that portion of the South—Kentucky, Tennessee, Alabama, and Mississippi—where Jackson was, has always been, and still is idolized. It was a singular experience to have the Southerners place Lincoln first of the Presidents, and Jackson next, placing Washington invariably below both Lincoln and Jackson. They claim that the Southern admiration for Roosevelt is because of his similarity to Jackson. As one reads this remarkable portrayal of the life and character of Jackson, one little wonders at the idolatrous worship of the man by those who have been brought up on the facts and traditions of the most individualistic of all the Presidents except Lincoln and Roosevelt.

FILIPPO, THE ITALIAN BOY. A Tale of Italian Child Life. By Laura B. Starr. New York: A. S. Barnes & Co. Cloth. Illustrated.

This is a bright, entertaining, instructive book, combining an admirable view of the geography of Italy with a suggestive study of child thought and activity. The conception of the book is well worth while, the development of the idea is highly creditable.

AMERICAN BIRDS STUDIED AND PHOTOGRAPHED FROM LIFE. By William Lovell Finley. Illustrated from photographs by Herman T. Bohlman and the author. New York: Charles Scribner's Sons. Cloth. 260 pp. Price, \$1.50, net.

This is an exceptionally valuable book, as authentic as it is authentic. One will find it a delight to study and think about birds with such a handbook as this. The illustrations are numerous and exceedingly beautiful; the descriptive part is scientific and admirable from the literary standpoint. The work covers the field of the common and interesting American birds. That such a book can be made for the price (\$1.50) is astonishing. Of all the recent books on birds, and they are numerous, none is more valuable for the classroom or for field exploitation, and the price of this adds materially to its desirability.

ROMEO AND JULIET. First Folio Shakespeare. Edited with notes, introduction, glossary, lists of variorum readings by Charlotte Porter and Helen A. Clarke. New York: Thomas Y. Crowell & Co. (4¼ x 6¼). Cloth, 75 cents; limp leather, \$1.00.

Scholars, critics, and teachers everywhere rejoice in the appearance of the "Shakespeare First Folio Edition," a most valuable edition of Shakespeare at a popular price. It reproduces the First Folio of 1623, giving Shakespeare in the original spelling and punctuation. The text is thus freed from the editorial changes of three centuries, which, however, are indicated by abundant notes. The type is modern. This is the only reprinting of the First Folio obtainable in handy form. "Romeo and Juliet" is the thirteenth play produced, the other twelve being "Much Ado About Nothing," "A Midsummer Night's Dream," "Loves Labour's Lost,"

"Comedie of Errors," "Merchant of Venice," "Julius Caesar," "King Lear," "As You Like It," "Macbeth," "Hamlet," "Twelfth Night," "Henry the Fifth."

THE MAJOR SYMPTOMS OF HYSTERIA. Fifteen lectures given in the Medical School of Harvard University. By Pierre Janet, M. D., of the College de France. New York: The Macmillan Company. Cloth. 345 pp.

On the occasion of the inauguration of the new and magnificent buildings of the Medical School of Harvard University in Boston, President Eliot and Dr. J. J. Putnam, professor of the diseases of the nervous system, asked Dr. Janet to deliver before the students some lectures about pathological psychology. Of this he says: "I greatly appreciated this honor, and tried to sum up before the American students some elementary psychological researches about a well-known disease, hysteria, in order to show them how the study of the mental state of the patient can sometimes be useful to explain many disturbances and to give some unity to apparently discordant symptoms. So the following fifteen lectures were given in the Harvard Medical School between the fifteenth of October and the end of November, 1906." This is easily the most valuable treatise on the nervous disease known as hysteria that is at once scientific and popular. The facts and philosophy are the latest known to medical science, the treatment is elaborate and adequate, the style delightful.

HOW TO INVEST YOUR SAVINGS. By Isaac F. Marcossou. Philadelphia: Henry Altemus Company. Cloth. Boards, 50 cents; ooze calf, \$1.00.

Isaac F. Marcossou, the author, is a well-known New York magazine editor and writer. He was born in Louisville, Kentucky, and was a newspaper man in that city for some time. Subsequently he went to New York, where he became associate editor and one of the principal staff writers of the World's Work. While connected with that magazine, he wrote a number of very notable articles, including "The Awakening of Philadelphia," "The Kansas Oil Fight," and "Harvesting the Wheat." Early this year he became financial editor of the Saturday Evening Post, of Philadelphia, and inaugurated its department entitled "Your Savings," on which his book is based. This department has proved to be one of the most successful in the history of the Post. Mr. Marcossou has also written the widely-quoted department in the Post called "Wall Street Men," which shows the great money kings at close range. He also contributes regularly to the Post signed articles on a variety of timely subjects.

SIX WEEKS' PREPARATION FOR READING CAESAR. By James Morris Whiton and Helen Isabel Whiton. Boston: Ginn & Co. Cloth. 16mo. 105 pp. List price, 50 cents.

A work adapted to Allen and Greenough's, Bennett's, and Harkness's grammars. It is to render the pupil about to begin Caesar's "Gallic War" familiar with the inflections and common concords of the Latin tongue, so that he may intelligently understand the text he is about to master. The book has grown directly out of experiences in instruction in one of the New England seminaries, and thus has additional value because tested in the work of the classroom.

THE STORY OF TWO BOYS. Retold by Clifton Johnson. New York: American Book Company. Cloth. 192 pp. Price, 40 cents.

As long ago as 1785 a little book called "Sandford and Merton" was published in England by one Thomas Day, and was very popular among the boys of that time, as it was specially prepared for them. Mr. Johnson has abbreviated the story of these lads, and puts it in a form that may be pleasing to the boys of to-day. The lads have plenty of adventures to interest those of their own age now, and at the same time have some excellent morals which our boys may be the better for recalling.

EXTRACTS FOR COMPOSITION IN FRENCH. Selected and arranged by J. E. Mansion of the Royal Academical Institution of Belfast (Ire.). Boston: D. C. Heath & Co. Cloth. 147 pp. Price, 60 cents.

A model group of 127 selections from English writings to be translated into French by the student. The selections are brief so as not to prove too formidable, and yet long enough to test the student's abilities in translation. Hints are added where the translation must necessarily be idiomatic. A full Anglo-French vocabulary is given.

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SPECIMENS OF MODERN ENGLISH LITERARY CRITICISM. With introduction and notes by William T. Brewster, Columbia University. New York: The Macmillan Company. Cloth. 380 pp. Price, \$1.00 net.

The introduction deserves more than a passing mention. Here is a volume of the best chapters from the pens of such masters as Leslie Stephen, Samuel Johnson, Macaulay, Frederick Harrison, Dryden, Lamb, and Matthew Arnold, and it is no easy task for a man to preface their writings with thirty pages of serious discussion but Professor Brewster's introduction stands up under the test admirably. This book belongs to the realm of rhetoric rather than that of literature or literary history. It uses writings more completely than is done in any existing text-book of selections, as an agent in rhetorical study and intellectual discipline. The volume is less a complete illustration of a form of discourse than an analysis of a fair variety of pieces that would commonly be called literary criticism, but it will be useful to moderately advanced students. In arrangement, the essays proceed from the simplest, most matter-of-fact, and most easily demonstrable, to the more general, more abstract, and less easily provable. The arrangement is as follows: The first eight essays deal with particular men; numbers 9 and 10 have to do with special topics; and the last five are illustrative of general discussions—from highly different points of view—of literary art and morality.

JOHANN HEINRICH PESTALOZZI. By Gabriel Compayre. Pioneers in Education Series. Translated by R. P. Jago. New York: Thomas Y. Crowell & Co. Cloth. 140 pp. Price, 90 cents, net.

This series consists of six volumes, each issued separately, but all by the same author and treating a highly important subject—the rise and growth of popular education as shown in the efforts of great "pioneers." The author, M. Compayre, is recognized as an international authority on pedagogical questions, and will be found at his best in these volumes, which comprise: (1) J. J. Rousseau, and Education by Nature; (2) Herbert Spencer, and Scientific Education; (3) Pestalozzi, and Elementary Education; (4) Herbart, and Education by Instruction; (5) Montaigne, and Education of the Judgment; (6) Horace Mann, and the Public School System of the United States.

STANDARD LITERATURE SERIES. New York: University Publishing Company. Thirty-three numbers. Manila paper. Price, 12½ cents; cloth, 20 cents.

This is a highly attractive series in that each poem or prose selection is complete and accompanied with notes. In the case of classical novels that are too lengthy for a complete presentation they are abridged, but are in the author's own language always. The type and press work, paper and binding are delightful, wholly beyond what the price signifies. These four, "Burke's Speech on Conciliation with America," "Washington's Farewell Address and Webster's Bunker Hill Orations," "Milton's Minor Poems," and "Browning's Selected Poems," are in the college English requirements and have been especially edited for high school use in this connection. The preparation has been highly satisfactory. The books are carefully graded and the grade for which each is intended is specified. There are for the elementary grades ten in American history, five in English and Scottish history, five in French, Spanish and Roman history. As graded there is one for the second year, three for the third, three for the fourth, six for the fifth, six for the sixth, three for the seventh. For the eighth grade and for the high school there are twenty-nine.

A PRIMER OF FORESTRY—PARTS I. AND II. Issued by United States department of agriculture, Washington, D. C. Cloth. 176 pp. Illustrated.

Two little works on forestry packed full of information about trees, their development, values, care, protection from fire and pests, etc., etc. This is a subject of national interest and even concern, and these publications are of the highest value in bringing out points in the subject of forestry that ought to be widely known and mastered.

ROMAN HISTORY—ABBOTT'S SHORT HISTORY OF ROME. By Frank Frost Abbott. University of Chicago. Chicago: Scott, Foresman & Co.

Professor Abbott has prepared a history of Rome on modern lines. It is well worth one's while to examine this book because of the unusual way in which he treats the subject.

ESCRICH'S FORTUNA. Edited and annotated by Edward Gray. Boston: Ginn & Co. 16mo. Cloth. 82 pp. List price, 50 cents.

Here is a capital little book for beginners in Spanish. Escrich was one of the most popular Spanish novelists of a generation ago. His style is direct and simple, and his stories full of interest. The editor has selected several of the author's short pieces, informs us in his introduction of their genesis and merits, gives copious notes and a vocabulary, and frames a series of exercises based upon the text for oral translation.

EASE IN CONVERSATION. By Emma Churchman Hewitt. Philadelphia: George W. Jacobs & Co. Cloth. 163 pp. Price, 50 cents.

The author of this brief but valuable treatise aims to help us to be grammatical in our conversations. That many persons are somewhat slovenly in their manner of speech requires no argument. That we need some such reminder of our misuse of language so that we may be correct, if not elegant, in the construction of our spoken or written sentences, is certainly true. And the author by copious examples seeks to be our helper in this respect.

THEORIES OF STYLE IN PROSE COMPOSITION. By Assistant-Professor Lane Cooper, Ph. D., of Cornell University. New York: The Macmillan Company. Cloth. 460 pp. Price, \$1.10 net.

The author of this interesting compilation evidently believes that a theory of composition may best be conceived from examples. So he gives copious excerpts from some of the greatest writers of the ages,—Plato, Cicero, Swift, Voltaire, Goethe, Thoreau, Lewes, Frederic Harrison, and many others. The selections are quite happily made, exhibiting as they do the great varieties in style of different authors, and disclosing in judicious ways the secret of using language effectively and impressively.

SCOTT'S QUENTIN DURWARD. Edited by W. Morrison, M. A., of Aberdeen (Scot.) grammar school. New York: G. P. Putnam's Sons. London: Cambridge University Press. Cloth. 573 pp. Price, 60 cents.

This story by Sir Walter Scott is one of his best, portraying as it does the days of knighthood in France, and vividly picturing the events of the age which is now happily past. It is excellent reading for one who wishes to perfect himself in English. The editor annotates the text only when some historical event or some obsolete custom or phrase requires it, and his comments are excellent. Here one is not only acquainting himself with history, but is also accompanying one who was and is confessedly an expert in the use of language.

COMPUTATION AND MENSURATION. By Professor P. A. Lambert, A. M., of Lehigh University. New York: The Macmillan Company. Cloth. 92 pp. Price, 80 cents net.

This valuable little volume is built up on this thought, that "the transition from secondary school to college is disastrous to many students." This, the author believes, is specially found true in the domain of advanced mathematics. To meet this, he gives us this volume which is to aid the student to test as well as amplify what he has already traversed in algebra, geometry, and trigonometry. It is a capital idea, and cannot fail to be of specific value to the student into whose hands the book may fall. In it he will find the way to compute areas and volumes, angles, logarithms, etc. The problems strike us as happily framed, especially as being no more technical than these intricate subjects usually are.

ELEMENTS OF PLANE AND SPHERICAL TRIGONOMETRY. By James Howard Gore, Ph. D., professor of mathematics in George Washington University. New York: G. P. Putnam's Sons. Cloth. 201 pp. Price, \$1.00.

A meritorious if not absolutely novel treatise in trigonometry by one who has had large experience in teaching it and kindred subjects. The first 122 pages are devoted to examples in both plane and spherical trigonometry, followed by six-place logarithmic tables, and the last sixty-two pages containing the logarithms of numbers from 1 to 10,000. It is a carefully constructed volume, involving great care in computation so as to secure accuracy. To get at and to define the essential principles of this branch of mathematics, and to suggest the best methods of mastering them, is the author's aim, and one in which he admirably succeeds.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

- December 20-21: Southern California Teachers' Association, Los Angeles; H. A. Adrian, Santa Barbara, president.
- December 26, 27, 28: Montana State Teachers' Association, Missoula.
- December 26, 27, 28: New Jersey State Teachers' Association, Atlantic City.
- December 26, 27, 28: High School Department, Pennsylvania Educational Association, Harrisburg.
- December 26, 27, 28: Southern Educational Association, Lexington, Ky.; president, R. J. Tighe, Asheville, N. C.; secretary, J. B. Cunningham, Birmingham, Ala.
- December 30, 31-January 1: Associated School Boards of South Dakota, Watertown.
- December 31-January 1, 2, 3, 1908: Iowa State Teachers' Association, Des Moines, F. E. Lark, president, Onawa; Frederick E. Bolton, chairman of executive committee, Iowa City.
- December 31-January 1, 2, 3, 1908: Colorado State Teachers' Association.
- December: California Teachers' Association, Santa Cruz; Morris E. Dailey, San Jose, president.
- December 31-January 1-2: Washington State Teachers' Association, Seattle.
- January 1, 2, 3: Minnesota Educational Association, St. Paul.
- February, 1908: Department of Superintendence; president, Frank B. Cooper, Seattle, Wash.; secretary, George B. Cook, Hot Springs, Ark.; at Washington, D. C.
- February 25-26-27: Department of Superintendence, N. E. A., Washington, D. C.
- June 30-July 1-2: Kentucky Educational Association, Frankfort; C. C. Adams, Williamstown, president.
- June 29-July 3: National Educational Association of the United States; president, Superintendent E. G. Cooley, Chicago, Ill.; secretary, Irwin Shepard, Winona, Minn.; at Cleveland, Ohio.

EDUCATIONAL ASSOCIATIONS OF NEW YORK.

- December 26-28: Associated Academic Principals; president, Superintendent Avery W. Skinner, Oneida; secretary, Superintendent W. J. Deans, Elmira; at Syracuse.
- December 27: Classical Teachers' Association; president, Professor Frank Smalley, Syracuse University, Syracuse; secretary, F. R. Parker, Elmira; at Syracuse.
- December 26-28: Council of Grammar School Principals; president, R. H. Savage, Rochester; recording secretary, John E. Healy, Troy; corresponding secretary, Miss C. A. Farber, Rochester; at Syracuse.
- December 27: Arts Teachers' Club; president, Miss Stella Skinner, New Paltz; secretary, Miss Katharine Saunders, Auburn; at Syracuse.

December 26-28: Teachers' Association; president, Professor George P. Bristol, Ithaca; secretary, Lyman A. Best, 748 Carroll street, Brooklyn; at Syracuse.

December 26-28: Science Teachers' Association; president, J. S. Shearer, Cornell University, Ithaca; secretary, J. E. Stannard, Greenwich, Conn.; at Ithaca.

December 27, 28: Training Teachers' Conference; president, Superintendent S. J. Slawson, Olean; secretary, Principal J. D. Bigelow, Moravia; at Syracuse.

Spring of 1908: Association of Colleges in the state of New York; chairman, President Rush Rhees, Rochester University; secretary, Howard J. Rogers, Albany; at Rochester University.

NEW ENGLAND STATES.

MASSACHUSETTS.

MALDEN. Claiming that they need an increase in salary on account of the high cost of living, the Malden Grade Teachers' Association has petitioned the school committee for a raise of \$100 a year. The teachers state that fifty per cent. of the members have one or more persons depending upon them for support; that the average pay of the teachers throughout the city amounts to \$12.70 a week, and \$7.25 must be deducted for board, room, and laundry.

BROCKTON. The Teachers' Association of Public Schools, on December 5, tendered a complimentary reception and banquet to the superintendent of schools, Don C. Bliss. Practically every teacher in the city attended, together with the mayor and members of the school board. It was the most successful fair ever held in Brockton, on the lines of the Teachers' Association. Addresses were made by Mayor Kent, Dr. Keith, Principal J. I. Reckliffe, Huntingdon school; Assistant Superintendent Harriet S. Haywood, Miss Carrie C. Ballou, principal of the Sylvester school, and Principal A. N. Whitney, Sprague school. Principal C. T. C. Whitcomb of the high school, president of the association, acted as toastmaster and spoke in a very happy manner of the work Superintendent Bliss was doing, and the esteem with which the teachers held him. Superintendent Bliss responded at some length, outlining his policy for his administration.

FITCHBURG. Superintendent J. G. Edgerly of the public schools on November 30 quietly celebrated his fiftieth anniversary as a school official. It was fifty years ago that he began to teach school at New Boston, N. H. Superintendent Edgerly has been superintendent in this city for the past thirty-four years. His many friends extend him their most hearty congratulations.

CAMBRIDGE. The fifty-first annual meeting of the Association of Colleges in New England was held December 4 at Harvard College. The meetings were private. President Eliot presided, following a long standing custom by which the president of the university which entertains the association acts as presiding officer at the session. President Eliot and the fellows of Harvard College entertained the delegates at luncheon at the Harvard Union at noon. The colleges represented at the meeting were as follows: Harvard, President

Eliot and Dean W. C. Sabine, '88; Yale, Professor Tracy Peck and the Rev. Anson Phelps Stokes, Jr., secretary; Brown University, Dean Alexander Meiklejohn and Professor W. C. Broun; Dartmouth College, Professor Louis H. Dow, '90, and Professor John K. Lord; University of Vermont, President Matthew H. Buckman and Professor Frederic Tupper, Jr.; Williams College, President Henry Hopkins and Dean F. C. Ferry, '95; Bowdoin College, Professor Charles T. Burnett and Professor Henry Johnson; Middlebury College, President Ezra Brainerd and Professor Charles B. Wright; Amherst College, Professor John M. Tyler; Trinity College, President Flavel S. Luther and Professor F. C. Babbitt, '90; Wesleyan University, Professor William N. Rice and Professor A. C. Armstrong; Tufts College, President Frederick W. Hamilton and Dean Frank G. Wren; Boston University, President W. E. Huntington and Professor E. C. Black; Clark University, President G. Stanley Hall and Professor Carroll D. Wright.

RHODE ISLAND.

PROVIDENCE. Charles S. Chapin, principal of the Rhode Island State Normal school, has been elected by the New Jersey state board of education to the principalship of a new normal school near Montclair, N. J. The school at Montclair is to be opened in September. Mr. Chapin came to Rhode Island from the normal school at Westfield, Mass., in 1901. He is a graduate of Wesleyan University in the class of 1880. He has had uniform and distinguished success wherever he has been. His selection is a distinct honor, as many men were canvassed as to their adaptability and availability.

PROVIDENCE. Whitman Bailey, son of Dr. W. W. Bailey, a writer for this paper, has illustrated "Hawthorne and the Scarlet Letter," in collaboration with Miss Lucy Cable, in the Christmas Bookman. It may be recalled that he made sketches last year in the New England Magazine of "The Trail of Roger Williams."

CONNECTICUT.

BRISTOL. The Bristol Teachers' Association includes the teachers of the high school and district schools, and numbers about fifty-four members. The annual business meeting was held recently, and officers for the coming year were elected as follows: President, Henry E. Cottle; vice-president, C. A. Bingham; secretary and treasurer, Miss Florence Goodenough; executive committee, Miss Johnson, Miss Hutchinson, Miss Lines.

NORWICH. The third meeting of the Connecticut section of the Classical Association of New England was held recently in Slater Memorial of the Norwich Free Academy. At the opening session in the Peck library, F. P. Moulton of the Hartford public high school was chosen chairman, and Miss Tucker of Williams Institute, New London, secretary, after which Principal Henry A. Tirrell extended the academy's greeting and welcome to those in attendance. The program follows: "Ideals and Practice in College Preparatory Work in the Classics," Harley F. Roberts, Taft school; discussion led by Dr. F. S. Bunnell, Norwich Free Academy; "A Vacation in Italy," Professor Tracy Peck, Yale

New Books for Young People

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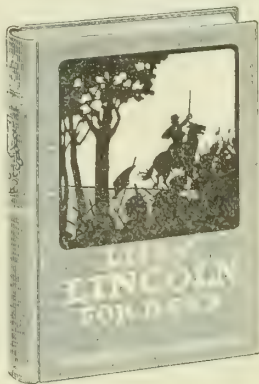
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THE WEEK IN REVIEW.

[Continued from page 632.]

soon as the French have completed the ships which they are already constructing. The fact is that a continuous program of construction on a generous scale is the only way to keep our navy in a state of efficiency, for not a few of the ships which now swell the total tonnage are obsolete and ought to be retired.

IMPROVEMENTS IN THE POSTAL SERVICE.

As was expected, the report of Postmaster-General Meyer teems with suggestions of improvements and expansions of the service,—postal savings banks, an extended parcels post, a low-priced parcel delivery for rural routes, better pay for mail steamships, the nickel-in-the-slot plan of selling postage stamps, and, most revolutionary of all, a permanent director of posts, to superintend the postal business as a business, to be chosen for his business experience and capacity, and to hold his post at a high salary, regardless of the mutations of politics. The recommendation as to postal savings banks comes at a good time, for, as Mr. Meyer suggests, there is no doubt that such banks, although paying only two per cent. interest, would draw vast sums of money in the aggregate, which might otherwise be hoarded and kept out of the circulation.

FORAKER IN THE ARENA.

Senator Foraker has leaped into the presidential arena with something very like a war-whoop, and, in a letter to the Ohio Republican leaders, tells them that he is a candidate for the presidential nomination next year, and that, as he is not willing to seek two offices at the same time, he is not a candidate for the Senate. But perhaps he does not intend to be taken too seriously as to this self-abnegation. His term in the Senate does not expire until 1909, and the contest over the presidential nomination will have ended before it is necessary to take up the question of the senatorial succession. Mr. Foraker's announcement is made particularly with a view to demonstrating that Mr. Taft cannot count upon Ohio's support. But Mr. Foraker's pronouncement is not the last word.

IS THE CZAR AN AUTOCRAT?

The Duma thinks that he is not, or, at least, that he ought not to be, and therefore it votes, 246 to 112, to strike out "autocrat" from the list of titles prefixed to its reply to the speech from the throne. This it did, after a long constitutional debate. But the Czar thinks he is, and through his prime minister, M. Stolypin, he reads the Duma a lecture on the eternal duration of the Russian autocracy, and tells it that the government will crush the fomenters of disorder with a stern hand. Then follows an exciting scene, in which an impassioned member virtually calls the premier a hangman, is mobbed by the reactionaries and suspended for fifteen sittings for his temerity. It looks as if the third Duma might not prove the wholly tame affair it was expected to be.

University; "A Peripatetic Talk on Casts in Slater Museum," Dr. P. V. C. Baur, Yale University; "The Roman's Playground," illustrated, Professor Karl P. Harrington, Wesleyan University; "With Roman and Moor in Andalusia," illustrated, Professor C. N. Clark, Yale University. Those attending the meeting came from various sections of Connecticut and Massachusetts, twelve colleges and schools being represented.

HAMDEN. The following teachers have been appointed in the Hamden schools by Superintendent Oldham: Highwood school—Richard T. Tobin of Warren, R. I., principal (Holy Cross, '07); Loretta G. Rourke of New Haven, Room 1 (New Haven Normal, '07). State-street school—Rachel A. Fuller of Westville, grammar grades. Whitneyville school—Irvin C. Elmer of Providence, R. I., principal. Mt. Carmel school—Mrs. Lucy M. Bradley of New Haven, principal. School No. 6—Cecelia A. O'Connor of New Haven (New

Haven Normal, '07). The following transfers of teachers have been made: Josephine G. Doolittle to Highwood, room 6; Mildred R. Loveland to Highwood, room 5; Eldred J. Johnstone to Hamden Plains, grammar grades; Lena Alpert to Hamden Plains, primary; Ethel M. Fish to school No. 10; Elizabeth H. Carroll to State-street, primary; Susan A. Dickerman to school No. 1.

SOUTHWESTERN STATES.

CALIFORNIA.

SAN FRANCISCO. Fred B. Ginn, founder, with his brother, Edwin Ginn, of the publishing house of Ginn & Co., who has had charge of the business interests of the house in San Francisco for many years, until 1907, died suddenly at Nordhoff on December 5. Mr. Ginn was seventy-seven years of age. Since his retirement from business he has spent his time in travel.

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At the great International Contest for **SPEED and ACCURACY** in shorthand writing, held at Boston, March 30, 1907, under the auspices of the Eastern Commercial Teachers' Association, Miss Nellie M. Wood (Isaac Pitman writer) carried off the Eagan International Cup, and Sidney H. Godfrey (Isaac Pitman writer) again won the Miner Gold Medal.

Send for copy of "Pitman's Journal" containing a full report of above contest.

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College Notes.

For administering the trust created by Anna T. Jeanes to Booker T. Washington and Hollis Burke Frissell of the \$1,000,000 endowment fund, known as "the fund for rudimentary schools for Southern negroes," articles of association were filed last week with the secretary of state at Albany, N. Y., of the "negro rural school fund." The principal office is to be in New York city. The directors are: Hollis Burke Frissell and Robert R. Moton of Hampton, Va.; Booker T. Washington of Tuskegee, Ala.; William H. Taft of Washington; George Foster Peabody, Andrew Carnegie, Robert C. Ogden, Walter H. Page, and George McAneny of New York; James C. Napier of Nashville, Tenn.; Abraham Grant of Kansas City; James H. Dillard of New Orleans; Talcott Williams of Philadelphia; Robert L. Smith of Paris, Tex.; David C. Barrow of Athens, Ga.; Belton Gilreath of Birmingham, Ala.; and Samuel C. Mitchell of Richmond, Va.

The Schenectady (N. Y.) Union announces that Rev. Dr. George Alexander, Union, '66, pastor of the University-place Presbyterian church of New York city, will be the next president of Union College, succeeding Rev. Dr. Andrew V. Raymond, who resigned last June to accept a Buffalo pastorate. Dr. Alexander was offered the presidency of the college at that time, but consented only to become acting president until some suitable educator could be selected for the place. It is understood that the guarantee of an endowment for his Alma Mater ensures Dr. Alexander's acceptance of the presidency.

The faculty lecture course of the

University of Vermont, as far as announced, is as follows: December 11, Professor L. H. Bailey, director of the Cornell University College of Agriculture; January 17, Edmund Otis Hovey, assistant curator of the American Museum of Natural History, New York; January 31, President Robert S. Woodward of the Carnegie Institution, Washington, D. C.; February 14, Professor William H. Freedman, head of the department of electrical engineering; March 13, Professor Charles Upson Clark of Yale University. Other dates will be announced later. Dr. Harry Howard Cloudman, 1905, has been elected assistant professor of pathology.

At the last meeting of the Oberlin faculty a system of division committees was approved, providing for the grouping of the work of the college into seven main divisions. The work of each committee will include the proposal of new courses of instruction; the co-ordination of courses already offered; arrangement and regulation of seminars, conferences, clubs, and lectures, where combined action may seem desirable.

The Harvard Union has received from the associated Harvard clubs the original engraving from which the memorial medals of President Eliot were recently made. This carving, which is the original one made by the French artist, Leon Deschamps, is about eighteen inches in diameter, and the 500 medals which were struck from this original have been reduced to three inches in diameter. The engraving, which is of bronze, has been mounted on a satin-wood base and hung over the mantel in the writing-room of the union. It bears on its rim the words, "Charles William Eliot, President of Harvard University."

The annual meeting for the award of academic distinctions will be held in Sanders Theatre on the evening of December 18. Dean Hurlbut of the college will preside, and the principal speaker will be Owen Wister, '82. The doctors' chorus of Boston, led by Dr. Richard C. Cabot, '89, will sing the Harvard hymn and will lead in the singing of "Fair Harvard." The prizes which have been awarded during the past year will be announced, as well as names of the men who have won scholarships, distinguished mention, deturs, and other forms of academic distinction.

In order to encourage men to compete for scholarships by insuring them some return for work which is meritorious, but which may not be good enough to attain a scholarship or prize, the Harvard faculty recently passed this resolution: "That all committees on prizes shall report not only the essays for which prizes are awarded, but also those essays which seem to be worthy of distinction."

The faculty has decided to make certain changes in the regulations relating to admission examinations, especially as they affect the requirements in elementary and advanced Latin. Two years' notice will be given of any change in the regulations as they now stand. The faculty also voted to withdraw final honors in fine arts after 1909.

A memorial to John Harvard will be raised by the senior class. A committee is empowered to take the initiative in raising subscriptions from the university at large. The memo-

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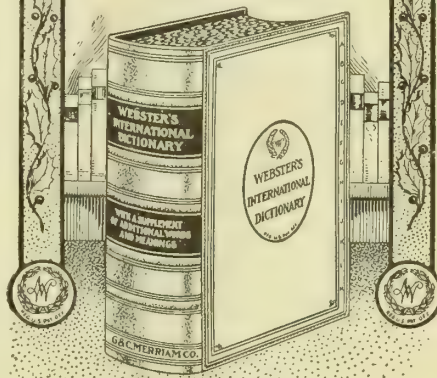
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rial will probably take the form of a John Harvard clock, to be placed in the college yard.

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Shakespeare.....	94	19
German.....	33	18
Physical training.....	33	

364 109

Professor W. B. Jacobs, head of the department of education at Brown, who has charge of these courses, has been re-elected president of the New England Association of College Teachers of Education.

There seems little doubt that Swarthmore College will not accept the Anna T. Jeanes bequest, which demands that the institution cease participating in intercollegiate sports. The sentiment of the board of man-

gers that the gift seemed like a bribe was reflected at the annual meeting of the stockholders of the college, who were almost unanimous against acceptance of the bequest. It was argued that it would be better to drop athletics for other reasons, if they should be dropped at all, than to discontinue them under such circumstances.

The United States civil service commission announces an examination on December 27-28, 1907, to secure eligibles from which to make certification to fill 300 vacancies in the position of teacher in the Philippine service. The entrance salary of the majority of male appointees will be \$1,200 per annum, although some appointments may be made at salaries of \$1,000 or \$1,100, based upon the experience and the relative standing in the examination.

Those appointed will be eligible for promotion to the higher grades in the service, ranging from \$1,000 to \$2,000 for teachers.

The work of the American men teachers is largely of a supervisory character, and the higher positions are filled as vacancies occur by the promotion of those who have demonstrated their efficiency and ability in the service.

Women will not be admitted to this examination, except that the wives, immediate relatives, or fiancées of men examined at the same time for, appointed to, or already employed in the Philippine service may be examined; and, if they pass, they will be preferred in appointments, provided the men through whom examination is allowed have been selected. Each of such applicants should state definitely in her application the name,

address, and relationship of the person through whom examination is claimed, in order that there may be no delay in certification when the rating of the papers is considered. It is possible that a few women will be appointed at \$900. There is a special need for women to teach the domestic science subject of instruction which continues for three years throughout the intermediate course, especially for those who have had special preparation in domestic science training schools.

It is desired to secure as a result of this examination as many eligibles as possible who are college graduates, especially graduates of polytechnic schools and of agricultural schools. It is also desired to secure eligibles who are graduates of normal schools.

It is probable that appointments will be made as a result of this examination during the months of March and April, 1908, with a view to the arrival of the appointees in Manila about June 1, 1908, the beginning of the school year.

The examination will consist of the subjects mentioned below, weighted as indicated:—

Subjects.	Weights.
1. Thesis (of not less than 300 words on either of two subjects given, to test knowledge of syntax, spelling, punctuation, and capitalization).....	12.5
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6. English (as treated in the ordinary grammar school text-books, including analysis and parsing).....	12.5
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10. Experience, training, and fitness (rated on application form).....	10

Total 100

Age limit, twenty to forty years on the date of the examination.

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BOSTON THEATRES.

KEITH'S.

While most theatres find the week before Christmas one of the very dull weeks of the season, Keith's has always been an exception to the rule. There are important reasons for this—the first, many members of the great army of shoppers find Keith's a capital place to get a couple of hours of recreation; the second, there is no attempt made to curtail expense by putting on an inferior show. Proof of this last statement will be found in the program announced for next week, which will include Valerie Bergere and company, Clarice Vance, Lew Sully, Urbani and Son, Mignonette Kokin; Klein, Ott Brothers, and Nicholson; Wilton Brothers, Italian trio; the Kitamura troupe of Japs; Galletti's monkeys; and Ryan and White. Miss Bergere, who is one of the most popular actresses in vaudeville, is to present for the first times in Boston her latest success, "A Bowery Camille," one of the best sketches she has ever produced. "The Southern Singer," as Clarice Vance is popularly known, will sing a number of new songs that she has had written for her own use. Lew Sully, than whom there is no more entertaining monologist, will be found with an unusually bright collection of stories and parodies. The act of Urbani and Son has gained the distinction of being the greatest acrobatic feature imported from Europe this season. The work they accomplish is simply marvelous. Mignonette Kokin, one of the daintiest of comedienues, Klein, Ott Brothers, and Nicholson, a great quartette of instrumentalists, the Wilton Brothers, experts on the horizontal bar, the Italian trio, in selections from the operas, the Kitamura Japs, in characteristic acrobatic feats, Galletti's troupe of trained monkeys, and Ryan and White, the nimblest dancers of the day, will all show cause for holding high rank among the stars of vaudeville. Walter Daniels, impersonator of popular actors, Goetz and Nelson, with novel stunts on the revolving globe, Tanner and Gilbert, in a laughable comedy skit, and new pictures by the ever-popular kinetograph will complete the entertainment.

The French Academy of Sciences recently received the report of a commission appointed to study the question of the value of finger prints as a means of personal identification. The report is highly favorable, declaring that the value of the finger print as evidence of identity at least equals that of all other physical characteristics put together. It possesses the great advantage of being applicable at all ages, in infancy, in middle life, and during old age. Every day, the report says, this system is tending more and more to replace the method of anthropometrical measurements.—Youth's Companion.

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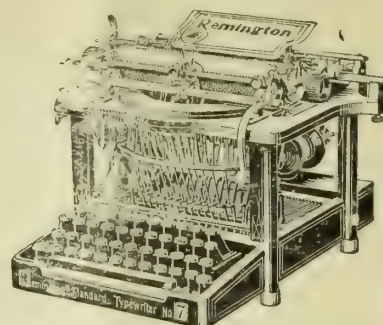
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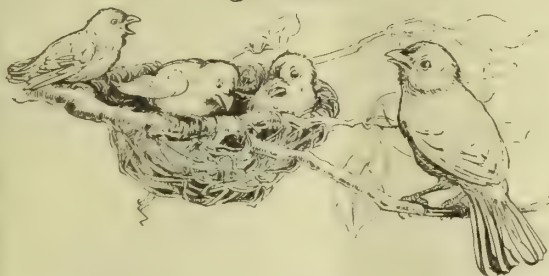
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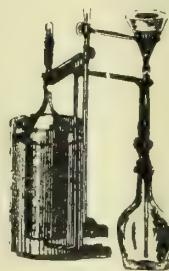
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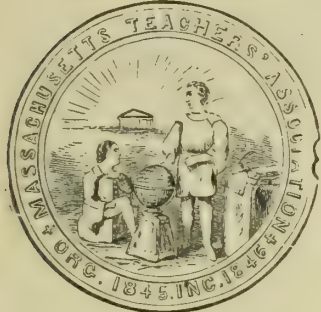
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DECEMBER 19, 1907.

A. E. WINSHIP, Editor.



MASSACHUSETTS TEACHERS' ASSOCIATION

FREDERIC ALLISON TUPPER, PRESIDENT

President Frederic Allison Tupper's reelection, an honor rarely conferred by the Massachusetts Association, was richly deserved because of the program, the attendance, the interest, and the financial condition of the association. It is not often that such men can be brought together on a program. It is doubtful if there was ever so large a number in attendance. The interest was intense and genuine, and, financially the association is all right. Mr. Tupper has energy, alertness, and purpose, with a range of acquaintance rarely equaled by a teacher, all of which conspired to make the success of the meeting.

An association fortunate enough to secure such speakers as Bishop Lawrence, President Eliot, Professor Hanus, Hon. Josiah Quincy, Hon. George H. Martin, and Superintendent Smith is certainly open to hearty congratulations. The men who took part in the discussions, also, maintained a high average of excellence.

Hon. Josiah Quincy's remarks on collectivism struck a high note. The strong emphasis laid on the brotherhood of man, and on the fact that the rich cannot separate themselves from the poor, the strong from the weak, or the good from the bad, made a deep impression on the audience. Mr. Quincy's interest in education and kindred topics, however, is no new thing. His father, his grandfather, his great-grandfather, and Mr. Quincy, himself, all reached Phi Beta Kappa rank at Harvard.

State Superintendent Payson Smith of Maine made an address of rare cogency, terseness, and brilliancy. His comparison of educational expenditures with those for war, alcohol, and other matters was extremely effective.

Five thousand five hundred dollars for Boston masters was President Eliot's deliberate estimate of the proper maximum for Boston masters. It comes with peculiar force from so competent a judge of educational matters. It is to be hoped that the Boston school committee will accept President Eliot's expert testimony.

All who know of his work appreciate the debt of the association to Carlos B. Ellis of Springfield, the secretary. Gifted with the capacity of seemingly tireless efficiency, Mr. Ellis performed his duties with an enthusiastic devotion and success as rare as they are admirable.

Under the able management of the treasurer, Nelson G. Howard, the finances have been brought into a most

gratifying condition. Happily the "dark days" have passed.

An interesting feature of the new plan of voluntary assessments is the fact that it results in a much larger contribution to the treasury of the association. This method will be the settled policy of the association.

Although President Eliot, Professor Hanus, and the Hon. Josiah Quincy very generously declined to accept any financial reward for their able addresses, they must have felt repaid by the appreciation of the audience, as well as by the consciousness that they have done a great public service.

The committee on resolutions, headed by Augustus D. Small, gave much time and thought to crying educational needs, and produced a report of lasting value.

The ushers were uniformed commissioned officers from the Brighton idea to interest the pupils of our high school, Boston. It is an excellent schools in public service.

The officers for the next year are: President, Frederic A. Tupper of Boston; vice-presidents, Fred H. Nickerson of Melrose, Wallace C. Boyden of Boston; secretary, Carlos B. Ellis of Springfield; assistant secretaries, Chester M. Grover of Cambridge, Frank W. Chase of Newton, Miss Matilda B. Doland of Fitchburg; treasurer, Nelson G. Howard of Hingham.



FREDERIC ALLISON TUPPER
Pres. Mass. Teachers' Assoc.

THE FINANCIAL REMUNERATION OF THE TEACHER.

BY PRESIDENT CHARLES W. ELIOT.

The first element in the discussion of the subject, "The Improvement of the Status of the Teacher," is the consideration of the financial remuneration of the teacher. I suppose we all recognize the general fact that all over the United States the pay of the teachers is low. It begins low and it ends lower in proportion to their attainments and their service. That is the first thing I want to deal with, that the rise in the teacher's salary in this country, as she or he goes along in the service, is altogether inadequate.

My view of the expedient range of salaries in the teaching profession is derived, of course, from my experience in regard to the salaries of university teachers. We have now in this country some good examples of the

way to deal with the salary of men who, having received an elaborate education in youth, devote themselves to the profession of teaching, and rise by successive stages in their pay. That is the wise way. That is the way to secure the sort of men that the university needs in its teaching staff. We have a great range in university salaries. They begin much lower than the lowest teaching salary in our large cities, not lower of course than many rural salaries of teachers, but lower than the lowest salary in many urban systems. Thus an assistant at Harvard University begins his service often at a salary not exceeding \$250 a year, and he works at that rate for one or two years; he then perhaps gets a little better, \$400 or \$500, and then he goes to \$1,000 if he continues in the service, and then to \$1,200, \$1,300, \$1,400, \$1,500 in successive years. Then if he succeeds he gets to \$2,500 and stays there for five years; then to \$3,000, where he stays five years; then to \$4,000, and every five years he gets \$500 more, until he gets to the maximum, which is now \$5,500. He may not reach this maximum until he is forty-five; he can easily do that, and with good fortune in getting promotion by filling vacancies he may reach it earlier. Now that is just the sort of system which ought to be introduced all over our country in public school systems. That is the way to get good life work, service for life.

This standard for teachers' salaries should be applied in all public school systems, not everywhere with the same maximum, of course, but everywhere with the same method; and the maximum of a public school system ought to be the same as the maximum in the same region for a college professor. It should not be less; it should be equal to the maximum for the college professor. Here in Boston, therefore, the maximum should be \$5,500.

But we are nowhere near this condition in our country. What are the reasons? Why is it that the public school teacher is inadequately paid, and not as well paid as the teachers in other institutions of public education, like the state universities, for example, and the great technical schools? The first reason is that the public school system is mainly occupied by women, and by very young women, and these young women have not had the training which young men who propose to devote themselves to college and university work have received. They have not made the investment in years of study,—no approach to it. An assistant appointed for the first time at the pay of \$250 a year at Harvard is ordinarily a man twenty-five years old, almost always twenty-four, often older, and he has had a long education at his parents' expense or his own expense. He has earned his way. That is not at all true of the young women who enter the public school system as teachers. They are often not more than twenty or twenty-one years of age, and they have rather seldom had more than a high school training, with the addition perhaps of a year or two in the normal school. It is this lower stage, at which the profession of teaching in the public schools is entered, which accounts in part for the low salaries.

And then there is not the length of service expected, in accordance with known facts, from the great body of young women who enter the calling. As a matter of fact large numbers of young women who become teachers in the public schools do not stay in the profession more than three or four years. In some cities I have heard the average result stated lower than that, but that is quite a common result in our cities. Some of these young women who leave the service leave because they are not well fitted for it physically or by disposition, but many of them leave the calling for the reason that they take a superior calling, and particularly motherhood. Now that is an inevitable condition, and

nobody could possibly wish that it were otherwise. Nevertheless that is one of the reasons why the pay of the public school teacher averages low in our country, even in the cities.

Another reason is that all the towns and cities in our country are constantly embarrassed to raise the money necessary for the support of their schools, and they are all disposed to save money in the easiest place, that is, on the salaries of the teachers. This, too, must be confessed to be an inevitable condition under the circumstances. It is impossible not to desire, first, to give the children better air and better light and better equipment for the illustration of all their studies. That is an intelligent direction of public effort, and many managers of our school systems feel that those things must be provided first,—and they all cost money.

What is the fundamental difficulty in regard to the money? Well, there is one in legislation, and that legislation may, of course, be modified as the result of great public effort on behalf of intelligent people who see the difficulty. The states have undertaken, driven by necessity again, driven by the contemplation of great abuses, to regulate the expenditure of money by cities and towns. Thus in the city of Cambridge under the laws of Massachusetts the total city expenditure,—I mean for regular current expenses apart from debt and sinking fund, interest on debt and provision for sinking fund,—is twelve dollars on a thousand of the valuation—no more. We have spent for the public schools in Cambridge nearly five, not quite, and next week we vote on the amendment of the city charter, which prescribes that the school committee shall not spend more than five out of the twelve on the schools. Here is state regulation of city expenses which interferes with, or makes difficult, the increase of public expenditure on schools. All this regulation of city expenditures by state legislation has been gone into from the nearly universal desire to check abuses, frauds, and corruption in the city governments, and the only way out of this difficulty is to reform city governments through a wiser, larger, better action of the state.

But again there is another reason for this difficulty in the raising of money to be spent in the most essential of all directions of expenditure in a free state, education. The difficulty is that our modes of taxation are thoroughly archaic, ineffective, and unjust, and therefore, the towns and cities cannot raise the money needed for education under the present laws.

If, then, any of us were to contribute to the better maintenance of the public schools and to juster salaries for the teachers in the public schools, we should have before us inevitably,—there is no avoiding it,—a tremendous piece of public education, educating the public in the first place to the conception that whatever other expenditures may be contemplated in a free state, the expenditure for education is the great primary need and the most profitable direction of public expenditure, the most profitable in every sense, moral, physical, industrial. That is not understood in a great many American communities. They have not arrived at the perception that expenditure for education is the most profitable. It is recognized now and then, I observe, that that is the only way in which the great foreign additions to our population can be assimilated; but what a very small part of the public school work is that! Important necessary even, but a very, very small part of the total work.

Next we must educate the people to the rising scale of salaries as a means of recruiting the profession with men and women who are fit for it, who will render the best service, who will devote themselves to the education of children as their life work.

And lastly we have got to teach the people that the whole moral and physical well being of our people re-

quires the amendment of our legislation in regard to city governments and large town governments, and again, the improvement of our legislation with regard to the collection of taxes.

Let me illustrate very briefly the difficulty with regard to the collection of taxes. I had the advantage some twenty-six years ago of moving into a community at Mt. Desert, where I have made my summer home, which had adhered to the method of taxation which prevailed generally in New England fifty or a hundred years ago. That community had been very much isolated. Many people had never seen a steam railway or any of the electrical contrivances which have followed the steam railway. It was an isolated community, I say, and they simply adhered to a mode of taxation which had come down to them. It was a mode infinitely wiser than any which existed in Massachusetts at the same time. They taxed nothing but what they could see. They taxed real estate, carriages, cattle, parlor organs, vessels, the large implements of their trades, the visible things from which they drew their support, and they never attempted in the least degree to tax invisible things. Most of them had no property that was invisible; it was always visible.

Now, on the contrary, in Massachusetts we have been long attempting to tax invisible property, and in the course of the last seventy years a large proportion of the property of the community has become invisible. I have learned almost everything I know from my experience and observation in connection with Harvard University, and I have learned there that five-sixths of all the present property of Harvard University is in forms which simply did not exist seventy years ago. There were no such things as stocks and bonds, in which by far the greater part of the property of Harvard University is invested. Why, the president and fellows of Harvard College were for more than two centuries called "the corporation." Why? Because there was not any other corporation. Finally, in the early part of the nineteenth century, there came to be some corporations, but with personal liability. They were at first turnpike corporations and then canal corporations. But all these corporations, about which we hear so much in these days, their wealth, their abuse of power, etc., have come into existence since the first law making corporations possible with limited liability, and that part was passed hardly sixty years ago. Now the greater part of the property of the country is in this invisible form, if we leave out the farms. Consequently, when people undertake to tax, as our people all have, invisible property, in the first place, they fail to get at it, and, in the next place, through this failure to get at it, all sorts of corrupting and degrading influences come into the commonwealth in avoiding the taxes on invisible property. Moreover, it turns out to be impossible to collect that tax. It cannot be done. It is abandoned,—excepting as they succeed in getting at the properties of widows and children through the probate courts. When an estate goes through the probate court, sometimes they can find out where there is some personal property which can be taxed, but at that stage it is generally in the hands of people that didn't earn it, and that depend on the income of it for their living.

We shall not get the school systems of the United States right in regard to salaries until we have reformed the laws concerning taxation throughout the United States, and, therefore, I hope you will all take a great

interest in a proposal for a reform in taxation in Massachusetts which is to come before the next legislature. It is a proposal which will enable the state to derive some reasonable amount of taxes from personal property, and it is a proposal based on the experience of Pennsylvania and Maryland and some other regions, where this sensible experiment has been tried and found to succeed.

I regret that I am obliged to go at once to Cambridge to attend the funeral of one of our professors who has just died very suddenly. I am obliged, therefore, to leave this subject here.

The essence of what I have attempted to say is that we need to reform our scale of salaries, our range of salaries in the public schools. I believe we should begin lower, using the first graduates of the normal schools, the recent graduates of the normal schools, as what we call assistants in the universities, putting them always under the charge of an experienced teacher for a year or two. I think also that the scale of salaries should go much higher than it does now, and should rise by successive stages. I think I have pointed out, too, the inevitableness of the conditions in the public-school system, given our legislation, and that reform in the legislation of the American states, and not least in Massachusetts, is necessary in order that the community may arrive at a just and expedient scale and range of salaries in the public school system.



CHARLES W. ELIOT
Harvard University

WILLIAM ORR,
Springfield.

The subject of the financial reward of the teacher is attracting an increased and increasing interest. Legislation has been brought about in several states regarding the minimum salary. I am very thankful we have not as yet come to that in Massachusetts. The educational journals throughout the year have contained numberless items regarding petitions for increases of salary; I am glad to see with success in many cases.

This matter is very much in the public eye, as well as in the mind and thought of the teacher. There are certain things regarding which there will be no discussion, certainly in this gathering. One of them is that the salary paid to teachers is entirely inadequate. It is also true that the public do not recognize fully that teachers are in most cases underpaid, but this knowledge has not as yet become a part of the public conscience.

The American people are generous. They have been very generous with their schools. When you consider the conditions seventy years ago with those of to-day, it is apparent that public money has been placed largely and liberally at the disposal of the schools. The digest given in the report of the state board of education shows there were only \$500,000 worth of buildings in the state of Massachusetts, seventy years ago, devoted to school purposes; now the total is nearly \$60,000,000. The pay of the men at that time was about \$25 a month, not a week, but a month; of the women about \$11. Of course, these figures were based on a short school year. There certainly has been an increase, as the salary now for men is something like \$150 a month and for women \$57 a month. The total expenditure for school purposes, then was \$465,000; now it is over \$16,000,000;—that is in the state of Massachusetts. The school tax was 1.6 mills; now it is 3.87 mills. The expense for buildings for the year 1905-1906, for which the report was made, was nearly \$4,000,000.

However, the emphasis, we must acknowledge, has been laid very much of late and for the last decade or so upon the material equipment. The reasons for that need not be enumerated. It is partly local pride. A fine building shows. It is something to which you can take your visitors; they can see the outside, even if they have not time to witness the inside workings of the organization which that building houses. It has been a necessity in view of the laws regarding the health of the pupils, and of that tendency no one would complain. But there has been a failure to comprehend the really important place which the teacher plays in this system; there has been a failure on the part of the public to understand that as our school system has grown in its scope and magnitude and complexity, the task of the teacher has become more and more important. The simple conditions of the district school have passed. The equipment that the teacher needs to-day is much greater. The tax upon time, strength, and resources of character much exceeds that which obtained fifty or sixty or seventy years ago,—even twenty-five. The community unconsciously expects more of the teachers, but does not recognize the responsibility put on the teachers to fulfill those demands.

There is also in the minds of many men in a community, and good men too,—a conception of the school as a factory or shop. It turns out so much product each day or week or month or year just as the machine shop turns out so many finished pieces of workmanship. The schoolhouse is measured in very much the same fashion as the cotton mill owner would estimate the number of spindles that could be operated upon certain floor space. Now, good men and true men and men who have the interest of their communities at stake often do not understand that you cannot measure educational process the way you can that of the machine shop, and that the pay of the men and women who are engaged in that work cannot be measured and gauged by the same standard as that by which you measure those of the machinist or the wage earner in a factory. President Seelye used to tell us at Amherst that you could not express the intuitions of the reason in the terms of the understanding. You cannot interpret the process of the schoolroom in terms of the shop or the market.

So it comes back to the education of public opinion in this matter. The factors in educating public opinion are the newspapers, the school boards, the superintendents, the men of broad views in any community, the teachers themselves,—each one of these factors has its own part and responsibility in this matter.

Will you pardon me if I give a little illustration of what was done in Springfield within the past year? Now that city is not to be considered as one that is indifferent to its schools. But it was found that the pressure upon Springfield from other places to draw away good teachers had become so great and so successful, that the school system was in serious danger of a lowering of efficiency. There was a feeling among the teachers that the salaries paid them were not adequate. The Educational Club, composed of the men teachers of the city, took up the matter. They secured the indorsement of the superintendent, who expressed himself in the school board report. The Educational Club collected data regarding salaries of teachers running over the last thirty years in Springfield, and found practically no increase; also the salaries of other city officials which, in most cases, showed a large increase. Comparisons were made with other cities. The question of increased living expenses was considered. Data were secured regarding the economic conditions of teachers; the salary paid and that for which it went, in the shape of lodging, board, clothing, and incidental expenses. Instances were found where teachers were providing for depend-

ents. You often hear it said in the case of a woman teacher, she has only herself to consider; the man teacher must be treated with more consideration because he has dependents upon him. We found in many cases that women teachers in the city, under very meagre salaries, were paying for those dependent upon them. Some cases were pitiable in the extreme. The facts were given to the school board; they were presented to the community. The conditions were reiterated by the superintendent. Every paper in the city supported the cause. The result was an increase of about ten per cent. throughout the grades, the first increase of a general nature, so far as known, that has ever been made in Springfield. That was the result of public opinion. The city has been able to stand the extra expense without any serious inconvenience. It is now fully in effect this year.

Teachers have another responsibility not always recognized, the development of professional spirit. The work of teaching inevitably tends to censoriousness and a spirit of petty criticism, unless the teacher is constantly on guard. There is nothing that so aids effective and united action and leads to success in any profession as does a genuine spirit of good-will and co-operation.

There is also need of a more direct and simple method in schools. One may learn much from the methods of business men in the way in which they accomplish results. There is often on the part of teachers a wasting of time and energy over petty trifles, an insistence upon carrying out forms or conventions at the expense of real results. The short way, the direct way, the simple way is often the best. Where schools are embarrassed by traditional methods, by conventional processes, by lack of directness and simplicity, they lose standing in the sight of business men. After all, it is the result that is to be secured, and the desire to follow some method that has become hallowed by time or recommended by some leading authority, by a teacher bound by school traditions, acts much against the recognition of the real value of the school. Let us have business methods in the schools as well as outside.

As the schools become more effective, as they do work that tells for the community, and that is recognized as a factor in the growth and development of the community, so there will be greater readiness to pay that which is necessary to secure those results in even greater measure.

There is abundant money in this country to put the teaching profession upon the proper plane of salaries to secure the best and most competent instructors, to make it worth while for young men of character and promise to enter the teachers' calling in greater numbers than they are doing at the present time; to make it worth while for men and women to consider this calling as a life work.

I think it was in this city on July 4, 1845, that Charles Sumner gave that great discourse on "The True Grandeur of Nations," in which he spoke of the annual cost of the battleship Ohio as being four times the current expense of Harvard University at the time. I am not sure whether a battleship costs four times as much as Harvard University now; the battleship has grown since that day, but Harvard University has also grown. I am reminded that about ten years ago in this city President Eliot, speaking before a gathering of American scientists, gave an account of the constructive as compared with the destructive functions of government. This was during the time of the Spanish war. He pointed out many ways in which the funds of the United States could be used for the betterment of the people, not belittling the service of the army or navy, and showed the

functions of the government in promoting the weal of the nation.

When we have led the people through all these multi-form processes of education to recognize the work the public schools are doing in the community, and the vital need they meet, that it pays to secure the best men and women, then funds will be diverted more and more into the channel of education, into the building up of character, which is just as valuable an asset of the nation as battleships, pure food, good ventilation, lighthouses, or any of the ways in which the nation is working at present to improve its material condition. It is only through this education of public opinion that the elevation of the teacher's financial condition can be secured. We must impress more and more upon our communities by our own acts and spirit the value of the teacher and his work and the value of character training to the city, state, and nation.

I happened to see in the paper this morning the conclusion of the report of a citizens' committee of Boston, as follows: "The schoolroom, the walls, the paint, the desks, and chairs,—all are necessary and to be supplied, but the vital thing is the teacher. Upon her intelligence and ability directly depends the quality of our children's schooling, whether they are to be given the best possible start in the world or whether they are to be handicapped and held back by defects in their education."

The man of the street thinks of the teacher as instructing in the elements of arithmetic and reading and geography. Where the teacher's conception of her work ends with that, she does not attain the full measure of success in her school or serve the community best. I have seen somewhere a picture of the devil playing a game of chess with a man whose soul is at stake. In many a schoolroom the teacher plays a desperate game with evil and wickedness for the child. Such a work calls for more than the knowledge of arithmetic or geography or reading. How can you measure the value to a community of a child saved from a life of idleness or wickedness to a life of well-doing, honesty, sobriety, industry, and good citizenship?

It is the primary function of the school to send out into every city year after year a trained citizenship, to send out boys and girls from the upper grades of the grammar schools and the high school who shall insist on honesty in all departments of the city government, and on high standards in those who hold city office. If the schools can do that work and come to be recognized as doing that work, then there will come back to them in full measure the support of the community. It is the highest task laid upon them.

President Eliot has pointed out to us the way in which taxation has come to be wrongfully applied. It was very near this spot the words were uttered: "Taxation without representation is tyranny." Is it to be the cry of the next twenty-five years, "Representation without taxation is iniquity?" Corporations are certainly represented in our legislatures. If we have a competent trained citizenship, the improvement of the municipalities in relation to these injustices will come more speedily and surely.

Again it will be found, where the school board is composed of men of high standing and character the state of the teacher is better. It is the duty of every teacher to exercise his or her influence toward securing the highest quality on school committees. Where political jobbery prevails in the schools the standard of salaries is low. The merit system only should obtain. Any teacher who by influence or deeds lends support to deals in appointments or promotions hurts the cause of her fellow workers.

I am sure the community, coming to recognize the work of the schools, coming to recognize their real influence, coming to see that teachers are taking active part in the improvement of civic conditions, will find ways and means whereby to make it worth while, as it has not been for the last ten years, for young men of character, standing, promise, and ability, and for young women of the same qualities, to enter the teaching calling with a view to continuing in it, and thus to make teaching more of a profession and less of a stepping-stone to something better.

WHAT THE STATE HAS A RIGHT TO DEMAND OF HER SCHOOLS

BY JOSIAH QUINCY, EX-MAYOR OF BOSTON

I conclude that the reason why I was called upon to speak here is because it happened that some years ago I attended Harvard College with the president of your association.

It is some time since my thoughts have been turned particularly upon the subject of public education, but the thoughts of all of us have to be turned almost daily,—of all who are watching the development of society in the state,—to this fundamental and vital question which underlies so much of the character and functions of public education. The wording of the subject refers to the state and it refers to the schools,—what the state has a right to demand of her schools. But if we go beneath these words, what they really signify, I think we can analyze the question into this: What do the people expect the teachers of their schools to do? What is the service which the people look to their teachers to perform? The state is merely an abstraction; it is merely a name for organized society; it is merely an expression signifying the collective action of the whole community in framing those laws which govern the requirements of public education, and in conducting such educational

work, chiefly of a supervisory character, as falls within the administrative sphere of the state.

We think too much sometimes, it seems to me, of the institution and too little of the individual, who, after all, has the making and the shaping of the institution. The schools of the commonwealth of Massachusetts are not an institution so much as they are an expression of what the teachers of the commonwealth of Massachusetts are, for the time being, doing, the work which they are for the time being performing, in endeavoring to impress character and knowledge upon the plastic minds of the children of the commonwealth. And, therefore, I prefer to take the human, rather than the institutional, view of the question of the state and the question of the school.

We need, indeed, legislation, we need administrative authorities, we need municipal action in regard to schools, but perhaps more than all this, we need the human factor at the head of the school. We need the character of the teacher. We need the devotion of the teacher. We need the intelligence of the teacher, for upon him will, after all, largely depend the impress

which is given through our processes of public education to the minds of those who are going to grow to be the men and women of the future, of those who are going to exercise the right of citizenship, and to determine what the future of the commonwealth of Massachusetts shall be and what it shall stand for.

The real essence of this subject, therefore, seems to me to be, What is it proper and right that we should ask our teachers to do for our children? Within what limits should the state prescribe the subjects that are to be taught, the character of public education, the methods by which it is to be given?

Our system of public education in this commonwealth rests, primarily, not upon the state as a political unit, but upon the municipality, upon the city or the town. It is not the state that provides the funds which support public education in this commonwealth; it is the city or the town. It is not the state which appoints or chooses the school committee which has the charge of education; it is the city or the town. It is not the state which appoints the teacher; it is the school committee appointed by the people in their several localities, in their neighborhoods, in their cities and in their towns. And that, to my mind, is the great truth of public education in this commonwealth, that while it is required by the law of the commonwealth, while it is regulated to some extent by the law of the commonwealth, while it is supervised by the authority of the commonwealth, that it yet springs from the people in the different municipalities of the state, that it has its roots in home rule, in local self-government.

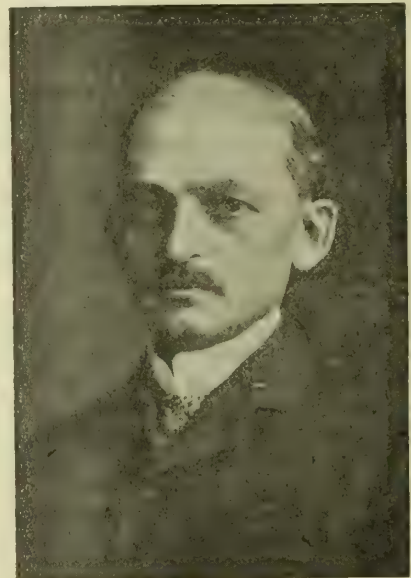
We sometimes hear it lamented that the schools of one community are not so good as the schools of another community; but it seems to me that this fact of difference between schools expresses the difference between communities, and that we could not raise all our schools to a common standard without making them state schools instead of local schools. I think it is much better that the school should be dependent upon the local community; that it should express the stage of development of the local community whether that stage of development be low or high, rather than that it should be forced by law, by authority reaching down from above, by centralized administration to express the common will of the people of the commonwealth.

I believe, indeed, that a constant pressure should be kept up for the elevation of the schools in all of the localities of the state. I believe that a comparison of educational results between cities and towns should be constantly had, in order that each may learn the lessons which the other has to teach. I believe that those communities in which public education has not been raised to as high a point as it has in other communities, should endeavor to learn the lessons which those other communities and their educational systems are able to teach them. But I do not believe in the idea that education should be made uniform throughout the state. That would mean that the support of education should be made the financial burden of the state rather than of the different municipalities. It would mean that through some financial action on the part of the state, whether it might be the equalization of school taxes or the distribution of money raised for school purposes, through some action of that character an attempt should be made to equalize education.

I believe in the constant improvement of education, but I believe that improvement should come along the lines of the natural growth and development of each community, along the lines of lifting and elevating public sentiment in each local community to a better understanding of the importance and the meaning of the problem of public education, to a closer relation with its schools and the teachers who carry on its schools, and

through a more intelligent administration of its schools through our locally appointed school committees.

I believe that experience has shown, I know that it has shown in the city of Boston, and I am sure it has shown elsewhere, that whatever defects may be found from time to time in the system of local school control, in the administration by school committees, that these defects are always capable of being remedied, as soon as the public are aroused to a knowledge of existing conditions, and to the importance of remedying those conditions. I believe very strongly, as I believe most of the citizens of Boston believe, that the change which we have made in our school committee by reducing its number from twenty-four to five has produced great



PAUL H. HANUS
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good in our school system, has introduced changes and improvements which were impossible under the old administration by a large board of twenty-four. I believe that each community, if the problem is left a local one, and, if that community is obliged to learn the lesson, will have just such schools as it deserves, just such schools as it wants, and will learn in time the importance of public education and the necessity of constantly elevating the standards and the character of public education.

What the state has a right to demand of her schools. What the people have a right to demand of the teachers of their children, as I should prefer to put the question. Well, I should put first of all, in the light of my experience, as the first and most important duty of the teacher, the formation of the character of the pupil. Of course, that is a mere truism, you may say, but, like most truisms, it contains the fundamental essence of the whole matter. Precisely because the formation of the character of the child is the most subtle and difficult thing in the world to practise, precisely for that reason it is the highest duty of the teacher to exert an influence at least in the formation of that character. The teacher cannot indeed replace the parent. It is impossible for the teacher to assume the obligations in respect to the moral education of the child and the formation of its character which must inevitably rest upon the parent, which must be performed by the parent or left unperformed; yet I believe that there is a great influence which the teacher inevitably, almost unconsciously, exercises upon the mind, and therefore, upon the character, of the child, an influence which is outside the communication of knowledge, an influence which has nothing to do with the

learning of lessons out of books, an influence which makes for the unconscious formation of character, for the teaching by example, because the child is necessarily imitative; the child will copy the faults of the defective teacher; the child will tend to copy the virtues and excellencies of the superior teacher.

The teacher is constantly suggesting ideas to the child. Modern psychology has brought out to an extent never before known the part which suggestion plays in the development of mind, in the formation of character, the extent to which one person can for good or for evil influence another person by what is called suggestion. The mind of the child is peculiarly open to suggestion. The younger the child the more readily the suggestion is received. Surely it is the highest duty and the highest function of the teacher to suggest to the plastic mind of the child that which is true, that which is noble, that which is elevating; to set before the child by example and by precept those ideals to which we all aspire to lift human character, those ideals of private virtues which the individual is ever striving to attain, those ideals of the virtues of citizenship to which we are always endeavoring to lift the citizens of this commonwealth.

I have listened with great interest to the reading of your resolutions, and if I lacked a text to speak upon, the resolutions would certainly afford me one. The most striking thought which they suggest to my mind is the extent to which we are all moving toward a more socialistic state of society. We may not be moving toward state socialism in the full sense of the term, but we certainly are moving toward a more socialistic conception of society in its organized capacity of society as represented by the municipality and by the commonwealth.

We expect to-day of our schools, as your resolutions well set forth, and I fully agree myself with those resolutions,—we expect various activities, various functions, which twenty-five years ago would certainly have been denounced as extremely advanced, as going entirely outside the old-fashioned conceptions of education,—as providing medical attendance, facilities for physical education, for play and for sport, for the care of the sick, for the care of the eyes and teeth and physical defects. All this would have been considered a generation ago as lying entirely outside the sphere of public education, as belonging wholly to the care which the parent was supposed to exercise over the child.

We have come in our day, gradually, by a slow process of growth of the broadening conceptions of public education, to see that we cannot isolate mental instruction from other kinds of instruction; that we cannot teach a child out of books alone; that we cannot advantageously train the mind alone and leave the body untrained; that there is such a law between the bodily health and the well-being and the workings of the mind, the development of the intellect; that it is foolish waste to devote undue attention to mental development and to ignore those physical causes which may be working underneath all the time to prevent a proper mental development and to make it impossible. We have come to have that larger conception of the whole man which takes in all of his sides, which considers him as a physical organism, as a mental organism, and as an expression of moral character.

So that we have to-day in force and practice in the city of Boston, growing in the other cities of the com-

monwealth, spreading everywhere gradually throughout the commonwealth, this newer and larger conception of the function and the mission of public education. The people are no longer afraid of it, because it may be called socialistic. We are willing to accept what is sometimes called collectivism, even if we are not ready to go as far as socialism. And what does collectivism mean after all in its essence? Does it mean anything more than this? A fuller recognition of the essential brotherhood of man, a fuller recognition of the possibilities of co-operation, both through the voluntary action of individuals and private societies, and through that organized action which is carried on under the name of city or town or state agencies,—increasing the sense of brotherhood, the sense of solidarity among all the people, tending toward a larger recognition of the fact that strong and weak, rich and poor, ignorant and educated, are, after all, all bound up together in one great human

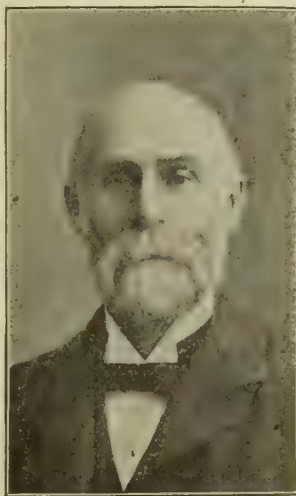
society; that the educated man feels the ignorance of the ignorant man; that the rich man cannot isolate himself from the poverty of the poor man; that the virtuous man cannot separate himself from the crime of the criminal. We are coming therefore to have,—and this is fittingly finding its most marked expression in our educational system,—a larger and more modern conception of society, of the municipality and of the state.

With all our boasted progress we have in this respect been behind the development of the most advanced foreign nations. This idea of collectivism, this sense of the larger possibilities of co-operation through the action of the state this sense of the higher sense of education, has come earlier in England and France and Germany, and in the other advanced countries of Europe than it has come in the United States, but it is

coming here. And one characteristic of this state and of this country of ours is that when we do take up a new thought and a new idea, we take it up quickly, and we accomplish in a few years results which in older civilizations are extended over many years. I think we can all of us see a rapid progress in our educational system along this line of the larger conception of education of including within the sphere of education everything which makes for the moral, physical, mental, and economic well-being of the child, who is the subject of public education.

Now one word in conclusion upon the economic aspect of this great question of public education. That has been touched upon in your resolutions, and it was to that subject particularly that I intended to devote most of my remarks, the proper relation between education and the economic conditions of the communities. It seems to me that one defect in public education has been, perhaps it is becoming less of a defect, has been at least, that it has failed to take sufficient account of the economic condition of the community. To take a concrete example. There is no use in educating too many people for clerical pursuits, in order to overcrowd clerical pursuits, and in educating too few for industrial pursuits, in which there is always ample room.

We live in an age of wonderful, of unprecedented industrial and mechanical and technical progress. Surely, it should be the function of any modern system of education to take cognizance of these new conditions. It is not, indeed, the function of the public school to educate a boy to be an electrical engineer; he has got to go to a higher institution of learning in order to acquire that.



GEORGE H. MARTIN
Secretary Massachusetts Board of
Education

It may not be the function of the public school to educate a boy to enter the trade of a plumber or a carpenter, but, it seems to me, it is the function of a public school to adjust its courses of instruction to those changes in the economic condition of the community which are taking place so rapidly in our time. I believe that it is in particular the function of the public school, and perhaps more especially the high school, instead of letting the boy or the girl blindly without sufficient advice choose such line of education as he or she may prefer, to endeavor to lead the boy or girl along some line of education which, if it be not directly technical in its nature, will lead up to the technical education which comes later. Clerical pursuits may get overcrowded. There is a limit to the number of lawyers and doctors and architects whom any community may support, but in the finer lines of manufacture there is no limit to the field of profitable employment for the boys and girls of this commonwealth. In the coarser lines of manufacture in the South and other states having great supplies of raw material of their own they employ perhaps cheaper labor than our own, and they are going to compete with us more and more successfully, but there is always room at the top of the industrial system. There is always room to improve manufacture. There is always room to introduce here those finer lines of manufacture which have been the product of centuries of development in Europe. Think of the progress that is marked in the development of civilization between the man who raised his own wool and had it spun into cloth by his wife, and the modern highly organized woolen factory filled with special machinery, almost human in its operation, which turns out by a variety of processes the finest broadcloth and the softest dress goods. That industrial progress has not stopped; it is always going on, and the advance in material civilization consists largely in the development of the higher forms of manufacture. If our public schools cannot teach these directly, it surely can prepare our boys and girls for them indirectly.

The future of this commonwealth rests upon the maintenance of its economic prosperity, and that depends largely, and must ever depend, apparently, upon its rank in the highest classes of manufacture. And here we come back to the point from which we started, that the state has a duty to perform toward its schools; not indeed in changing the courses of their education perhaps, nor in revolutionizing their character, but in bringing about, as it is doing, a more thorough investigation of our own industrial problems, and in directing the public mind, of those who are interested in education, along the lines of the growing importance of technical education. Place fairly before the boys and girls of this commonwealth the attractions and advantages and economical opportunities and the possibilities of making earnings or profits in the different professions and the different employments, and include in those professions and in those employments, and give a very prominent place to, the opportunities which the higher handicrafts, the higher lines of manufacture, the higher lines of technical skill will always offer in this commonwealth, and upon which its future prosperity will always, to a large degree, depend.

I have taken all of your time which I should occupy. I thank you for the privilege of taking this small part in the discussions of this deliberative body representing the great teaching force of this commonwealth. The idea that you are here to-day as the representatives of that great teaching force, the thought of what that teaching force means to the life of to-day, and to the life of the future is something that should inspire the imagination. While I left many years ago the profession of teacher, yet I can never altogether lose the point of view of the teacher. I can never lose that which can

only come through personal contact of teacher with pupil, the sense of that relation so unique and so different from any other in all of the relationships of life.

I cannot but think to-day of what the work of the teachers of the commonwealth means for the future citizenship of the commonwealth; for, after all, the teaching of good citizenship is one of the highest functions of the public school.

Our theory of public education, of compulsory education is that it is a necessary feature, that it is the very cornerstone of a system of government which rests upon universal suffrage. Therefore, the teachers are truly the servants of the commonwealth in that they are preparing the future citizens of the commonwealth for the future government of the commonwealth. For ours is not a government imposed from above; ours is not a government run upon bureaucratic lines; ours is not a government of administrative machinery. It is a government of public opinion. With us public opinion is the governing force and those agencies which form public opinion are shaping the future government of the city, of the commonwealth, and of the nation.

As you are teaching, it may be the little child in the school learning the first rudiments, learning the alphabet and learning to read and write, you are engaged in the high function and in the noble duty of laying the foundation for that citizenship into which we have absorbed such a mass of the people of Europe, into which it is our duty to absorb them so that they shall become a part of us, so that they shall become Americanized in the largest sense of that term, and so that those ideals, those aspirations, which in the beginning were the foundation of American liberty and of American government and of American character, shall in all time to come, with all the changes in this population of ours, with all the introduction of new relations, still remain American ideals, doing their beneficent service, not only in America, but exerting their influence throughout the whole world.

HON. GEORGE H. MARTIN,

Secretary of the Massachusetts State Board of Education.

What does the public demand of its schools? I never approach the discussion of that subject, that is, I never come to a meeting at which that subject is announced for discussion, without anticipating some new exhibition of foolishness, and when I saw that topic upon the program I had some apprehensions of that character. Had I known that Mr. Quincy was to conduct the discussion, I might have been saved from those apprehensions. But current discussions on the platform and in the press of the topic, "The Public Demands upon Schools," are so illogical, fallacious, and extravagant, that it puts one on the defensive at once, who has any connection with the public schools.

The topic as it reads, "What May the State Demand?" changes the character of the topic materially, and the standpoint from which Mr. Quincy discussed it is one in which I am inclined to agree in every particular from beginning to end. His statement in regard to the policy of Massachusetts, the ancient policy of the minimum of central control and the maximum of local independence, I believe still to be sound, and that it is the most hopeful way for us to work ourselves through whatever difficulties we may be experiencing at the present time. And so through all the points that Mr. Quincy has made I feel inclined to agree absolutely. But there is this interesting fact, I think, as to what the state may demand of its schools. I don't like the word "demand," better "What may the state reasonably expect of its schools?"

I have thought, as I have been listening to Mr. Quincy, that the highest result that can possibly come from a system of public education, the highest expectation which

the state as such can possibly form, is that the schools through their efforts shall so justify themselves in the mind and thought of those who have participated in their advantages, that they shall maintain the standards of education at a constantly higher level. It seems to me that, if a system of public education is so maintained that year by year the level of public appreciation, that is, the appreciation of those who have participated in the system of public education, who have been educated by it, that their ideal of education grows higher and higher year by year; that their aspirations for still further attainments are steadily rising; that each generation, seeing what it has got out of the system of public education for itself, desires something better along the same line for its succeeding generation; then the highest possible result of a public system of education has been attained. And this is most strikingly true of our system of public education here in Massachusetts. So ably and completely has it justified itself year by year, and generation by generation, that its standards have been steadily rising, and the public appreciation of its character and of its demands has been steadily rising.

Only compare statistically the figures as they are given year after year; they show how true that is. Looking back over seventy years of our history, take the single matter of appropriation. The appropriations for all the public schools in the state were less than half a million dollars, \$465,000, seventy years ago; last year they were seventeen million. The value of public school buildings has risen from half a million to fifty-eight million in seventy years. Just those figures alone show what the schools have done to educate the people toward higher standards of education itself, more enlightened, a more enlarged view of what education is. When you think how the system has expanded from the miserable little district schools, so many of them, seventy years ago to the system as we know it to-day; when we think how the public has gradually been educated up to the idea of secondary education for all the people of the state, it is wonderful, wonderful, the changes that have come in that respect in these years. That alone is testimony to the work that has been done by the schools.

Take these facts that are just apparent for the first time in this matter of the high school. We have been extending the high school system, the public have been doing it, gradually, until those high school advantages, as we know, are within the reach of every child in the state, and are being practically used by every child of high school age in the state. Here is a striking fact, I think, that in the year 1906 of the entire number of children graduating from the grammar school the number entering the high school the same year was eighty-eight per cent. That is, eighty-eight per cent. as many children entered the high school in this state in 1906 as graduated from the grammar school in that same year. Now I think that fact alone justifies the highest possible encomium upon the work that the school system of Massachusetts has done in educating its own people toward a higher conception of what education really is. And I take it that that, after all, is the supreme demand which any state can make upon its system of education.

Speaking about the other form, using the term demand in its popular sense, you and I are hearing all the time people, business men and others, complaining of the public schools; they are making, as I have seen often, extravagant demands, unreasonable demands upon the public schools, and I think a single word in regard to

those demands may be appropriate here and now. Although I know you are not the ones who need to have the fallacy of those demands exposed particularly, yet I should like to call your attention to this, if you have not noticed it before, that most,—perhaps I ought not to say most,—many business men look at the public schools from a purely commercial standpoint. They estimate the work of the schools as they estimate the work of a factory or a mill. They undertake to judge of the product, as they call it, of the public schools as they judge of the products of a factory or a mill. They expect a factory to turn out a uniform product of a certain quality and character; they demand that of their factory organization whatever it may be; the quality is mixed, the standard is established, and every article that it has produced is expected to come up to that standard. These same men have got some way in the habit of judging schools in exactly the same way, and they have a self-

formed standard, an ideal standard, which they have made themselves of what the product coming from the school should be. They have an idea of the same sort of uniform perfection in the product of the school that they expect in the product of the factory. They are not willing to admit any defects of any sort, and if a boy or girl comes within their notice, who is defective in any of the elements that enter into their ideal standard, they at once criticize, not only the product, but criticize the entire business management of schools, which have failed to produce goods up to the standard. I think you will agree with me that, when these same business men find as the result of the operations of their factories, that through some accident or neglect or other goods are not up to the standard

wise some they mark those goods as seconds and put them on the market as seconds but they never seem to realize that that is not practicable in this great business of turning out boys and girls from the school. We cannot turn out those boys and girls and send them out into the business world, into the occupations of life, marked seconds. These same men would be the last to admit that their boys or girls were seconds in this great educational mill, and if these fathers themselves have,—as I think they sometimes do have,—a sort of subconscious idea that their boys or their girls are not all right in all particulars, the mothers never would admit it for a minute.

And, so, the schools are handicapped at that very point. They have to send out their product, such as it is, and leave the defects and the failures to become apparent in the process of youth. That, it seems to me, is the fundamental consideration which should be regarded always in talking about the public schools, and the work that they do, because we talk about the public demands upon the schools as if the school were an impersonal sort of institution. Mr. Quincy has spoken of this aspect of the schools, and has interpreted this as meaning demands upon the teachers, but that is not fair at all; when you come to get right down to it, what do we mean by a school? What is it after all? A school is only a collection of boys and girls or youth under instruction by men or women called teachers, who are giving their instruction under the direction of men called superintendents, who are exercising their functions under the direction and control of another body of men called a school board, which is exercising its powers under the requirements and limitations of law and of public opinion. That is what we mean.

Now we have no right to make any demands upon this



FAYSON SMITH
State Supt. Schools, Maine

institution we call the school, unless we take into account all these elements. If the public sentiment is enlightened and generous; if the school board is acting always with an eye single to the interests of public education, and is wise; if the superintendent is scholarly and tactful and sympathetic and judicious; if the teachers are trained, and if the children come from good homes, and are sound in body and mind, and are regularly at school, our reasonable expectation of the result of the school system may be pretty high, pretty high, and yet even then not too high. But if, as sometimes occurs, public sentiment is neither enlightened nor generous; if, as sometimes happens, the school boards are not carrying on their work with an eye single to the interests of public education; if the superintendents are not scholarly, and are not judicious, and are not sympathetic; if the teachers are not highly trained and skilful; if the children come from homes that are not homes; if they come,—as our investigations are showing that so large a proportion do come,—defective in body or in mind; if all the children are absent from the schools on an average of from one-tenth to one-fifth of the time, you can see there must be a good deal of a lowering in our expectations of the results of the school work of the state as a whole. We must necessarily turn out of the schools a pretty large number of children that by any fair standard of measurement would be marked as seconds,—possibly some of them as thirds.

Now no one has a right to make any demand, I take it, no one has a right even to cherish any expectation in regard to the work of the schools as a whole, until he

takes all those elements into account. You and I have seen the results of a system of schools modified, lowered, by a gradual lowering of the tone of public sentiment. We have seen the results in the system of schools lowered or raised by a good or a poor school committee. You and I have seen these results raised or lowered by the efficiency or non-efficiency of the supervision, and we know, all of us, in our own experience how fearfully the results in a school are raised or lowered by the skill or lack of it in the teacher. Now if any one of these elements fails to be at its highest, the results must fail to be what we would like to have them.

But I take it that, after all, we cannot make demands upon these schools; we cannot make demands upon the teachers. The most we can do,—and I am inclined to think that that is the most we can do in regard to any one of these elements, the public, the school board, the superintendent, the teacher, and the home,—is to use the language that that famous old statute regarding moral instruction in schools used with regard to teachers. It said: "It shall be the duty of the president of Harvard College and the professors and preceptors of academies and of every instructor of youth (now mark the consideration of the phrase) to use their best endeavors to impress upon the children certain principles." I take it that that is as far as any individual or anybody has a right to go with reference to any one of these factors in this great system. All that we have the right to ask is that each one of them, from the public down to the parent, use his best endeavors for the sake of the children.

THE PROFESSIONAL TRAINING OF THE TEACHER.—(I.)

BY PROFESSOR PAUL H. HANUS, HARVARD UNIVERSITY

[Stenographic report.]

Sixteen years ago Harvard was almost alone in New England in making any kind of provision for the study of education and the training of teachers, so far as university and college study of that subject was concerned, or the university and college training of teachers was concerned. To day nearly every self-respecting college in New England makes some provision for the study of education and for the training of college-bred teachers.

Sixteen years ago, when the department of education was first established at Harvard University, the resources with which teachers could study their profession were comparatively limited. There were very few educational journals of any significance in the country. There were very few text-books on the subject. There were very few monographs of value. There were very few public reports of value. Since that time all these resources have increased at a tremendous rate, and it is one of our satisfactions to realize that America, and particularly the United States, has done more than any other English-speaking people in providing satisfactory resources for the study of the teaching profession. Books, monographs, educational periodicals of thorough respectability have been developed at an astonishing rate,—and the end is not yet. Indeed, we are just beginning to realize what the real quality of the books that deal with our profession ought to be. And they are being written as rapidly as possible.

Education itself is only one aspect of an important social problem, namely, the problem of social progress. And, as members of the teaching profession, it is our duty to see the significance of our work from that point of view.

Education is a social activity. It cannot be carried on, however, without looking well into the natures of those who are to be educated. Education is therefore at the same time a psychological as well as a social problem. I shall, therefore, deal with the question of the professional training of teachers from the psychological and social points of view. To put it another way, the question is one of determining what the nature of the individual is with which we have to deal, and to adjust that nature to contemporary social conditions so that the individual may find his place in the social whole, may find in it the opportunity for his fullest self-realization, and at the same time be a participator, and not merely a spectator, in the world's affairs.

The aim of this professional training for the teacher is to insure a good degree of efficiency at the outset of the teacher's career, progressive skill in teaching, a broadening and deepening interest in and insight into his profession, and hence, increasing professional usefulness in the fullest sense of that term as time goes on. Such training includes adequate scholarship; that is, scholarship that is at once broad, and deep in some one field at least; and second, technical training, the study of the accumulated knowledge of his profession, of its history, theory, and practice, and some practical experience under guidance in the application of the knowledge thus acquired.

I have in mind, especially, the professional training of the secondary school or high school teacher and of the principal and superintendent. This country has been committed for about seventy years to the professional training of the elementary school teacher, and has

profited much thereby. It has not yet become committed in any such fashion to the professional training of the high school teacher or the secondary school teacher, whether he is high school teacher or not; nor has it become committed to the professional training of the principal and the superintendent.

In the United States we are just beginning to realize that we have yet to understand the difference between a young high school teacher who enters upon his professional career,—let me say “his” and I will mean both her and his,—with a professional training and one who enters on his career without it. The United States has yet to learn the great difference between the principals and superintendents who study their profession, either before or after they enter their vocation and all the time they are practicing it, and the principals and superintendents who do not and have not. It goes without saying that many a teacher works out for himself in the course of his career a professional training which gives him that insight into his vocation that I have referred to in the formulation of the aim of professional training—which gives him that insight into and that interest in it and that capacity to be progressively useful in it. It is true that we have many teachers of that sort to-day, but they are so in spite of the deficiency of their early training, and not because of it. They have, most of them, all the characteristics of self-made men, possessing merits, but very often, also, the conspicuous shortcomings of such men.

It also goes without saying that there are born teachers. Thank heaven! there are born teachers,—and by teacher of course I mean, not only the classroom teacher, but the principal and superintendent. It is clear, however, I take it, to everybody that the world's work in education, just like the world's work in every other field, will never be done by geniuses in that calling, but by persons of ordinary attainments; and experience has shown abundantly that all such persons need to make the most of whatever capacity they may be endowed with by careful training. And even geniuses gain much by a careful study of their art. There is no genius in any other calling who would for a moment feel that he could neglect to study carefully all the recorded experience pertaining to his art or to his profession. No genius whom we are able to recognize as a real genius, a living genius, would ignore that necessity to-day. We are not all born teachers. Somebody has said in that respect: “A good many of us are not half born.” But however that may be, my point is that whatever capacities we have will only reach their full fruition by the best training which we are capable of giving ourselves.

Now, what does this professional training, the aim of which I have outlined, really mean? It means possessing one's self of the recorded experience and thought belonging to our profession, and it means, also, gaining some skill, some incipient skill, under guidance in the practical experience of that profession. That is what it means; and that means, just as it means in any other profession, that one shall occupy himself for a long time with the details of the problems which that profession presents. The lawyer spends most of his time in preparing for his profession in studying the principles of law. He does

not spend most of his time in moot court cases, though he spends some time there. The physician spends most of his time in getting hold of the facts, the data of the recorded experience of the race with the methods which are applicable to getting that experience in medicine, and the outcome is a body of professional resources which at the same time gives confidence, confidence in the ability to meet the problems that arise, and a strong conviction, of course, of the necessity of studying each of those problems as it turns up afresh under new conditions.

I think one reason why the educational expert has counted so little hitherto in educational affairs is because there isn't any expert! I think the trouble is that in most cases the layman has known as much about the particular educational problem under consideration as the teacher, or the principal, or the superintendent. In a very large number of cases, and whenever that experience has been had by the layman, he naturally won't have any such confidence in the teacher as the layman has in his physician, who knows a great deal more about the case when it comes up than the layman can possibly know. The reason why the physician, or the engineer, or the lawyer has the confidence of the community in the practice of his profession, and why the layman steps out of the way when he takes hold of the work to be done, is because the layman knows that the lawyer, or the physician, or the engineer has developed resources that enable him to cope with the situation in a way which he, the layman, could not; and until our teaching profession shall equip itself with the resources belonging to it in that way, we cannot expect that the lay-public will have any such confidence in us as they have in the practitioners of other professions.

The first requisite in the professional training of the teacher is adequate scholarship,—and mind you, I am thinking now of the teacher of every grade,—adequate scholarship, scholarship that is at once broad, and in some one field, at least, deep. A broad scholarship is essential in order that the teacher may have a hospitable mind, in order that he may know what educational resources are at the command of himself and his colleagues; and it must be deep enough so that in some one field he may have the sense of incipient mastery, the intellectual enthusiasm that comes with a consciousness of bringing about results in that field, difficult results, results not to be achieved by knowing only the elements of the subject.

The minimum of scholarship,—and, by the way, I am talking about the essential minimum of training all the way through, for I have not time to do more,—the essential minimum of scholarship for the elementary school teacher would seem to be a good high school course of study. Fortunately in Massachusetts that has been demanded. As far as our normal schools are concerned, in Massachusetts, fortunately, they demand a satisfactory high school education for all those who wish to become trained for the teaching profession. Four years in advance of their most mature pupils is little enough to meet the demands of the scholarship which I am now speaking of. For our high school teachers, similarly, it seems to me, the minimum of scholarship we can demand is the train-



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ing of a good college; and that training should be neither too narrow nor too broad. We should insist that teacher's education should mean that he knows something about a good many things, and a good deal about something. That seems to me to be the ideal of the educated man, of the liberally-educated man, the man who knows enough about a great many things to know what resources lie there for the use of society, what resources of our civilization are embodied in our science, our literature, and in foreign literature, whether ancient or modern, in manual training, in history, in art, and the rest; the man who knows what resources lie there because in youth he had his attention called to them in such a way that he couldn't miss them. Also, our ideal of a liberally-educated man includes special proficiency somewhere in that field. I think that is the kind of scholarship which we may expect of our teacher.

Some people ought never to be teachers, and I myself have regarded it as one of the duties of the department of education in a university to keep some people out of the teaching profession, if it can, while it encourages and on occasion even urges others to enter it. A man or woman may have such disqualifying characteristics as mark him or her forever unfit for the teaching profession. It is not necessary to go into details, but it seems to me that the person who lacks keenness of intellect, who is lacking in sympathy, who is stolid or sluggish, who never knows what it means to glow with conscious mastery, who regards himself as judge and taskmaster, instead of guide and interpreter,—that the person cursed with one or more of those disqualifying characteristics ought never to be a teacher. Of course, in what I am saying I am assuming that the person has satisfactory personal qualities, good health, and satisfactory physical

vigor; and that he proposes to make the most of such faculties as he has. Perhaps that is enough for the scholarship.

So far as high school pupils are concerned, it need only be suggested that most of them are no longer children; that they are sophisticated; that they easily find the chinks in the teacher's armor of scholarship, or anything else; that some of them even take a delight in finding them and working their way inside. But the high school teacher has an opportunity which few teachers have, which the elementary school teacher has not in most cases, and which the college teacher has not at all. The high school teacher has the pupils during the period of adolescence, during the period when their life, aims, and habits are rapidly acquiring stability; and when, therefore, the influences to which they are subjected are likely to be lasting influences. Often the influences of early youth are effaced by subsequent influences. This happens too often to those pupils who are not fortunate enough to go to high school, and are subject only to the fortuitous education of shifting experience and environment; so that when they reach the age of citizenship, what they have learned has been for the most part dissipated—the influence of the school has too often been almost effaced. My point is that in the high school the teacher has an opportunity which he cannot get at any other time in the pupil's career. He has the opportunity of influencing that pupil permanently. The influences to which the pupil is then subject are those which are likely to be permanent, because, as I said a moment ago, his whole nature is then rapidly acquiring stability, the stability of manhood as compared with the flexibility of youth.

[To be continued.]

SALARIES AND PENSIONS FROM THE POINT OF VIEW OF THE COMMUNITY.

BY PAYSON SMITH,

State Superintendent of Schools, Maine.

Like every other, the teacher-salary question has its two sides. The side that is most often mentioned in the presence of teachers at teachers' gatherings is the personal one. This personal side, in the face of the urgent demands of the present hour, we cannot well ignore. The teacher who has given time and money to training for her work, and finds herself not only confronted with present deprivation, but also threatened with possible future want, can hardly be expected to merge her personal case into a great impersonal question. She may read and hear with pleasurable sensation the beautiful tributes that are brought before her eye, and fall sweetly upon her ear, but even as she reads or listens, she well knows that these tributes will not pay for food and clothing; that they cannot be offered in payment of teachers' magazine subscriptions; that they will not be honored at the railway office, when she starts out upon the journey that is to give her breath and inspiration and increased power, that they will not help to provide for the dependent ones at home, and that they cannot be placed to her credit at the bank, where they will draw interest against that impending day when old age finds her without means of earning a living. Therefore, there is small blame to her, if she wish that a part of this fulsome

praise be transmuted into terms on which she can negotiate sales and lay up material treasure upon the earth.

As prices soar, it becomes more difficult year by year to meet the necessary expenses of life. There can be small criticism of the teacher if she become impatient of the slow response made by the public treasury to meet the new conditions of life.

Again, the teacher notes that the workers in other trades, professions, and industries have a part in fixing their own wages. Physicians and lawyers agree upon a scale of fees; the merchants gauge their prices according to the market; hotels find that the cost of raw material goes up, and notice is extended of a new rate of board soon to take effect; the workmen, likewise, stand shoulder to shoulder in their demands for the increased pay that must accompany the increased cost of living. But a certain sense of propriety, and a kind of professional obligation, deter the teacher from using any of these measures, and with her the increased cost means the wearing of last year's hat, the made-over gown, and the taking of her noon lunch at a new place advertised to be "just as good" but "a little lower in price." So again she wonders how her personal claims are to be brought to a public recognition.

All this is the personal side of the teacher's salary question. It is the side that presents itself daily to the teacher, and it is the side whose discussion, it may be, you would prefer to-day, but if you will permit me, I must say that this side, though important as it is to you and to the thousands of teachers you represent, is not the really vital side of the question. The concern of supreme importance is not that of the teacher; it is that of the community. Our solicitude should not be for the teacher; it should be for the state. This problem is an economic one; it is national in its importance. It is true, of course, that the immediate effects of a low rate of salary fall upon the teacher, but it is not she who must pay the final and the greatest penalty. It is the community consenting to the low salary, and permitting it to continue, that must pay the final reckoning.

Teachers' service may respond less readily to natural economic laws than some other forms of labor, but it is inevitable that it should finally respond. Here are two industries engaged in manufacture of the same general kind. One offers a higher wage than the other. Let this continue, and into the one will go the more skilled, the higher type of labor; the workmen will be more contented; their homes will reflect better conditions of living; they will carry to their daily toil more buoyancy, more enterprise, more energy, and the products of the factory they serve will find the higher price upon the market. Precisely the same thing holds true of teaching. Let two communities, side by side, offer two rates of salary, and, unless artificial restraint is imposed, there will be to the community paying the higher rate the better teaching knowledge, the superior training, the greater skill. All the conditions of labor will be more satisfactory, and the product of those schools will certainly reflect those conditions. The truth of this proposition has been determined again and again. So unerring are these laws in their operation that it is not unusual for school boards of cities where a high salary rate prevails to impose artificial regulations, in order to keep those salaries for home teachers and stem the tide of incoming excellence. The community that lowers the salaries of its teachers, or permits those salaries to remain measurably lower than in other communities, must itself pay, with interest, the final cost of its folly. Here and there is a teacher who remains a part of such a school system, because of home ties or other personal reasons, but the general result is not thereby changed. The better service will inevitably follow the higher wage.

Do not misunderstand me. I have not said that the direct result of a low salary upon an individual teacher is to decrease her efforts in her own work and in its improvement. Such a statement would have little if any truth. Let it be said to the eternal credit of the New England teacher that in all the tumult and outcry of modern economic warfare she has gone steadfastly on her way, doing her daily duty in the best way she knew, as if strikes, lockouts, boycotts, black-lists and unions had never been. It is inconceivable that a fidelity to duty so great or a professional attitude so creditable should remain unrecognized.

Teaching as a class of public service presents still another element of possible loss to the community. If the physician, for example, has special skill in his profession he may, even in a small town, win a practice that will enable him to remain there to place that skill at its service. This is not so of the teacher. If she develop an unusual skill and ability, if she prove to be possessed of those qualities which please and inspire youth, while they instruct it, then the wage that must be fixed, even under the most elastic salary schedule, prohibits that community from retaining that skill and

ability for the benefit of their school except at great personal sacrifice to her. So used to parting thus with their good teachers have some towns become, that the citizens complacently see their schools made, year after year, the training schools for other towns and depleted for the benefit of those towns. They assent, in effect, to the idea that they cannot afford to give their children advantages freely offered by a neighboring community no better able to pay than are they themselves.

It is not, however, the case of one community as against another that is just now our greatest concern. It is, rather, an entire profession, whose great importance to the life of the nation is everywhere recognized. There is not so much the fear that all good teaching will find its way to certain centres as it is that the entire teaching force will lose in value, force, and power, because the public, in whose charge and in whose service it is, may fail in those measures that must safeguard and protect it.

The comparison made of two industries of the same kind holds with equal force of two different industries. Given the same general conditions of attractiveness, the industry that pays the higher wage will draw to itself the higher quality of workmanship. The older workman, trained and established in his trade, may not be influenced by a decreasing wage scale, but the prospective workman, making a choice of an occupation, is certain to be influenced by the pecuniary possibilities of the several trades he has under consideration.

It is at this point that the community must consider most seriously the present problem of the teacher's salary. It is a high ideal that we have established for our teaching profession. We demand certain personal characteristics of a high order. We require training of a more and more rigid kind. We expect continued growth and increasing power. We have come to look upon the teacher as the co-equal of the parent in the responsibility of training boys and girls into useful citizenship. This ideal, high as it is, must not be made lower. It is none too high. But of this much we may be certain, that ideal cannot be maintained against a keen competition of other industries, themselves demanding and ready to pay for these same valuable qualities, unless the public shall be prepared to accompany their high demands with a remuneration at least approximately as high.

The figures placing the pay of teachers in comparison with that of other workers may be important as showing an element of injustice to teachers, but they are vastly more important from the standpoint of showing the injustice on the part of the community to itself and to its children. If there were time, and if it were necessary, it would not be difficult to show that this depreciation of the teaching service is already indicated. It may not be easy for the citizen, contemplating the excellence of the school system of his own prosperous town with the superior teaching ability it commands, to realize this fact. But if he would do so, let him examine the sources from which our future teaching force will come in those little towns where his superintendent has been accustomed to recruit this teaching corps, and he will find that the young woman, who once stood at the teacher's desk, has found her way to the mercantile office, the training school for nurses, or to some other of the hundreds of occupations that have swung wide their doors to women, and as for men, we have long since ceased to make use of the impersonal masculine pronoun when we talk about teachers.

For several years our normal schools have had difficulty in enrolling students to their capacity. This is not because of inferior work done by the schools, but because this economic law has been steadily operating to

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A SIGNIFICANT EXPERIENCE.

It was an idle Saturday; I was due up river Monday and had decided to take the river boat in mid-afternoon, which would bring me to my destination after thirty hours on the boat, a place where people can be studied at first hand.

I wanted an unusual book for reading atween times, and so browsed in the leading book store of the city, where there was a really great collection of books.

"Have you ——?"

"No. You don't live in this town. I had one copy. I always get one copy of a book like that. There is one man in this city who buys such books. He is not a professional man, but the financial man of a manufacturing establishment. He is a reader of the best things."

"His name?"

"Mr. D——. You really should meet him, but then he would not talk much. He never does. He does not know that he is exceptional."

At 5 o'clock I was sitting on the shady side of the boat in a quiet, retired spot, reading "Spinoza on Religion," a book just brought out by a side-track publishing house, so that it had not gotten into miscellaneous trade. Soon a man sought out the same retired nook, and settled himself for reading. He had the Atlantic Monthly, the Christian Register, and Kidd's "Western Civilization." It was soon apparent that he was interested in the title of my book.

In due season we went in to supper, and our seats were nearly opposite at the long table. When I laid down the book, he said: "May I look at the book?" Passing it back later, he said: "That has not gotten into book stores yet."

After supper I fell into step with him as he was strolling on the upper deck, saying: "I was desirous of meeting you, D——."

"Indeed, do you know me? You have the advantage of me."

"I know you very well."

"Have we met?"

"No."

"How then can you have known me, for I am never before the public?"

"But you are one of the notable men of your city."

"There is certainly some mistake. My name is D——, but it is —— D——, and I am in no wise known even in my own city. My life is the quietest. I am identified in no way with any club or other organization. I am a busy man by day, and live with my books at night."

When I told him what had been said of him by the leading bookseller in his city, his confusion was great, but ultimately he confessed that he would rather have that said of him than to be elected mayor, adding, "How little a quiet man in private life realizes how he is being sized up!"

WHAT'S THE MATTER WITH WALL STREET?—(III.)

There is in the United States, in the national treasury in banks, and in hiding, all told, in round numbers, \$3,150,000,000 in money.

Of this \$930,000,000 is in bills of various kinds, bank bills, greenbacks, and treasury notes, \$1,540,000,000 in gold, \$560,000,000 in silver dollars, and \$120,000,000 in small coin.

The wealth of the country is about \$1,500,000,000,000. That is to say we have about one dollar in money for every \$500 in wealth. On the average a man should be worth \$500 for every dollar that he has in his pocket, or to be familiar, he should be worth \$5 for every cent he has, or \$25 in order to pay a street car fare. We are doing a five-dollar business on a penny.

If there was no clearing house, every check on a bank would have to be paid in cash. The First National would send to the Second, Third, and Fourth for all the money due on checks that day, and the Second would send to the First, Third, and Fourth, so they would go the rounds, and it would take a mint of money, but by means of the clearing house the exchange is all made by expert clerks, and only the balances are finally exchanged, so that a little cash does a large amount of business. Without the Clearing House, New York city alone would need nearly all the money of the United States every day.

What the New York Clearing House is to the banks of New York city, the city itself is, financially, to the country as a whole; it is the Clearing House of the North American continent. No section of the country that depends upon crops, live stock, etc., has use for money for more than four months in the year, while manufacturing plants need money about eight months.

During the frightful stringency of the market in November I found one small city in Kentucky, in which the banks were surfeited with money, while the two nearby large cities were in terrible straits. This was the situation: The county raises more turkeys than any other county in the United States. Men had to be paid for their turkeys before they would ship them, and they filled the local banks to overflowing. The men who were buying the turkeys and shipping them to New York, Philadelphia, and Boston were in the two nearby

large cities. These men were "moving" the turkeys. They had to pay for them and they were in all sorts of trouble because it was so difficult to get money with which to buy turkeys. They needed a lot of money for a few weeks, and they will need no money for the turkey business for the rest of the year.

On the other hand, a school book publishing house receives nearly all of its pay for books from September to November, but its heaviest expenses are from January to June, when it is binding up books for delivery in July and August to be paid for after September. For fully six months a school book house needs a large amount of money and is receiving none. At the time that money is required for moving turkeys and other autumn products, the book publisher has money that he does not know what to do with; and when the turkey mover has money that he does not know what to do with the book publisher needs it badly. It is highly important that the turkeys and the spelling books get together. But neither has time to look up the other, so the New York banks look up everybody in the continent, and tell the turkeys and the spelling books to leave money with them when not needed, and they may come to them when in need. Thus New York is the Continental Clearing House.

On October 20 the New York banks had been sending money, as per agreement, to the corn fields, wheat fields, and rice fields. They knew that the turkey farms, cotton fields, apple orchards, and flax ranches would be expecting no end of money for moving the crops. October 20 was on the threshold of the crucial time for moving products.

There was but \$3,150,000,000 in money in the whole country, and a large part of this was in the gold vaults and silver bins of the United States. Timid people suddenly drew out \$600,000,000, leaving mighty little cash for an enormous demand.

The banks had the money of the manufacturers, but they could not let them have the money for their pay rolls even. It was a condition and not a theory that confronted banks, produce movers, and manufacturers.

HIGHEST HONOR.

Chicago University has never achieved such a success as has come through its professor in physics. Professor Albert A. Michelson, head of the department of physics of the University of Chicago, has been awarded the Nobel prize for physics for 1907. His efforts in measuring the velocity of light, marked by the invention of several machines to record the light waves, placed him at the head of the world's physicists, with the \$40,000 prize as a reward.

One of his most useful inventions is the "interferometer," which measures small distances in wave lengths. Much of his fame was gained by the discovery that many lines in the metallic spectra, which were supposed to be simple, were in reality complex. He invented also a machine known as the "echelon," a spectroscope, used in analyzing fine spectral lines. It can safely be said

that Professor Michelson is the foremost physicist in the world in the study of light. He probably has gone the deepest into the study of light waves and has produced the best results of any person in his field. Professor Michelson is a German by birth, having been born in Srenlo, fifty-five years ago. He came to the United States when a boy, and was educated in San Francisco. He received an appointment to the United States Naval Academy and graduated in 1873. In 1880 he studied at the University of Berlin, and the following year at Heidelberg. Then he went to Paris, where he resumed his studies at the College de France and the Ecole Polytechnique. In 1881 he resigned from the Naval Academy to take the chair of physics at the Case school, Cleveland. From 1882 to 1892, when he went to the University of Chicago, he was professor of physics at Clark University. Professor Michelson is a member of the National Academy of Science, the American Academy of Science, the British Association of Advanced Science, a fellow of the Royal Astronomical society, and a member of the international commission of weights and measures.

FRATERNITIES AGAIN.

The board of education of Denver on November 8, 1907, issued the following letter, which no one can misunderstand:—

"To the parents and pupils of the Denver high schools:—

"Whatever may be said in favor of fraternities, sororities, and other similar organizations in universities for the inculcation of desirable standards of social life and for the benefit of students who are at school and away from home, the Board of Education is of the opinion that, because of the immaturity of the students, such societies in the Denver high schools produce unnatural class distinctions in social intercourse in the student body, and introduce undesirable school politics and factional contests in athletics and other school activities, which bring incalculable harm to the unity and good fellowship of the students.

"The Board of Education encourages athletics, gymnastics, literary societies, general school gatherings, and in order to secure the greatest welfare of all it has adopted the following resolutions:—

"After September 1, 1908, all pupils of the Denver high schools, whose membership in a fraternity, sorority, or other similar organization dates from a time prior to November 8, 1907, shall be continuously denied all the privileges and activities of these high schools, except those of the classroom and that of receiving a diploma, unless all connection with such organization shall permanently cease on or before such date, September 1, 1908.

"All pupils of the Denver high schools who shall become members of a fraternity, sorority, or other similar organization, on a date subsequent to November 8, 1907, shall be continuously denied all the privileges and activities of these high schools, except those of the classroom and that of

receiving a diploma, immediately after such date of membership.

"This decision has been reached after the most careful consideration, and the Board of Education seeks most earnestly the co-operation of all parents and patrons of the school."

PEARSE AT MILWAUKEE.

A gentleman for whom we have highest regard, as does the profession from the Atlantic to the Pacific, has this to say in a personal letter:—

"Pearse, at Milwaukee, is slowly and surely putting the schools of that city on a high plane of excellence. He found pretty good schools when he assumed charge of them, and he is making them materially more effective. His organizing ability is great, and without any revolutionary methods he has been fitting the educational system to a harmonious working. The manual training courses probably have no superior. One thing that has been emphasized is that every article made should be useful, and, as an illustration, the little blankets and rugs made by the pupils of the primary grades were turned over to the sewing classes, and made into serviceable blankets. Twenty-three pairs of these were carried to the children's hospital at one time. In the higher classes the sewing must have a definite purpose, and the pupils bring from home the garments that need repairs, and they make many of those required for every-day use.

"One after another, schools for defectives have been established; the latest, a class for the blind, has just been put in operation under the charge of Miss Levy of Chicago. The braille system is employed.

"Altogether Milwaukee may congratulate itself on having Pearse."

OHIO'S DISTURBANCE.

Like a flash out of a clear sky comes a first-class educational cyclone in Ohio. William H. Meek, a high school teacher in Dayton, won the unusual distinction two or three years ago of being elected as state Senator, a high honor indeed for a school master. He is also a member of the Board of State Examiners for teachers' certificates. He was also on the program of the Central Ohio Teachers' Association recently, an interesting combination. In his speech at the Association he astonished the Ohio educators by saying with a true statesman's emphasis: "Trafficking in teachers' certificates must stop." Cyclone is a tame name for the effect produced. State Commissioner Edmund A. Jones, after a prompt investigation and consultation with the attorney general of the state, issues a statement from which we quote: "After full consideration of all the facts presented, I do find that the charges made by Hon. W. H. Meek in his address to the Central Ohio Teachers' Association that 'trafficking in state school certificates must stop, and thereby implying that the present members of the State Board of School Examiners were guilty of trafficking in state school certificates, is entirely

without foundation and wholly false and untrue.

"I further find that the members of the present State Board of School Examiners of my appointment, and all ex-members present at said investigation, are wholly and entirely relieved and exonerated from said charge."

A WICKED HOAX.

A cranky clergyman of New York, apparently irresponsible as well as cranky, stirred up the whole world with the statement that the board of education of New York city had issued an order that there could be no Christmas songs in the public schools because the Hebrews objected. Thousands of clergymen all over the country preached and prayed publicly for "the wickedest city in the world." It appears that the question had never been raised by the New York board of education. If such a slanderer could be appropriately punished, how long ought he to languish in prison?

DEPLORABLY DEPLORES.

President G. Stanley Hall of Clark University, if he is correctly reported, deplores the unprecedented feminization of our school system, deplores the paternalism which provides free textbooks, free lunches, and free medical treatment for school children, deplores the length to which anti-child-labor legislation has gone, and deplores co-education for children after they are ten or twelve years old.

On account of lack of space in this issue we use only the first installment of Professor Paul Hanus' paper. Succeeding issues will contain also discussions of his paper by Superintendent George I. Aldrich and Superintendent William C. Bates; also Lincoln Owen's discussion of Superintendent Payson Smith's paper.

Boston has had medical inspection of the schools since 1894, and in these years diphtheria has fallen off two-thirds and scarlet fever five-sixths.

To lead a boy aright is worth vastly more than to lead a man aright. It is dealing in futures without taking risks.

New England superintendents unanimously demand adequate playgrounds appropriately equipped.

Boston's majority of 20,000 for the non-partisan school board looks better and better the more it is studied.

President Eliot of Harvard never misses an opportunity to plead for higher wages for teachers.

It has cost more than \$500,000,000 to transport the crops of the United States this season.

Malice and mischief are a long way apart. Never confuse them in your treatment of pupils.

N. E. A., Cleveland, June 29-July 3.

"And they who do their souls no wrong,
But keep at eve the faith of morn,
Shall daily hear the angel song,
'To-day the Prince of Peace is born.'"
—James Russell Lowell, "A Christmas Carol."

THE WEEK IN REVIEW.

THE PRESIDENT SPEAKS.

The President has declared himself on the question of another term in a manner which effectually closes the door to any attempt to make him again the candidate of his party. In a formal, public statement he quotes the declaration which he made on the night after his election as president to the effect that under no circumstances would he be a candidate for or accept another nomination, and declares "I have not changed, and shall not change the decision thus announced." This, of course, is conclusive. It might have been argued with some force that the President was not morally bound by a declaration which he made somewhat hastily, immediately after his election, but this repetition of the declaration, made within six months of the nominating convention, shows that his renunciation is final.

CLEARING THE AIR.

This declaration clears the political atmosphere. Democrats have been almost as anxious as Republicans to know Mr. Roosevelt's intentions; for their own party action depends not a little upon the question of the Republican candidacy. On the Republican side the first effect of the announcement is materially to strengthen the candidacy of Secretary Taft. Mr. Taft is Mr. Roosevelt's own choice for the presidency, but there have been those who have all along insisted that he was merely being put forward to allow of an opportunity later of concentrating Republican support upon Mr. Roosevelt himself. There can be no more such talk. It is possible that another effect of the declaration may be to make more definite the somewhat nebulous candidacy of Secretary Cortelyou. It will probably tend also to increase the disposition of the anti-Roosevelt Republicans to promote the "boom" of Governor Hughes of New York.

IMPROVING BUSINESS CONDITIONS.

The passing of the financial flurry is marked by the return of normal currency conditions, the reopening of banks which had temporarily suspended, and the resumption of full activity in industries which curtailed production until the seriousness of the troubles could be more accurately measured. An indication of the improvement which has taken place is found in the fact that the issue of Panama Canal bonds, which was to have amounted to \$50,000,000, has been cut in two, and only \$25,000,000 has been allotted. The bids came from all over the country, and reached a total several times larger than the amount of bonds offered. The proposed issue of \$100,000,000 in treasury certificates to run one year and to bear interest at 3 per cent. has been cut from \$100,000,000 to \$15,000,000. Now that the sharpness of the crisis is past, there seems to be some disposition in Congress to make political capital out of criticisms of the treasury action.

THE NATIONAL FINANCES.

From the annual report of the secretary of the treasury, it appears that the total revenue for the

fiscal year which closed on June 30 last was, in round figures, \$846,000,000 and the expenditures \$762,000,000, leaving a surplus of \$84,000,000. The largest single increase was in customs revenue,—a gain of \$33,000,000 over the preceding year. The total value of imports was larger by more than \$200,000,000 than the total for the preceding year, which, in turn, was larger than in any previous year. The secretary's estimates for the current fiscal year point to a probable revenue of \$844,000,000, and an expenditure of \$802,000,000, leaving a surplus of \$42,000,000. If the German or Russian chancellors could present a budget like that, they would be happy men.

A MINING HORROR.

The worst catastrophe in the history of American coal mining occurred at Monongah, West Virginia, on December 6, when an explosion of fire damp wrecked two of the mines of the Consolidated Coal Company, and buried in the debris about four hundred miners. Fire followed upon the explosion, and if any miners survived the shock or failed of being crushed by the falling masses of coal and stone, they must have succumbed to the flames. The energetic and well-directed attempts at rescue which were immediately made had no other fruit than to bring to the surface eighty or a hundred charred and mangled bodies, most of them wholly unrecognizable. The cause of the explosion is not known, but the mines were considered among the safest and best-equipped in the region.

A GOOD KING GONE.

The death of King Oscar of Sweden, within a few weeks of his seventy-ninth birthday, removes one of the gentlest of men and best beloved of sovereigns. He was not only a patron of art and literature, but himself an accomplished linguist and scholar, a poet of no mean quality, a translator and an historian. He felt keenly the differences which arose between the two parts of his kingdom, and which led to the separation of Sweden and Norway two years ago; but he kept his temper and his dignity through those trying experiences, and no word of disrespect for him was spoken during the negotiations which ended in the establishment of Norway as an independent kingdom. There was a touching scene at his deathbed, when Queen Sophia, who had lived happily with him for more than fifty years, said a last prayer for the repose of his soul.

THE NOBEL PRIZES.

For the second time, the honor of receiving one of the Nobel prizes has fallen to an American. The first instance was last year, when the peace prize was awarded to President Roosevelt for his services in bringing about peace between Russia and Japan. This year, Professor Albert A. Michelson of the University of Chicago is the happy recipient of the prize, which has a cash value

SALARIES AND PENSIONS FROM THE POINT OF VIEW OF THE COMMUNITY.

(Continued from page 663.)

draw in other directions than teaching those who have been choosing their life work. A normal school principal recently stated that the only thing that will fill normal schools is a period of hard times; that while business is prosperous, teaching must stand very low in the line of preferred occupations. Can it be that the most important business of the republic, the business of education, can be at its best only when other enterprises languish? Let it be emphasized, therefore, that the most important element in this discussion of the teacher's salary must be the result upon the schools; great as is the interest of the teacher, the interest of the state is far, far greater. The two are inseparably connected, to be sure, but whatever serves well for the teacher is not only an act of justice to her, it is on the part of the state an act of self-preservation. If the people of this country want poor schools, they will some time get them, if they continue to pay for that kind; and if they want to continue to have good schools, they must make it worth while for our good teachers to remain in the profession, and they must make that profession a reasonable inducement to those who are likely to look to it in the future.

The same considerations that call for a larger salary for the teacher are at the basis of the claim for a teachers' pension system. Such a system must be justified primarily by the needs of the state. It is not enough in itself to say that teachers now employed in the schools will sometime need the money, neither is it possible to justify a pension on the somewhat sentimental ground that the teacher, like the soldier, is the defender of the nation. This is true indeed. The man behind the gun ready to defend our country from martial foe is not so vitally necessary to the perpetuity of our government as the woman before the boy, the woman who wards off all the enemies, ignorance, illiteracy, and crime.

There are two prime arguments for the establishing of a system of teachers' pensions. The first is that there is no prospect that the pay of teachers during their term of service will ever be adequate to present and future needs. I have no quarrel with the theory or with the spirit of those teachers who say they do not want a pension, if they only can be paid adequately while they work. The difficulty is with the condition they name. If the soldier or teacher could be paid during the term of service a salary adequate in view of its brevity and all the other conditions, then the claim for a pension would be less easily justified. Public service of the kind performed by the teacher is little likely to receive full recognition during its actual performance. It is to be noted in the liberal increases recently made by various cities to their teachers that there is no instance where the increase of salary much more than provides for the increase in the cost of living. In no case has it made much provision for future savings. A pension considered in this light has absolutely no element of charity. It is merely a deferred payment made in recognition of persevering and meritorious service. Herein is part of the justification of a teachers' pension.

The other of the two prime arguments for such a system is that it is necessary from the standpoint of the welfare of the state. If our teaching is to be held at the highest point of efficiency, the profession must be able to recruit for itself the choicest natural ability and the most careful training, and these are not to be assured, unless that profession shall offer a greater security for future return. A teachers' pension is necessary to add this element of security. Moreover, for the state to realize the greatest value from its school system, there must be devised some fair and honorable way to retire from

the service those who because of age, have ceased to be of value to it. To discharge summarily those who have given years of faithful and conscientious labor to the schools is not fair or honorable to them; to retain them in the schools is to cheat the children who must sit under their instruction. The only fair and honorable way is for the state to acknowledge its debt, and to pay that debt through the teachers' pension.

Still again, the community does not realize the most from its schools if the teachers are perplexed and worried about contingencies of the future. The element of security offered by the pension would lift the cloud of anxiety from thousands of schoolrooms. The teacher's life must be spent apart from business interests, and even if she is able to save from her meagre salary, the chances are few that she will have the opportunity, as the business woman has, for its profitable investment.

In these and in other ways the teachers' pension is necessary for improvement in the schools, and it will serve the interests of the state. It is certain that, if teaching is not made more attractive pecuniarily, the quality of public education must suffer. Those who might become teachers will make other choice of work; their talents will turn in other directions. But the state will meet with certain loss in the teachers' poor equipment and loss of capacity, worn out through years of the most exhausting and exacting kind of labor. Such a result it would be preposterous to believe our people will permit. Such a result will not come, because the appeal which is being made to public opinion is not to fail. The faith of our people in the school is deep-seated. It is equal to the emergency that confronts them.

That a pension system will one day be a part of our school system is hardly open to doubt. It is not less doubtful in my mind that such a system will be state, or even national in its scope. Annuity schemes, commendable as they are, cannot be properly called pension systems. Any teacher who has available a voluntary annuity fund makes a serious mistake in failing to take advantage of its conditions, for in so doing she not only benefits herself, she helps hasten the day of the more just state pension.

There is ample justification for the support of a pension by the state rather than by the community. To begin with, the teacher is as much the servant of the state as she is of the community. Her efforts are not to produce their results here and now; they are to appear at some future time and in widely scattered places. Out beyond the Berkshires there is that little one-room school-house seated close upon the highway. The boys and girls of that school will one day enter "that little road that seeks and turns and turns," and it will lead them out into the life of this, or another city, to be, for good or for ill, one of its citizens. That little community, striving to fit its youth for the future that awaits them, employs in its teacher no local official, but a servant of the state, yes, if you will allow me, a servant of the nation. It is not charity, not beneficence, simply justice that the state, and if you please, the nation, shall give such recognition of this child-service as will offer no handicap to the smaller places.

A pension system that is based upon local claims alone not only fails to accord with the real spirit of educational doctrine, it likewise works manifest injustice.

Two hundred thousand sons and daughters of Maine, nearly one-third of the present population of the state, are giving the fruit of their productive years to other parts of the country. Tens of thousands of these have come down to the old Bay state to enrich its life. Does it mean nothing to Massachusetts and other parts of the country that their native state gave them a quality of

training that has made them worthy and useful citizens of their adopted homes?

The city spends millions of dollars and counts that money well spent that shall bring from the hill sources of purity that pure water which is to supply its needs. How much more shall our common country guard all the sources of its citizenship, and count that money well spent that helps to guarantee its purity and its efficiency!

The principle of general taxation must be infinitely extended, if the child, which is in reality the ward of the state and of the nation, is to be trained to become a useful citizen of the republic, wherever he is to live. Every consideration of justice, of fairness, of self-preservation, of public economy, calls for such a distribution of the general wealth as will give to every child, whether of city or of hamlet, the best quality of education that is available to children anywhere.

The government will certainly one day assume a larger part in public education, and that part could not be better taken than through the medium of a teacher's pension. But whether we have a national pension scheme or not, this much is certain, a pension system, if it is to accord with the idea that it exists for the good of all, if it is to accord with the idea that it is to serve the highest welfare of the state must not be local, but general in its character.

And last, the teacher's pension must be paid from the public treasury. We have all joined in the rejoicing over the great good gift which recently came to the privately-endowed colleges of the country, making possible for them the benefits of a liberal pension. But glad as we are for the good fortune of our co-workers in the educational field, permit me to say there is occasion for profound regret if the impression should prevail among the people that the public school system cannot receive all of its support, provision for all its needs, from the people who have created it. The people can afford to raise for the schools money enough to meet all their needs. There is no statement more false than this, that the people cannot afford public schools, that they need to deny to the schools whatever may be necessary to preserve and promote their efficiency. A community may easily be guilty of certain forms of extravagance in its expenditure for schools; in the appointment of jan-

tors for political reasons, of teachers for relationship's sake, in methods that are unbusinesslike in the care of school property and distribution of supplies, in erecting buildings needlessly ornate.

There is no need of apology; the people can afford to support their schools. The truth is they do not desire with all their hearts those things their heads have persuaded them are good.

Let me repeat, the people can afford to pay what is necessary for good schools. Let us not be afraid to take and hold that ground, and if anyone attempts to argue us from it, quoting figures saying that the country is already spending annually a billion dollars for education, we may hold before his eyes a national liquor bill of a billion and a half; we may remind him that three times the cost of education went up last year in tobacco smoke. The people want these things, and, because they want them, they are prepared to pay for

them. And the same is true of education. When our intellectual theories regarding the value of education have entered into the hearts of our people, and they really want it, as they want other necessities and luxuries and follies of life, they will be ready to pay for it, even as now they are ready to pay for them.

The democracy of our country is a new thing. Its like has not been tried before. That democracy is founded upon a new principle of education, and that principle is that every individual child of the na-

tion is entitled to the heritage of his own powers trained and developed to the fullness of their possibilities. Such a new educational scheme will not succeed upon any narrow or niggardly ground. It calls for the broadest vision, the keenest insight, the ripest scholarship, the sanest judgment that can anywhere be found.

The time is to come, and that in the not distant future, when the toiler in the field and the workman in the shop will be able to face his vocation with all the skill, training, and fitness that we have long been giving to those entering upon the professions. And the time likewise is to come, and that, I believe, soon, when the part of the teacher in this great and all-embracing work will have complete recognition, when she, the recognized guardian and friend of childhood, will face her life work trained, skilled, prepared in mind, body, and soul, and unworried by any thought of to-morrow's daily bread.



CARLOS B. ELLIS
Sec'y Mass. Teachers' Assoc.



NELSON O. HOWARD
Treas. Mass. Teachers' Assoc.

I do the best I know how * The very best I can; and I mean to keep on doing so until the end * If the end brings me out all right, what is said against me won't amount to anything * If the end brings me out wrong, ten angels swearing I was right would make no difference. ABRAHAM LINCOLN.

RESOLUTIONS.

The Commonwealth.—Resolved, that it is generally conceded that the commonwealth of Massachusetts owes largely to her system and agencies of public instruction,—to her schools and colleges, to the board of education, to the associations and conventions of teachers, and to her pedagogical journals and writers,—the high moral, social, and educational prestige and the marked industrial success and general prosperity she enjoys, among the states of the Union;

That, though some of the states are by nature more favored in situation and facilities for competition in the market of the world, yet, in consequence of a diffused and superior education of her people, Massachusetts holds a high industrial rank and is at the same time a commonwealth in which residence is esteemed to be desirable and enjoyable;

That, moreover, as the demands of life accentuate every year the value of superior mental and moral training, and as the example of successful men in business and political life is sometimes so misleading to the immature and inexperienced, it becomes the great duty of the commonwealth and of its teaching profession to increase, by every practicable and proper means, the efficiency of all her educational institutions and to raise still higher her educational ideals.

The Teaching Body.—Resolved, that the commonwealth may justly require that her body of teachers shall be consecrated to their high vocation;

That she should prescribe and offer suitable preparation therefor, and should continually demand such observation, study, and improved services as will insure in this teaching body a constant accession of power and productiveness;

That she should attract a larger proportion of men of ability and integrity to her educational service; and

That she should provide more amply for the professional preparation of men teachers, and particularly that, in the metropolitan district and at other points, as circumstances may warrant, she should establish normal instruction for secondary school teachers, principals, and superintendents, men and women of college-graduate standing.

Compensation and Means.—Resolved, that, to accomplish these desirable and necessary results, so beneficial to the commonwealth, certain compensatory conditions and means are required:—

First, a general and marked increase in the salaries paid to teachers, who leave all other advantages and emoluments and spend their years and strength in her service;

Second, a tenure of office, that shall guarantee them against anxiety and unmerited retirement during the years of efficient service;

Third, adequate provision for the temporary or prolonged suspension of ability to teach, in consequence of illness or injury while in her service;

Fourth, proportionate allowance for a sabbatical year, or periodic year, to be devoted to enhancing qualifications or productiveness upon the stipulated return to her service;

Fifth, a minimum rate of pensions, to stimulate and supplement pensions established by cities and towns, for the permanent retirement of teachers and school officials who have reached the limit of age and efficiency, after giving a life to the commonwealth's educational service.

Moral Discipline.—Resolved, that it is essential to the commonwealth that all children shall receive instruction at school during the years prescribed by the statutes,

and, for that object, that measures are required so comprehensive and exacting as to minimize truancy and prohibit all absenteeism and tardiness, except cases of imperative necessity;

That the dominant spirit of every school should be impartial and generous, favorable to the fullest development of healthy individual activity and growth, and that all bias of caste or fraternity clique, so hostile to the American principle of equality, should be rigorously excluded; and

That all wise agencies, tending to enlist the responsibility and co-operation of the home in furthering the work of the school and the moral uplift of its environment, are to be heartily encouraged and promoted.

Physical Discipline.—Resolved, that the true development of the young depends intimately upon physical sanity, and that the regimen of physical discipline and care must provide:—

First, sufficient systematic physical training, intelligently adapted to age and strength, during the period of mental culture;

Second, sufficient organized outdoor athletics for all boys and girls, at least in the higher grades of school and in the colleges, keeping constantly in view that not supremacy but bodily vigor, not scores but sportsmanship, not brutish brawn but brighter brains, not the overtrained few but the well-trained many, must ever be the sane policy;

Third, ample grounds for games and play, in the near vicinity of every school and college;

Fourth, in every institution, the best hygienic conditions, bathing and sanitary equipments, wholesome lunch and recess regulations, free medical consultation, frequent medical inspection, careful examination into the condition of the teeth and into defects of sight and hearing and such other physical defects as impair the health and impede mental activity, the employment of nurses to supplement medical attendance, and proper authority and power to secure and assist the endeavor to remedy the evils discovered.

Industrial Education.—Resolved, that the industrial pursuits, in which vast numbers of the youth of this commonwealth are destined to be engaged, loudly demand, both for efficiency and increased prosperity, a thorough and judicious preparation of such youth for such service;

That everywhere, throughout the commonwealth, special schools should be established or special courses be provided in established schools for this important industrial training.

Education of the Fittest.—Resolved, that wise statesmanship and pedagogics hold as a maxim, "the greatest good of the greatest number"; and, though in practice, the worst element is the most expensive to the state, yet a more enlightened policy would, for the general advantage, bestow greater attention upon the best, most capable, and most productive;

That it is for the interest of the commonwealth that special talents should be discovered and revealed and they should be improved along the lines of maximum value to the body politic and economic; and

That, instead of the hurtful taxation of the revenues of institutions devoted to the education of youth, it would be wholesome and beneficial to provide in the higher institutions and colleges scholarships for the deserving, an incentive to the worthy and a help to the unwealthy, not as a charity but as a reward for attainment, and as a mutual investment for the prosperity of the individual and for the enrichment of the commonwealth in leadership and highly qualified producers in all fields of service.

THE COMMITTEES.

Necrology—Francis Cogswell of Cambridge, Miss Mary L. Poland of Springfield, George L. Baxter of Somerville.

Educational Progress—Enoch C. Adams of Newton, Frank J. Peaslee of Lynn, George I. Aldrich of Brookline.

Resolutions—Augustus D. Small of Boston, E. Harlow Russell of Worcester, John T. Prince of West Newton, D. C. Heath of Newtonville, Augustus H. Kelley of Boston, George L. Baxter of Somerville, William Orr of Springfield.

Auditing committee—Dr. William Gallagher, Dr. William F. Bradbury.

Nominations—Orlando W. Dimick of Boston, Otis B. Oakman of South Braintree, Lincoln Owen of Boston, I. Freeman Hall of North Adams, Ray G. Huling of Cambridge, Henry C. Hardon of Newton, George F. Joyce, Jr., of Dedham, William C. Bates of Cambridge, Carlos B. Ellis of Springfield, William A. Baldwin of Hyannis, C. T. C. Whitcomb of Brockton, Frederick W. Vermille of Worcester, Seth Sears of Boston, Loren T. Howard of Boston.

The substitute members of this committee were Dr. William Gallagher of South Braintree, Dr. William F. Bradbury of Cambridge, Charles J. Lincoln of Boston, Miss Woods.

Wallace C. Boyden of Boston, Nelson G. Howard of Hingham.

The same committee on necrology was asked to serve another year.

The new committee on educational progress consists of Stratton D. Brooks of Boston, Miss Sarah Louise Arnold of Boston, Mrs. Fannie Fern Andrews of Boston.

NEW DELEGATES AND DIRECTORS.

The new delegates from the Massachusetts Teachers' Association to the council of education, to serve for three years, are the following: Wilbur F. Gordy of Springfield, Louis P. Nash of Boston, John D. Billings of Cambridge, William A. Baldwin of Hyannis, Enoch C. Adams of Newton, Charles H. Morss of Medford, Miss Mary E. Woolley of South Hadley, Mrs. E. E. C. Ripley of Boston.

The new members of the board of directors of the Massachusetts Teachers' Association are the following: To serve for one year in place of Charles F. Harper, Frederick W. Plummer of Quincy; to serve for four years, Paul H. Hanus of Cambridge, Wesley A. O'Leary of New Bedford, Norman F. Easton of Fall River.

New county delegates (thus far reported)—Hampden, George W. Miner, Westfield; Hampshire, C. B. Roote, Northampton; Middlesex, W. D. Parkinson, Waltham.

BOOK TABLE.

THE NEGRO IN THE SOUTH. By Booker T. Washington and W. E. Burghardt DuBois. His economic progress in relation to his moral and religious development, being the William Levi Bull lecture for the year 1907. Philadelphia: George W. Jacobs & Co. Price, \$1.00, net.

This is by far the most important discussion yet put in book form on "the Negro in the South." Two of the four most noted negroes of America have been presented frankly and fearlessly, and wholly without bitterness the negro's view of his past and present in this country, Booker T. Washington discusses the economic development of the negro race in slavery and the economic development since the emancipation. W. E. Burghardt DuBois discusses the economic revolution in the South and religion in the South. Both men are masters in the literary art, both have to maintain, North and South, a reputation for scholarship and candor. The lectureship which they represent is one that requires a man to put forth the best that he can do. These four lectures fulfill every expectation, which is highest praise. Although I have known Washington for many years, having heard him many times and reading practically all that he has put in book form, this book is a revelation of his power in handling this great subject. He sees the gravity of the situation, the enormity of the problem, and yet he rejoices in the advance that has been made and has faith in the future of the colored race.

THE SORCERESS OF ROME. By Nathan Gallizier, author of "Castel del Monte." Full-page colored pictures by the Kinneys. Decorations by P. Verburg. Boston: L. C. Page & Co. Cloth. 460 pp.

Nathan Gallizier is one of the charming new story-writers of the day. His style has a nervous intensity that lends rare color to his descriptions. He chooses an unusual period in the world's activities as the scene of historical romance, the darkness of the last half of the tenth century. No other writer has given reality to the times of Otho the Great. By birth and experience he is fitted to interpret the Monkish chronicles, which can alone shed light on that bit of the Dark Ages. Gallizier was born in Milan, where his father was engaged in the silk export business. In his early childhood his family removed to southern Germany. There, in the town of Ludwigsburg, he spent his boyhood absorbed in his books, his music, and the study of nature. Much of his time was spent with the Benedictine monks in the upper valley of the Blue Danube, and there it was he conceived his first ideas for "Gastel del Monte," his first book in

English, which was published last year. There, too, he gained the material for "The Sorceress of Rome," although he could never have dreamed of writing either of them in English. He was educated at the Royal College, Ludwigsburg. He is thoroughly conversant in English, German, French, Latin, Greek, and Italian, and possesses an unusual classical education. There are but few men in the country who equal him in esoteric knowledge of mediaeval Italian history. At sixteen he came to America alone and friendless in this country. He is and has been from the first in Cincinnati, to which he went early, a business man, but he has single-handed mastered English, until as a literary work whatever he writes is a gem. He is one of the men whom it is a joy to know, as his books are a delight to read.

IN THE HARBOR OF HOPE. By Mary Elizabeth Blake. 254 Washington street, Boston: Little, Brown & Co. Decorated cloth. Price, \$1.25, net; postage, 7 cents extra.

For several years "M. E. B." was a magic signature to a weekly letter in one of the leading Boston daily papers, a letter in which were discussed, with a genuine literary flavor, the men and women, deeds and opinions worth while and of popular interest. In later years the initials gave way to the name, and verse succeeded essay and in the magazines were poems by Mary Elizabeth Blake. Boston has known no other woman who in the same degree combined interest in people, love of the classic in literature, devotion to the mission of the Master. In her lifetime several books of poems were issued and eagerly read. She had made this collection and selected the title before her death so that they are at once charming verse for any eye and a memorial for those of us who knew the sweet severity of joy and peace which she drew from comradeship and faith. It was of Mrs. Blake that Dr. Oliver Wendell Holmes said: "You are one of the birds that must sing."

FAMOUS PICTURES OF CHILDREN. By Julia Augusta Schwartz. New York: American Book Company. Cloth. 143 pp. Price, 40 cents.

The artists have given us some beautiful pictures of children, and our author while giving us copies of several of these tells their story as well in charming language as with vividness. Here are Reynolds' "The Strawberry Girl," Millais' "The Princes in the Tower," Millet's "Feeding Her Birds," Titian's "St. Christopher," Raphael's "Madonna," and many others. The author has planned her book as a little reader for use in the

third and fourth grades. Each picture is reproduced as a full-page illustration.

WEBSTER'S NEW STANDARD DICTIONARY.—HIGH SCHOOL AND COLLEGIATE EDITION. Compiled by E. T. Roe, LL. B., and others. Chicago: Laird & Lee. Cloth. Half leather. 832 pp. 900 illustrations. Price, \$1.50.

This is a newly revised and enlarged edition of the dictionary which has been so warmly welcomed by educators already. All the original matter has been carefully gone over so as to secure the greatest possible accuracy in pronunciation and definition as well as spelling, and this work has been admirably done by Mr. Roe and his assistants. Beside the long list of words with their proper sounds and meanings there are dictionaries of mythology, botany, and rhymes, recently added; also medical words, legal and musical terms; proper names, Biblical, historical, and classical names; biography, geography, foreign phrases, orthography, metric system, and proof-reading. The illustrations, which run up near to the thousand, are choicely conceived and finely executed. Twenty-six of these are full-page plates, and six in colors. Taken in all its sections it is just such a work as the high school or college student will prize to aid him in the linguistic puzzles he is sure to meet, and which are neither few nor easily untangled.

GRADED CITY ARITHMETIC. Beginners' Number Primer, Book One in Eight Book Series. One to Twenty. New York: the Macmillan Company. Price, 20 cents.

Here is the first book in a fully-graded series of arithmetics. The scheme has long been attractive and at least one other publisher has made such a series, but the inherent difficulties have also been recognized. The difficulties lie in the inability to know how much a class can do in one year. This is largely overcome here by assuming that there is time enough in eight years to teach all essentials, that there is no time to teach non-essentials, that there is a minimum that every child must have in every grade, that there is always time enough for this much, and that other branches are ready to take any time that may be left. The method of presentation is highly attractive.

GRILLPARZER'S DIE AHNFRAU. Edited by Frederick W. J. Heuser of Columbia University, and George H. Danton of Leland Stanford. New York: Henry Holt & Co. Cloth. 257 pp. Price, 80 cents.

The first presentation of this famous German book, although recommended in 1899 by the committee of twelve of the Modern Language Association of America. It is especially commended for use in the third year of the high school or second year of the college course. The introduction treats fully of Grillparzer's life and works, the place which "Die Ahnfrau" occupies in his writings, and the criticisms favorable and otherwise that have been accorded it. Following the text of the play are discriminating annotations and a full vocabulary. An excellent portrait of the author forms the frontispiece.

ENGLISH POEMS, SELECTED AND EDITED WITH ILLUSTRATIVE AND EXPLANATORY NOTES AND BIBLIOGRAPHIES. By Walter C. Bronson, Litt. D., of Brown University. Nineteenth Century Poets. Chicago: Chicago University Press. Cloth. 620 pp. Price, \$1.50 net; school edition, \$1.00 net.

This is an important contribution to the study and teaching of English verse. In the preparation of the volume, authors and poems have been chosen both for their merit and for their significance in the history of English literature. The book is therefore not an anthology, or collection of the best poems. It is a collection of good poems that illustrate the different periods and phases of the work of individual poets, and the rise, growth, and decline of schools of poetry. Entire poems are given whenever possible, and the bulk of the book is made up of them. But in order to represent some authors at all adequately it has been necessary to admit a number of extracts. Most of these are complete and intelligible by themselves. A few rather fragmentary passages are included to serve the teacher as illustrations of the thought, style, and verse of poems which could not be represented otherwise. The latest text adopted by the author is followed, without regard to the personal preferences of the editor. Spelling, capitalization, and punctuation are modernized when necessary.

But when the sense is doubtful, the original punctuation is retained, or the changes made are recorded in the notes; and unusual spellings which were deliberately preferred by an author have been allowed to stand. The notes are kept within moderate limits. The notes include the poet's theory of poetry and his philosophy of life when these can be given in his own words; statements by the author or his friends which throw light on the meaning of a poem, or give circumstances connected with the composition of it, or illustrate the poet's method of work; explanations of words, allusions, etc., which the average college student may find obscure; variant readings of a few poems; quotations from sources and parallel passages, or references to them, to show the poet's literary relationships and his way of handling raw material, and specimens of contemporary criticisms on some of the leaders of new literary movements. A selected bibliography, adapted to the needs of undergraduates, follows the notes.

MILTON'S MINOR POEMS. Edited by Clara H. Whitmore, A. M., of the Curtis high school, New York. New York: University Publishing Company. Cloth. 112 pp. List price, 20 cents.

The editor has selected four of Milton's poems—"L'Allegro," "Comus," "Il Penseroso," and "Lycidas"—as specimens of standard English literature, and as subjects for judicious annotation. Besides a brief life of the great blind bard, there is a scholarly chapter on versification, and also suggestions to teachers as to how the themes of the poems may best be taught. The work is exceedingly well done.

LAURIE'S MEMOIRS D'UN COLLEGIEN. Edited by J. L. Bergerhoff, associate professor of Romance languages, Western Reserve University. New York, Cincinnati, and Chicago: American Book Company. Cloth. 16mo. 281 pp. Price, 50 cents.

This little story of school life is particularly well adapted for reading in American schools, as it furnishes, in attractive manner and in simple style, a good idea of the work and play of a French schoolboy. It is provided with notes explaining all necessary points; with exercises, based on the text, for translation from English into French; and with a complete vocabulary.

LITTLE TRAVELERS AROUND THE WORLD. Visits to people of other lands. Pictures by George Bonawitz, with descriptive text by Helen Coleman. New York: A. S. Barnes & Co. Illuminated. (8 x 12). Price, \$1.50.

This is a most delightful holiday book for children. It is interesting to the limit and as instructive as it is interesting. It is astonishingly low-priced for a holiday book and it is much more substantial than such books usually are, while at the same time it sacrifices nothing of beauty and interest.

ESSAYS OUT OF HOURS. By Charles Sears Baldwin. New York: Longmans, Green & Co. Cloth. 160 pp. Price, \$1.00 net.

Any essay that the Atlantic Monthly will print is honored more even than it is to be set in book form, and here are five such essays with five others, a rare combination. The most interesting of these is "The Secret of John Bunyan," a delightfully enlightening study, as indeed are all of them. "Three Studies in the Short Story" are highly suggestive.

BOOKS RECEIVED.

- "The Outlook for the Average Man." By Albert Shaw. Price \$1.25
- "A History of Political Economy." By J. K. Ingram. Price \$1.50.
- "The Master of Ballantrae." Price 25 cents. New York: The Macmillan Company.
- "The Cambridge History of English Literature" (Vol. I). Edited by A. W. Ward and A. R. Waller. Price \$2.50.
- "Thinking, Feeling, Doing." By E. W. Scripture. Price \$1.75.
- "Christian Science." By Lyman P. Powell. Price \$1.25.
- "Old Paths and Legends of the Border." By K. M. Abbott. Price \$3.50. New York: G. P. Putnam's Sons.
- "Handbook of Composition." By E. C. Woolley. Price 80 cents. Boston: D. C. Heath & Co.
- "Specimens of Prose Composition," edited with notes by C. R. Nutter, F. W. C. Hersey and C. N. Greenough. Price \$1.25. Boston: Ginn & Co.
- "The Sorceress of Rome." By Nathan Gallizier. Price \$1.50. Boston: L. C. Page & Co.
- "The Aldine Readers." A Primer, A First Reader, and Learning to Read, a manual for teachers. By F. E. Spaulding and C. T. Bryce. New York: Newson & Co.

New Macmillan Books and New Editions

A Students' History of Greece

By J. B. BURY. *Edited and prepared for American High Schools and Academies, by EVERETT KIMBALL, Associate Professor of History, Smith College.* 12mo. Cloth. xviii+377 pages. \$1.10 net.

This text contains the conclusions of modern scholarship and the latest results of archaeological research. The book is notable for its breadth of view and thoroughness of treatment. Over forty maps are furnished, most of them made especially for this edition.

A History of England

By KATHERINE COMAN, Ph.B., and ELIZABETH KENDALL, M.A. *Revised and Enlarged Edition.* xvi+501 pages. 12mo. Half Leather. \$1.25 net.

This edition brings the narrative down to the present. Additional matter has been added on Great Britain's Colonial Expansion and other subjects.

A Short History of England

By KATHERINE COMAN, Ph.B., *Professor of Economics in Wellesley College,* and ELIZABETH KENDALL, M.A., *Professor of History in Wellesley College.* *Revised and Enlarged Edition.* xxviii+435+v pages. 12mo. Half Leather. 90 cents net.

This book meets the requirements of grammar school or first-year high school classes, and has successfully stood the test of use in the schoolroom. The new edition has been thoroughly revised and brought down to date.

Economics for High Schools and Academies

By FRANK W. BLACKMAR, *Professor of Sociology and Economics in the University of Kansas.* 12mo. Cloth. viii+434 pages. \$1.20 net.

This book represents the elements of the science of economics simply stated. Abstract theories and discussions have been avoided, while the workings of industrial society have been emphasized.

Studies in Physiology, Anatomy and Hygiene

By JAMES EDWARD PEABODY, A.M., *Instructor in Biology in the Morris High School New York City.* *Illustrated. New and Revised Edition.* Cloth. 12mo. \$1.10 net.

A new edition of a book that has proved its worth and popularity. Much new matter has been added on stimulants and narcotics, and the entire text has been revised in many minor particulars.

First Book in Latin

By ALEXANDER J. INGLIS, *Instructor in Latin, Horace Mann High School, and Virgil Prettyman, Principal Horace Mann High School, Teachers College.* *Revised Edition.* 12mo. Cloth. 301 pages. 90 cents net.

The sixty-five lessons comprising this book provide an adequate preparation for the reading of Caesar.

BOOKS FOR TEACHERS

Classroom Management: Its Principles and Technique

By WILLIAM CHANDLER BAGLEY, *Superintendent of the Training Department, State Normal School, Oswego, New York.* 12mo. Cloth. xvii+352 pages. \$1.25 net.

This book considers the problems that are involved in the massing of children together for purposes of instruction and training. It aims to discover how the unit-group of the school system, the class, can be most effectively handled. In addition to the topics commonly considered under school management, several new subjects, such as the Batavia System of Class-Individual Instruction, are treated.

Pupil Self-Government

By BERNARD CRONSON, *Principal Public School No. 3, New York City.* 12mo. Cloth. xix+107 pages. 90 cents net.

This is an account of one of the most interesting pedagogical experiments of recent years. Within a brief compass the author has given a lucid exposition of his theory, a description of the conditions which must precede and foster it, and a history of the movement as put in practice in Public Schools 69 and 125 in the city of New York.

Larger Types of American Geography

By CHARLES A. McMURRY. *Second Series of Type Studies.* 12mo. Cloth. ix+271 pages. 75 cents net.

A continuation of the author's "Type Studies from the Geography of the United States." Some of the types selected are the Rocky Mountains, the Appalachian Mountains, the Pennsylvania Railroad, the Mississippi River, New York City, the Iron and Steel Business, Cotton Mills, and Cotton Manufacture.

A Brief Course in the History of Education

By PAUL MONROE, Ph.D., *Professor of Education in Teachers College, Columbia University.* 12vo. Cloth. xxiii+409 pages. \$1.25 net.

A condensation of Professor Monroe's "Text-Book in the History of Education." The abbreviation has been made in answer to the demands of normal schools and teachers' training classes which have not the time to devote to the study of the larger text.

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EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

- December 20-21: Southern California Teachers' Association, Los Angeles; H. A. Adrian, Santa Barbara, president.
- December 26, 27, 28: Montana State Teachers' Association, Missoula.
- December 26, 27, 28: New Jersey State Teachers' Association, Atlantic City.
- December 26, 27, 28: High School Department, Pennsylvania Educational Association, Harrisburg.
- December 26, 27, 28: Southern Educational Association, Lexington, Ky.; president, R. J. Tighe, Asheville, N. C.; secretary, J. B. Cunningham, Birmingham, Ala.
- December 30, 31-January 1: Associated School Boards of South Dakota, Watertown.
- December 31-January 1, 2, 3, 1908: Iowa State Teachers' Association, Des Moines, F. E. Lark, president, Onawa; Frederick E. Bolton, chairman of executive committee, Iowa City.
- December 31-January 1, 2, 3, 1908: Colorado State Teachers' Association.
- December: California Teachers' Association, Santa Cruz; Morris E. Dailey, San Jose, president.
- December 31-January 1-2: Washington State Teachers' Association, Seattle.
- January 1, 2, 3: Minnesota Educational Association, St. Paul.
- February, 1908: Department of Superintendence; president, Frank B. Cooper, Seattle, Wash.; secretary, George B. Cook, Hot Springs, Ark.; at Washington, D. C.
- February 25-26-27: Department of Superintendence, N. E. A., Washington, D. C.
- June 30-July 1-2: Kentucky Educational Association, Frankfort; C. C. Adams, Williamstown, president.
- June 29-July 3: National Educational Association of the United States; president, Superintendent E. G. Cooley, Chicago, Ill.; secretary, Irwin Shepard, Winona, Minn.; at Cleveland, Ohio.

EDUCATIONAL ASSOCIATIONS OF NEW YORK.

- December 26-28: Associated Academic Principals; president, Superintendent Avery W. Skinner, Oneida; secretary, Superintendent W. J. Deans, Elmira; at Syracuse.
- December 27: Classical Teachers' Association; president, Professor Frank Smalley, Syracuse University, Syracuse; secretary, F. R. Parker, Elmira; at Syracuse.
- December 26-28: Council of Grammar School Principals; president, R. H. Savage, Rochester; recording secretary, John E. Healy, Troy; corresponding secretary, Miss C. A. Farber, Rochester; at Syracuse.
- December 27: Arts Teachers' Club; president, Miss Stella Skinner, New Paltz; secretary, Miss Katharine Saunders, Auburn; at Syracuse.

December 26-28: Teachers' Association; president, Professor George P. Bristol, Ithaca; secretary, Lyman A. Best, 748 Carroll street, Brooklyn; at Syracuse.

December 26-28: Science Teachers' Association; president, J. S. Shearer, Cornell University, Ithaca; secretary, J. E. Stannard, Greenwich, Conn.; at Ithaca.

December 27, 28: Training Teachers' Conference; president, Superintendent S. J. Slawson, Olean; secretary, Principal J. D. Bigelow, Moravia; at Syracuse.

Spring of 1908: Association of Colleges in the state of New York; chairman, President Rush Rhees, Rochester University; secretary, Howard J. Rogers, Albany; at Rochester University.

NEW ENGLAND STATES.

MAINE.

BLUEHILL. In Hancock county two school districts have been formed under the new law—Bluehill, Brooklin, and Sedgwick forming one; Vinalhaven (Knox county), Deer Isle, Stonington, and Isle au Haut the other. There has been talk in Ellsworth of inviting the school boards of one or more contiguous towns to consider the propriety of forming a district.

HALLOWELL. Principal Packard of the Hallowell high school will tender his resignation at the close of the present term to resume his law studies.

YORK. The York Teachers' Association has organized, with these officers: President, Mr. Woodbury; secretary, Mrs. E. W. Baker; executive committee, Mrs. W. A. Boody, Miss Ovens, Miss Parsons.

FARMINGTON. Clarence H. Pierce, superintendent of schools for Farmington and Wilton, died suddenly November 29. A widow and two small children survive him. Mr. Pierce fitted for college at Westbrook Seminary, and graduated from Colby in the class of 1894, with most creditable standing, and possessing the respect, esteem, and friendship of every one with whom he came in contact during his college course. He at once entered upon the profession of teaching, and for three years served as principal of the Norridgewock high school, the next year going to the high school at Bourne, Mass. He next served five years as the principal of Pennell Institute, and then for two years was principal of Greely Institute, filling both positions with signal ability. The next year he was elected to the superintendence of the district comprising Yarmouth, Cumberland, Falmouth, and North Yarmouth. Mr. Pierce was chiefly instrumental in forming this district, and his work here was of such excellence that when in the spring of 1907 the district comprising Farmington and Wilton was formed, he was unanimously chosen to take charge of the work, where his experience, educational training, and executive ability were rapidly making themselves felt upon the school system of the two towns. His most untimely death is a distinct loss to the educational interests of the state.

BRUNSWICK. Superintendent C. M. Pennell has been at the head of the Brunswick-Freeport district since

its organization nearly three years ago, to the entire satisfaction of the inhabitants of these two towns. The district has a population of some 13,000 people, with a school population of 2,700, and the district is so intimately connected by steam and electric cars that it offers great opportunity for close supervision. Under the district plan the expense of supervision has not increased, although the time devoted to supervision has been materially increased. There are two well-equipped high schools in the district, which stand well in the school annals of the state. The interest of the people and their willingness to aid in promoting the highest interests of the schools, both with their money and influence, tend to make this district one of the most important in the state.

VERMONT.

SAXTON'S RIVER. Alvan A. Kempton, assistant principal at Vermont Academy, died December 6 of pneumonia. Mr. Kempton was graduated from Colby and Brown University. He taught school in Mystic, Mass., Warren, R. I., and Brookfield. He was principal of Bakersfield Academy, Bakersfield, Vt., from which he resigned September last to be instructor in Greek, algebra, and military tactics in Vermont Academy. He leaves a wife and one child. Mr. Kempton was treasurer of the Vermont State Teachers' Association.

MASSACHUSETTS.

BOSTON. At Horticultural hall, December 14, the third annual school garden conference under the auspices of the Massachusetts Horticultural Society was held. In the lecture hall of the society were photographs, drawing, and exhibits of work in children's gardens and nature study. Some of these were very interesting, and the collection was the largest of the kind ever exhibited. Particular interest was taken by those present in the award of prizes for school gardens, school grounds, and home gardens, given by the Massachusetts Horticultural Society, and judged by a committee consisting of Henry Saxton Adams, Edward R. Co'swell, Jr., Harry S. Rand, W. E. C. Rich, and W. P. Rich. Mr. Adams of Wellesley College, who acted as chairman of the conference, briefly related the work of the year. He said the exhibits made by the schools would in a large measure speak for themselves, and then read the list of awards, which is as follows:—

FOR SCHOOL GARDENS.

First—Cobbet School, Lynn...	\$10.00
Second—Fairhaven School Garden, Fairhaven.....	8.00
Third—Boys' Garden Club, Framingham.....	6.00
Fourth—Armory Street School Garden, Springfield.....	5.00
Fifth—Wellesley School Garden, Wellesley.....	5.00
Sixth—Homecroft School Garden, Watertown.....	5.00
Seventh—Watertown Woman's Club School Garden, Watertown.....	5.00
Eighth—Edgeworth Industrial School Garden, Malden...	5.00

FOR SCHOOL GROUNDS.

First—Tracy School, Lynn....	8.00
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FOR HOME GARDENS.

First—The School and Home Industrial Association, Marlboro	10.00
Second—Waltham Home Garden Association, Waltham	8.00
Third—The Cobbet School Home Gardens, Lynn....	6.00
Fourth—Reading Home Gardens, Reading.....	5.00
Fifth—Wellesley Home Gardens, Wellesley	5.00
Sixth—Fairhaven Home Gardens, Fairhaven.....	5.00

SPECIAL AWARDS—SCHOOL GARDENS.

South Natick Garden Club, South Natick.....	5.00
Church Home Garden, South Boston.....	5.00
South End Industrial School Garden, Roxbury.....	5.00
Orphans' Home School Garden, North Bedford.....	5.00

\$187.00

Ten-minute addresses by various speakers then followed, after which there was a general discussion of school garden work. The list of speakers, with their subjects, was: "The Relation of School Gardens to Nature Study," Fannie A. Stebbins; "Natural Science Gardens," Arthur C. Boyden; "School Gardens in Institutions," E. Mabel Fletcher; "Horticulture in Public Schools," Edward V. Hallock; "School Gardens and Nature Study at Cornell," Alice G. McCloskey. Miss Stebbins is supervisor of nature study at Springfield; Mr. Boyden is principal of the State Normal school at Bridgewater; Miss Fletcher is superintendent of the Orphans' Home, New Bedford; Mr. Hallock comes from Queens, L. I., and has made a careful study of the subject for the Society of American Florists and Ornamental Horticulturists; Miss McCloskey is connected with the nature study bureau, Cornell University.

MELROSE. Increase of salaries for all teachers and an added increase for merit is the accomplishment here.

MALDEN. The teachers have organized for increase of salaries, and it looks like a winning campaign.

NEWBURYPORT. The Newburyport Teachers' Association, of which Walter E. Andrews is president, has arranged a series of meetings for the season 1907-'08: November 12, "The Individual Will and Education," Professor H. H. Horne, Dartmouth; December 13, "Industrial Education," Charles H. Morse, secretary state commission on industrial education; January 10, "Fundamentals in School Work," Payson Smith, state superintendent of instruction, Maine; February 13, "Critical Periods in School Life," Professor John M. Tyler, Amherst; March 12, "Agricultural Education," Professor W. R. Hart, Amherst Agricultural College; April 16, "French Influence Upon American Education," Rev. G. W. Tupper, Boston University. These meetings are open to the public.

CONNECTICUT.

HARTFORD. Arthur Deerin Call, superintendent of the second district, is giving a course of ten lectures on "Various Leaders of the World." The series is upon Buddha, Socrates, Charlemagne, St. Francis of Assisi,

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NEW HAVEN. The announcement has been made of the award of the Heald prize of \$300 for a Yale song. The composer of the song is Seth D. Bingham, Jr., of New Haven, a native of Naugatuck. He was organist of St. Paul's P. E. church in New Haven for some time. The words were written by W. Brian Hooker, an instructor in rhetoric at Yale.

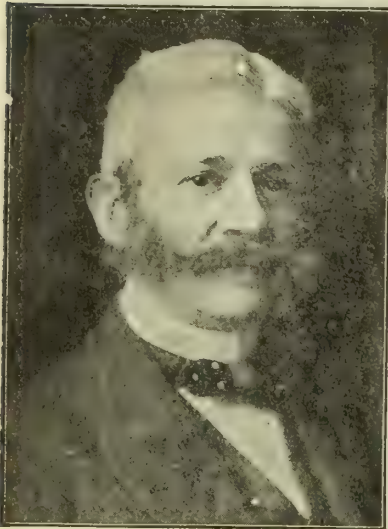
Of 331 men in the present freshman classes at Yale, 152 use tobacco in some form. Dr. F. J. Born, medical assistant in the university gymnasium, finds that fifty-four freshmen use a pipe only, seven smoke cigarettes only, five nothing but cigars, twenty-five use pipes and cigarettes, nine smoke pipes and cigars, and fifty-two use pipes, cigarettes, and cigars. Of the 152 men, 113 began at the secondary school to smoke and twelve others began before then, so that eighty-two per cent. of the smokers started before they went to college. Last year in the freshman classes at Yale there were 147 smokers, of whom seventy-seven per cent. began at secondary school. The majority of smokers begin before entering college, in spite of popular opinion.

MYSTIC. C. A. Pitcher, principal of the Broadway high school in Mystic, has been engaged to take charge of the Mystic high school on the west side after the holiday recess.

MERIDEN. The second annual meeting of the Connecticut Association of School Boards was held in the Meriden high school building on Saturday, December 14. The following program was arranged: Addresses—"What can the legislature do to help the schools of the larger towns and cities?" Howell Cheney, South Manchester; discussion by J. T. Moran, New Haven, W. H. Marigold, Bridgeport, C. J. Danaher, Meriden. "What can the legislature do to help the schools in smaller towns?" C. N. Hall, New Milford; discussion by Rev. L. M. Hardv. Pomfret, J. M. Paine, Danielson.

"Shall we have trained supervision of our schools?" F. W. Peck, M. D., Litchfield; discussion by C. L. Wooding, Bristol, Frank Blakeman, Oranoke. "The Relation of the School Board to Its Superintendent," H. A. Roberts, M. D., Huntington; discussion by Mrs. L. A. Cummings, Plantsville, W. D. Hood, Shelton. Joint meeting with Connecticut Association of Superintendents; address, "Public Schools of Germany from Personal Observation," Marcus White, New Britain.

The third meeting of the Connecticut Association of Public School Superintendents was held at Meriden Saturday, December 14. The following program was presented: President's address, Superintendent W. D. Hood, Shelton, vice-president; general subject of the day—"The Right and Duty of the State of Connecticut to Raise the Minimum Qualifications of Teachers in the Elementary Schools, and to Fix the Minimum Salary for Such Teachers"; "The Minimum of Qualifications." Supervising Principal Frank J. Diamond, New Haven; discussion, Superintendent B. W. Tinker, Waterbury; Superintendent De Witt C. Allen, Beacon Falls, Somers, Bethlehem, Rocky Hill, Wolcott; Superintendent W. C. Foote, South Norwalk; "The Minimum Salary," Superintendent E. C. Andrews, Ansonia; discussion, Superintendent E. D. McCollom, Manchester, South Windsor; Superintendent W. A. Wheatley, Branford, Fairfield; Superintendent C. H. Woolsey, Middletown; "The Necessary Legislation," Superintendent F. A. Verplanck, Ninth District, South Manchester; discussion, Superintendent Charles H. Keyes, Hartford; Superintendent F. H. Beede, New Haven; general discussion; joint meeting with Connecticut Association of Public School Officers; "German Schools and School Teachers," Principal Marcus White, New Britain normal school. At the business meeting a committee was appointed to arouse public sentiment that some legislation may be secured at the next session of the legislature. Superintendent Andrews' paper showed that one-half the teachers of the state receive less than \$400 salary, while some receive as little as \$200.



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MIDDLE ATLANTIC STATES.

NEW YORK.

SYRACUSE. The third annual meeting of the Association of Teachers of English of New York State will be held in the Syracuse high school December 27-28. The officers are: President, Elmer W. Smith, Colgate Academy, Hamilton; vice-president, Mrs. Ella Howard, high school, Syracuse; secretary and treasurer, Miss Annie E. Hubble, high school, Syracuse. The program includes the following:—

Friday—President's address, "The Cultural Value of English," Elmer W. Smith; "The Teaching of English," Percival Chubb, Ethical Culture school, New York; "Fifty Years as a Teacher of English," Dr. Joseph H. Gilmore, University of Rochester; "The Oral Side of English," Miss Florence Seely, Rome high school; "The Co-ordination of English," Dr. Albert Leonard, New Rochelle.

Saturday—Round Table discussion; topic, "Grammar," Miss Mary E. Preston, West high school, Rochester; topic, "Rhetoric," Randolph T. Congdon, Syracuse University.

The joint meeting of the Associated Academic Principals of the State of New York and the New York State Association of Teachers of English will be held in Syracuse Thursday, Friday, and Saturday, December 26, 27, and 28. The program is as follows:—

Thursday evening—Joint meeting of the New York State Teachers' Association with the Associated Academic Principals; address of welcome, Hon. Giles H. Stilwell, president Chamber of Commerce, Syracuse; response, Principal Lamont F. Hodge, Malone, vice-president Associated Academic Principals; annual address, "Some Points of Difference Between the Educational Systems of the Two Great English-Speaking Countries," Hon. Whitelaw Reid, M. A., LL.D., ambassador to England, and chancellor of the university; address, "The Spiritual Element in the Teaching Profession," Dr. S. Parkes Cadman, Brooklyn.

Friday morning—Address, "The Jamestown Exposition as an Educational Factor," Dr. J. A. C. Chandler, director of education; discussion, "Are present secondary educational

requirements stimulating or restrictive?" (a) "To City High Schools and Students," discussion introduced by Principal F. J. Bartlett, Auburn; (b) "To Village High Schools and Students," discussion introduced by Superintendent C. L. Mosher, Herkimer; (c) "To Rural High Schools and Students," discussion introduced by Principal Frederick Leighton, Akron; discussion, "Shall American history and American government be required studies in the tax-supported secondary schools of this state?" discussion introduced by Superintendent F. D. Boynton, Ithaca.

Friday afternoon—Address, "The Values of Greek," President M. Woolsey Stryker, D. D., LL.D., Hamilton College; discussion, "How may the work of the elementary school be more closely related to that of the high school?" (a) "In Grammar Schools," discussion introduced by Principal J. C. Kennedy, Saratoga Springs; (b) "In Rural Schools," discussion introduced by Principal B. I. Morey, Ravena; address, "The Object of Our Work in English," President Rush Rhees, D. D., LL.D., Rochester University; report of committee on athletics, presented by the chairman, Principal E. L. Mead, Utica; discussion of report, Superintendent W. H. Truesdale, Geneva.

Friday evening—Joint meeting of the Associated Academic Principals with the New York State Teachers' Association; annual address, "Our Children, Our Schools, and Our Industries," Andrew S. Draper, LL.B., LL.D., commissioner of education.

Saturday morning—Address, "Some Liberalizing Characteristics of Industrial Education," Principal Frank Rollins, Stuyvesant high school, New York; report of committee of federation, presented by the chairman, Superintendent G. H. Baskerville, White Plains; discussion of report, Principal C. K. Mellen, Buffalo.

The officers are: President, A. W. Skinner, Oneida; vice-president, L. F. Hodge, Malone; secretary, W. J. Deans, Elmira.

PENNSYLVANIA.

PHILADELPHIA. The Central high school, the oldest free public high school east of the Hudson, has

an enthusiastic and distinguished alumni. There were 350 eminent men at the alumni banquet at the Union League recently. Principal Robert Ellis Thompson is one of the leaders of the city in religious and scholastic effort, while Franklin S. Edmonds, Esq., an alumnus and for many years an instructor, is one of the eminent and skillful leaders in civic reform in the state.

SOUTHERN STATES

GEORGIA.

ATLANTA. The trustees and faculty of Atlanta University have arranged for the inauguration of Edward Twichell Ware, A. B., as president, and for exercises in memory of Edmund Asa Ware, the founder and first president of the university, on Tuesday, December 31.

December 31 will be a notable day in the history of Atlanta University. Edward Twichell Ware, son of the first president and founder of the institution, will on that day formally succeed to his father's great work as the third president of Atlanta University. Dr. Charles Cuthbert Hall, president of Union Theological Seminary, as vice-president of the board of trustees of Atlanta University, will preside at the inauguration. Ex-President Bumstead and Professor Chase, for thirty years a professor in the university, will be present. Representatives from other institutions of learning throughout the country, together with a host of graduates and friends, will form a representative and notable company on this occasion.

NORTHWESTERN STATES

MINNESOTA.

ST. PAUL. Superintendent Heeter and Juvenile Court Judge Orr have united in providing a first-class home for wayward and delinquent boys. Arrangements have been completed by which the Commercial Club house will be used as the detention home and parental school for boys. The expenses will be borne jointly by the county, on behalf of the detention home, and by the city on behalf of the parental school. There are sixteen large rooms, most of the rooms being large enough to divide into

three for sleeping rooms for the boys sent there by order of the juvenile court. The rear of the lot will be used as a garden, where the boys will be employed. There is also a large room on the second floor which will be adaptable for instruction of manual training.

WASHINGTON.

TACOMA. The superintendent of schools of this city has sent a notice to the teachers of the public schools naming a dozen Christmas stories to tell to children under twelve years of age: "Birth of Christ," in the Bible, St. Matthew, chapter 2, St. Luke, chapter 2; "Christmas Legend," Scannell, in St. Nicholas, volume 2, pages 141-142; "Christmas Masquerade," Wilkins, in her "Pot of Gold," pages 115-134; "Fir-Tree," Andersen, in his "Wonder Stories Told for Children," pages 46-54, in Scudder, "Children's Book," pages 167-172; "Legend of St. Christopher," in Scudder, "Book of Legends," pages 31-36; "Little Match Girl," Andersen, in his "Fairy Tales," translated by Mrs. E. Lucas, pages 178-181, in Scudder, "Children's Book," pages 206-207; "Piccola," in Blaisdell, "Child Life in Many Lands," pages 74-78, in Wiggin & Smith, "Story Hour," pages 156-164; "Sabot of Little Wolf," Coppee, in Blaisdell, "Child Life Fifth Reader," pages 9-15; "Story of Christmas," in Bryant, "How to Tell Stories to Children," pages 250-253; "Story of Gretchen," Lindsay, in her "Mother Stories," pages 167-174; "Where Love Is, There God Is Also," Tolstoi; "Why the Chimes Rang," Alden.

CALIFORNIA.

LOS ANGELES. This city has rarely had such a treat as that provided by the pupils of the normal training schools in the meeting of the nations. Los Angeles has been reveling in fine music for several years, and the normal school has long been a musical centre, but as a popular hit the little people under Miss Ida Fisher head the lists. The cantata opened with a large chorus, consisting of Columbia, Uncle Sam, a company of cadets, and many entertainers representing the United States. The chorus then received the foreign nations, the audience having been encouraged by the assurance:—

"Excuse us and prepare to meet the band;

They all speak English, so you'll understand."

The nations were "Merrie England," "A Highland Fling," "The Wearing of the Green," sunny France, the German Fatherland, the blue skies of Italy, glorious Spain, Dutch Holland, the Alpine milk pail and St. Bernard, rugged Norway, sturdy Sweden, the Russian bear, "Washie-Washie All-a-Day Long," fans and parasols of the Japs. This was supplemented by the kindergartners, with the lullaby songs of the Germans, Indians, Welsh, Scotch, English, Irish, and negroes.

While the number of public high schools in the United States increased from 2,526, with 203,963 pupils, in 1890, to 7,576 schools with 679,702 pupils in 1905, the private high schools and academies in 1905 were actually fewer than fifteen years before, numbering altogether but 1,627, of which more than one-half were denominational schools.—Philadelphia Ledger.

THE WEEK IN REVIEW.

[Continued from page 667]

of \$38,000. His department is physics, and the prize is in recognition of his achievement in the measurement of wave-lengths of light. The peace prize this year is divided between M. Renault of France and M. Moneta of Italy. The prize for medicine was awarded to Dr. Laveran of Paris, and that for chemistry to Professor Edouard Buchner of the University of Berlin. In view of the death of King Oscar, the distribution of the prizes, which takes place at Christiania, was carried out without ceremony.

THE DUTCH IN THE SADDLE.

As was predicted when England made to the Transvaal and Orange River colonies the grant of extraordinarily free constitutions, the Dutch are securing in both colonies the political predominance which they lost on the battlefield. The present legislature of the Transvaal is controlled by the Dutch; and in the elections which have just taken place in the Orange River colony the Dutch have elected thirty out of the thirty-eight members of the lower branch of the legislature. The new ministry will be completely Dutch, and the Boer generals, Hertzog and De Wet, will be conspicuous members of it. But in neither colony do the Dutch manifest any disposition to make an improper use of their political power, and it may yet prove that England's magnanimity in this matter has been the most effective agency for peace of a lasting sort.

The Womens College in Brown University.

In the Women's College a most interesting experiment has been going on with the lunch counter problem. Miss Bertha A. Buffinton, '05, who has charge of the work, is not quite sure, she says, "how we came to try our hand in this particular bit of college pie," but she and her colleague, Miss E. M. Eaton, an undergraduate, seem to be well on the way to solving the problem.

A threefold problem confronted them. In the first place, they wanted to give good nourishing food at a moderate price, and this much has been accomplished. The task seems to be a hard one, though, for the fickle, whimsical appetite of a girl who spends most of her time indoors is not easy to please. Their tastes seem to run to spiced meats and chopped meats, rather than plain, good, solid roast beef or mutton. Rather than milk they drink coffee, six glasses being about the highest ever sold of milk in a single day. In spite of these difficulties, however, the two new managers have succeeded in materially changing the old menu and making it attractive. What is served is possibly plainer, but it is more substantial and certainly more digestible.

Their second difficulty was the financial end. Never before did the lunch counter really pay for itself. It was not worth a caterer's while to take the time that was necessary for good service. Without raising the prices, and in many instances making them lower than would seem credible, the lunch room pays for itself, and actually yields a slight surplus income.

The third difficulty to a great extent eliminated itself. The old gloominess, and dreariness, and idleness had to be done away with. Gifts from the col-

lege, from fraternities, and other friendly sources were received, such as a new lunch counter, a new gas stove and set of cooking utensils, a drinking fountain. One of the most appreciated gifts consists of a set of eight round, dark green mission tables. All that is necessary now in order to make the room truly beautiful, since it has been re-painted and decorated, is a set of new chairs to match the tables.

Good, nourishing food is served well at low prices, and in a homelike atmosphere. Add to this the fact that the lunch room now pays for itself, and you have a really remarkable result from this little experiment, a success from every point of view.

College Notes

Professor George E. Gardner of the Boston University Law School died December 17 at his home in Worcester. Professor Gardner was born in East Brookfield fifty-two years ago. He taught at the University of Illinois, and in 1898 went to the University of Maine as a dean of the law school. He came to Boston University in 1902.

The boycott of the women students of Wesleyan university, inaugurated some months ago by the men, has carried the day, according to a prominent Wesleyan alumnus, says the Hartford Times. It is expected that before long the women will be debarred from the classrooms on the campus. Strong sentiment and powerful influence are being exerted that the new president of the university, who comes in next June on the retirement of President Raymond, shall be in sympathy with the men, who stand against the presence of the women on the campus to a man. The practical solution of the controversy, it is predicted, will be the establishment of a woman's college, the students of which can have the same instructors as the men, but maintain an entirely separate institution. The Wesleyan men don't object to the presence of the women in classrooms of the university, provided that there is a complete segregation of the two sexes. Social ostracism of the girls has been the unwritten law of the university, and for the first time in the history of co-education in the East the women students have been absolutely ignored by the men with whom they were studying. A few years ago when the men voted to exclude the women entirely from the class day exercises a compromise was effected and some of the alumni, in sympathy with the men in their objection to the presence of the women, suggested that the open and direct attack on them should cease and in stead a boycott should be installed, which would, in time, it was urged, drive the women off the campus. At the same time the faculty, becoming alarmed that Wesleyan should lose its prestige among the smaller colleges of New England and should fall behind the others in the number of new students, because of this widespread feeling against the presence of the women, voted to limit the number of women students each year to one-fifth the total number of students enrolled the preceding year. The rule has never had to be enforced, for the number of women students has constantly decreased since, until this year only twenty-five are enrolled in the entire university, about one-third of the number that, under the one-

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MAGAZINES

—The feature of particular distinction in the American Review of Reviews for December is a series of four descriptive, analytical articles on the present financial crisis: Byron W. Holt, editor of Moody's Magazine, discusses "The Present Financial Crisis"; Charles M. Harger sets forth "The West's Financial Revelation"; the relations between "The Trust Companies and the Panic" are outlined graphically by William Justus Boies; and finally Frank Greene, managing editor of Bradstreet's, considers "The Scope and Functions of the Clearing-House." Other features worthy of mention in this number are: "American Painting Today," copiously illustrated, by Ernest Knauff; "Victoria, Queen, Wife, and Mother," by Jeannette L. Gilder; "How Germany Makes Toys for the World's Christmas Stocking," by Edward T. Heyn; a description of the constitution and work of the navy department, by Winthrop L. Marvin; a study of the economic effect of travel, by Charles F. Speare, under the title, "The Toll of the Tourist"; and a calm, judicial setting forth of "The Net Result at the Hague," by Dr. David Jayne Hill, our newly-appointed ambassador to Germany.

fifth rule, could be matriculated. But the decrease in number of students has not been confined to the women, for this year a ten per cent. decrease in the number of freshmen was reported at the opening of college, and this, despite the efforts of alumni all over the country to boom Wesleyan.

One Hundredth Anniversary of the Birth of Whittier.

To honor the poet, in Amesbury, Mass., which for fifty-six years he made his home, occurred a quiet, yet impressive, celebration of the one-hundredth anniversary of his birth.

The day began with visits to the historic Whittier house on Pleasant street, and to the Friends Meeting House, where the author of "Eternal Goodness" was wont to join his coreligionists in worship. Just before noon a special car brought the Boston admirers of the famous abolitionist. Met by a committee consisting of Mrs. Helen R. Sanborn, Mrs. A. N. Parry, Mrs. A. C. Webster, Mrs. Gustavus Camette, Mrs. Porter Sargent, and Miss Helen Huntington, they were conducted to the new quarters of the Whittier Home Association on Pleasant street, where a dozen young ladies of the organization, dressed in white and wearing Quaker hoods, served lunch.

Conspicuous among the 200 present were Mrs. Gertrude Whittier Cartland, a cousin of the poet; Mrs. Sarah Abby Gove, at whose home the poet died; Mrs. Marian Longfellow O'Donoghue, a daughter of Longfellow; two long-time friends of Whittier, Lucy Chase and Sarah Chase, and Mrs. Emily B. Smith, secretary of the citizens' committee.

Some 800 persons had been invited to the afternoon exercises in the town hall, and the auditorium of that building was packed long before the speakers arrived. The bulk of the audience occupied the floor; in the balcony were seated 150 children from the Amesbury public schools, who had volunteered, under the lead of Mrs. Harriet T. Bartlett, to sing a number of Whittier's poems set to music.

The chief platform decoration enclosed a portrait of Whittier painted by Charles E. Davis; around and at each side of this were stretched the national colors, bordered with ropes of ivy. In front of the balcony the arms of the Bay state were displayed. The quartet was from the Market Street Baptist church, and consisted of Mrs. Sadie Gale Taylor, soprano; Harriet T. Bartlett, contralto; Edwin W. George, tenor, and Frederick L. Rice, bass. Instrumental music was contributed by an orchestra.

The exercises were presided over by the Hon. George W. Cate, an old friend of the poet, who lived with Whittier in the Pleasant street home-stand from 1876 to near the time of his death. On the platform, to right or left of the chairman, sat ex-Governor John D. Long, one of the poet's intimate friends; Dr. Booker T. Washington, who came to express the gratitude of the colored race; Judge Edgar J. Sherman, representing the commonwealth; Edwin D. Mead, the Hon. Alden P. White, Henry R. Blackwell, Miss Alice Stone Blackwell, Miss Sarah Orne Jewett, Mrs. J. G. Thorp, Mrs. R. H. Dana, John Ritchie, Jr., Mrs. Thomas Bailey Aldrich, Talbot Aldrich, William Lloyd

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The proceedings began with the singing of the "Centennial Hymn" by the school children, and at intervals in the speaking the quartet gave "The Dream of Summer" and "Hurrah, the Sea Breezes!" Mrs. Sadie Gale Taylor singing the solo, "The Eternal Goodness." Letters read by the Hon. Alden P. White included communications from President Roosevelt, Edmund Clarence Stedman, Dr. Amory H. Bradford, now ninety-three years old, an intimate friend of Whittier, and president of the American Missionary Association; Edward Tuck, who wrote from Paris; Mrs. Annie Fields, who sent "A Word of Welcome to Whittier's Friends," and Elizabeth Stuart Phelps Ward.

BOSTON THEATRES.

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Nearly every child in Boston and vicinity knows that Christmas and New Year's weeks at Keith's are particularly their weeks, special efforts being made by the management to provide programs that will please the youngsters, and extra attractions being arranged for their benefit. This year the Christmas offering will include a surprise in the way of a novelty to be given on the stage, taking the place of the Christmas trees of former years, and affording a pleasing way of distributing the usual Christmas gifts to the children. Commencing next Monday, December 23, presents will be given at all the matinees during the week, including the special performance on Christmas morning, to children under twelve years of age. The extra performance on Christmas morning will commence at 10, and will include all of the big acts on the bill for the week, with a special scale of prices in force, the best seats being fifty cents. Seats for all of the performances on Christmas day will be on sale commencing Wednesday, December 18. The Christmas week show will include "Polly Pickle's Pets," vaudeville's greatest juvenile attraction, with its cat, dog, bear, and parrot; Corinne, with her songs and mandolin solos; Harrigan, the juggler, one of the jolliest of entertainers; Felix and Caire, the two cleverest little folks on the stage; Little Hip, the famous dwarf elephant from the New York Hippodrome, who will distribute programs, as well as do a turn on the stage; Urbani and son, simply marvelous acrobats; the Zanettos, in distinctly novel juggling feats; the Five Majors, in an out-of-the-ordinary military act; Mabelle Adams, the waif violinist; Leo Carrillo, a clever mimic; Frederick and his clever pony, "Don"; Margo's Mannikins; Bouldens, colored singers and dancers; and special holiday pictures by the kinetograph. A new edition of the popular "Keith A B C for Children" has been prepared, and will be ready for distribution.

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HOW TO READ BOOKS.

BY ALBERT BUSHNELL HART, PH. D., LL. D.,
Professor of History in Harvard University.

[From *Christian Endeavor World*, November 14, 1907.]

What are books? Ask a fire-insurance adjuster, and he will tell you that they are sheets of paper, stamped with printed characters, enclosed in more or less costly bindings, and worth very little when soaked with water or darkened with smoke. That is true so far as it goes; but the whole truth is that "the words of the wise are as goads, and as nails fastened by the masters of assemblies"; that books are individuals, the messengers of mind to mind and age to age, the carriers of civilization, the conservators of religion, the magic scrolls by which ancestors talk with the remotest generations.

Books are great men, who, like the records placed in a phonograph, lift their voices for anybody who chooses to hear. A shrewd old negro in reconstruction days taught himself Greek, and once remarked: "If only Homer, and Moses, and Abraham Lincoln could just get together some night, there'd be one of the biggest times that ever was in the world." But that miracle may happen in any library, and to any mind which chooses to read the *Iliad*, and *Genesis*, and the *Gettysburg* speech.

Most great men are either dead and gone or so hedged about that at best you meet them only once in a lifetime; but good books are perpetual personal friends, ready to step out the moment you open the covers, always willing to talk to you, and resigned to silence when you can converse no longer. Would you travel in a Roman merchantship? Take your seat in the Acts of the Apostles. Would you share in the outpourings of a lofty soul? Read "Pilgrim's Progress." Would you like to know how our great-grandfathers lived? Benjamin Franklin will tell you in his "Autobiography."

Books are not only entertaining; they are wise friends who give you what you get from few in the flesh—the best that is in them. You can hear Daniel Webster's greatest speech any day; you can share the sweetest that was in Nathaniel Hawthorne by reading his "House of the Seven Gables"; you may touch the deepest experience of Tennyson through his "In Memoriam." If no man is great to his valet, every author is great to the reader who sees him only at his highest. The world is enlarged by books; undying friendships are made in books; heart talks to heart through books; and you shall never be contradicted by your favorite writer.

To be sure, books are not the only links between mind and mind; periodicals and newspapers in some ways disturb the old-fashioned intimacy between reader and author; but the writer in the periodicals is, after all, only a visitor and not a guest in your intellectual mansions; often he is only an

entertainer, who comes into your drawing-room to give you a pleasant evening, and goes away without your really knowing what manner of man he is. The difference between the best magazine and the best book is like that between the agreeable acquaintance whom you meet on a railway train and your twin sister. The newspaper, on the other hand, is a piper in the market-place, to whom everybody listens for the moment, but of whom nobody makes an intimate friend.

If books are friends, how are they to be treated?

First of all, it is only politeness that you should listen to your friend's account of himself; and the first thing that the knowing man does with a new book is to look at the title-page, which is your friend's name, and bears the date of his birth; to read the preface, which is his explanation for being; and to run over the table of contents, which sums up for you your friend's experience and intentions.

This gives you the opportunity at the outset to disclaim friendship and repudiate your book if you see reason. For there are as many bad books as bad people, which is saying a great deal; and the first duty of the book-reader is not to read a great many things that come in one's way. There are dirty books that soil the mind, and leave an ineffaceable stain on the memory; there are untrue books which set forth what your experience of life tells you to be false; there are thousands of trivial and useless books, which are not worth the trouble of going beyond the "front matter," as the preliminary pages are called. The first caution is, therefore, to select your books as you select your friends because they have something to contribute to you.

There are people who judge of books as a lawyer does of a witness, by ignoring these preliminaries and plunging into the middle; and that is a good way to find out that you do not want to read a book; but it is very unceremonious to a good book, and is likely to lead you to the point where "they live happy ever after," before you have discovered what the difficulties and misunderstandings were which almost sundered the lovers. It is really quite as important to begin a book at the beginning as to start on a railroad journey at your own station instead of one midway on the line.

Among books as among people, you should choose for other reasons than those of fashion. There is nothing more extraordinary in American life than the desire of a million people to read a book simply because they are informed that five hundred thousand other people have read it.

* * * * *

Reading a few books is, however, only a part of the art; and in this period of teeming literature, when the booksellers' counters sag under the weight of really thoughtful and well-written books of every kind, the intensive knowledge of a few books must be paralleled by some acquaintance with a good many books. It is an excellent scheme to follow Emerson's dictum, "Read none but famed books," so far as to read at least one in several groups of typical books. In English fiction, be sure to read one novel of Miss Burney, one of Jane Austen, one of Cooper, as liberal in Indians and hairbreadth escapes as possible, one of Scott,

one of Dickens, one of Hawthorne, one of Mrs. Oliphant, one of George Eliot, one of Stevenson, one of Kipling. Unless you know these masters, what basis have you for deciding whether a new novel is good or original, or worth spending time upon? So it is with other fields of literature; if you have read no Byron, no Shelley, no Tennyson, how do you know whether there are still poets?

Naturally, in thus sampling authors you find some whom you choose for personal friends; you may become a votary of Jane Austen; of course you cannot get on in life without most of Dickens; you may safely look for every word that Robert Louis Stevenson has written. One of the greatest pleasures in reading is to feel that you have some standard of comparison within your own mind.

It is a great mistake to think that books should be written only for intellectual improvement, just as it is a mistake to talk with your friends on none but distinctly intellectual and moral subjects. Some friends are made to increase the pleasure of life by their fun, their lively accounts of their experiences, and their power to touch the heart. Mark Twain as a man and an author makes life better worth living; Mr. Dooley has his place in the world as much as Lyman Abbott; Henry van Dyke can tell you a rattling good fish-story or preach you an inspiring sermon.

TOK NOW THE TRUTH AND TO FOLLOW IT.

BY SUPERINTENDENT J. M. GREENWOOD,
Kansas City.

Man should be pre-eminently the truth hunter, and in this age all real teachers should stand forth as the great exponents of intellectual and moral honesty. They should be distinguished intellectually as the ones who can collect facts, arrange and classify them, and then deduce logical conclusions therefrom, and by the habitual practice of clear, distinct, and comprehensive thinking they ought to train their pupils to avoid sloppy, slipshod thinking, and to acquire habits of clearness and independence in the formation of judgments.

The object of this kind of training is to accustom pupils to conquer by separating a complex whole into its elements, and then to consider each element singly, and, finally, to unite them in thought by a synthetic process. The best attitude of mind is that which enables one to look at all sides of a complex proposition, whether it be concrete or abstract, and at the same time to concede to others the right of private judgment. No man is a free man who feels constrained to follow another in his thinking. Such a one is in leading-strings, and his views of truth and right are borrowed plumes. He is neither a truth hunter, nor a free man; but he wears shackles.

The kind of insight the teacher needs and must have is that which classifies knowledge and purifies it from everything that is ephemeral, erratic, and cheap. The eternal principles of truth, right, and justice are the foundation stones of real success, whether individual or national. Grandstand

play has no place in an honest man's life. It is the subterfuge of charlatans and demagogues. The work in the schoolroom is not composed of the rumors of the office, the counting house, the street, or the highways of travel. It is what has been wrought out in quiet study where transient gossip has no foothold. On this kind of brain food the mind grows by its own activity, whether of the little child or the aged man. The fountains of learning are everlasting fountains, refreshed by every thirsty mind that sips from the great reservoirs of unpolluted knowledge. Worldly fashions should never enter here. Each in his own quiet way works out his own problems of destiny. True moral and intellectual growth can only come when life touches life, soul touches soul in knowledge, feeling, and sympathy. We must divide the false from the true; everything that savors of deceit, ingratitude, the unreal, and the evasive has no place in a great and generous nature. Education of the right kind drives littleness and meanness out of the soul. Life must, therefore, be renewed daily from pure and unhallowed sources. The difference of such a supply is as great as that between fickle and true friendship; between real learning and whitewash polish; between true manhood and womanhood as is that cold glitter of friendship that chills the marrow in the bones. Each day's work should reproduce the outside world as it ought to be in miniature.

The problem of the teacher is to take these inchoate human forces as they exist in each child, and to combine and direct them into higher and purer forms of living, feeling, and acting than has ever been attained in the world's history. To quiet and tone the feverish activity that disturbs, confuses, bewilders, and dumbfounds a large majority of the American people and renders them the dupes and slaves of designing demagogues, to free them from prejudice and unworthy motives, is the task the teachers of America must perform. Calm, thoughtful, purposeful thinking and action are needed to control and direct the unorganized, misapplied, and wasted energies of our boys and girls. Teachers must keep their heads in this hurly-burly of haste, extravagance, misconception, and misrepresentation of all public matters, and

not forget that, in order to make a living, an assault against the forces of nature must be continually carried on daily for one to procure the means of subsistence. A teacher, as well as a speculator, may break loose from all the teachings of history and the accumulated experience of the race, and have a few followers; but the collapse soon follows and the end is a complete smash-up. We should keep constantly in mind that we are trying to level-up society, working somewhat at a mechanical disadvantage. Yet a larger number of persons are supporting themselves on a higher level of living than ever before in the history of our country. There is a drawback keenly felt by those who have not been so successful as some of their fellows in accumulating and in holding property values. On the other hand, one is seldom found who is envious of a fellow-being who has great intellectual, moral, and ethical endowments. Jealousy finds its real field among those who are, or have been, great captains of industry, the money makers and the money holders of the nation and of the world, forgetting that such acquisitions as denote inequality belong to standards in property, luxury, and physical comforts, but do not pertain to knowledge, virtue, honesty, moral and great intellectual endowments.

Whether all can be lifted to a higher standard of physical, intellectual, and spiritual existence depends entirely on personal ideals, and very little upon what charitable, municipal, and state organizations may distribute. Persons of a low, sensuous caste of mind cannot enjoy with any satisfaction what will give the greatest pleasure to the cultivated and refined. People can only be helped where they are and in the real world in which they live, if at all. It has been well and truthfully said that every nation has its advance guard, rear guard, and stragglers, and this is as true of school teachers and pupils as it is of any other body of people that may be found in any city of the world. Only a small portion of the human race through thousands of years of effort and progress has been able to emancipate itself from poverty, ignorance, selfishness, brutishness. The greatest uplift, however, has been in our own country; but we must lift the masses still higher.

The Old Year: The New Year.

A gate that my feet oft passed through
Was the portal to scenes of delight;
But one day I found it fast-barred,
And a tear of regret dimmed my sight.

Then another and wider-spanned gate
Came to view; and I parted with fear,
For it opened on a new paradise;—
'Twas the gate of a happy New Year.

—R. W. Wallace.

AMERICAN UNIVERSITIES. - (VII.)

BY W. W. ROBERTS.

COLUMBIA.

On a midsummer day of 1754 a group of eight lads might have been seen in the vestry room of the schoolhouse adjoining Trinity church, New York, for their first lesson from their one lone instructor, Dr. Samuel Johnson. If names are tell-tales of race, three of these lads were of English descent and five of Dutch. Their professor was an Englishman, a friend and pupil of Bishop Berkeley, and one of the finest scholars of his time.

So anxious had the learned doctor been to establish a new institution of higher learning and so slow to move in answering his many pleas for permission were the authorities, that he began his work some months before a charter was formally granted him. But tardy as was its coming, it arrived at last, and King's College was legally authorized. And this was the tiny acorn from which has come that wide-spreading educational oak on Morningside Heights to-day—Columbia University.

King's College was the fifth college established in the American colonies. Its predecessors were Harvard, William and Mary, Yale, and Princeton; and in the order named. All the five were founded by some branch or other of the church, and largely for church ends. Harvard and Yale had a Puritan origin, while William and Mary was Episcopalian, and Princeton Presbyterian. King's College, however, had the advantage of a broader church interest than the others, for on her first board of governors she had representatives of the Anglican, Presbyterian, Lutheran, Dutch Reformed, and French Protestant communions. The Anglicans sought to make the institution sectarian, but their proposition was out-voted. In its charter there was a clause committing it to more than the education of clerics, it was to be "for the instruction and education of youth in the learned languages and liberal arts and sciences."

Some features of the days when the college was founded have been forcefully presented by President Butler. The writings of Bacon and Newton were as yet quite novel. Kant had not yet produced his famous "Critique." Rousseau was just getting hold of French thought. Linnaeus and Buffon were busy with a new natural history. Gibbon's "The Decline and Fall" had just escaped from his unprofitable attendance on Magdalen College. Burke was not yet fully fledged, and not yet in Parliament. Washington was but a youth of twenty-two, Jefferson a playful boy of eleven, and Alexander Hamilton was yet unknown. Franklin was busy preparing the way for the University of Pennsylvania. The world of thought and knowledge of that time was quite radically different from that in which Columbia finds itself to-day.

The early days of King's College were days of stress and struggle financially. Its first funds—£3,500—came from a series of lotteries authorized

by the Province,—a method of raising means which was not at the time considered discreditable. Then additional support came from a meagre share of the excise money. Afterwards it was given over 50,000 acres of public lands, supposedly belonging to the province of New York, but which it subsequently lost, as it was found to belong to Vermont. Part of a farm was given it by Trinity church, and another farm by David Hosack; but for long years these were quite unproductive. The courage that kept the doors open and the classes full under such conditions was little short, if at all, of the heroic. In fact it was not until 1863 that income and maintenance were equalized, and not until 1872



NICHOLAS MURRAY BUTLER,
President Columbia University.

that the institution was freed from the accumulated debt.

But during all the strenuous years strong and brave and sagacious men had their hand on the helm. It is impracticable to rate all the presidents at their full value; it must suffice to say that they were, all in all, a remarkable body of men. Perhaps of them all—not to speak of the present incumbent of the presidency—President Barnard was the most advanced educator, and possessed of the most eager and far-sighted plans for the institution he both served and adorned. And his dreams for Columbia, as well as those of his predecessors, were ably seconded by such citizens as DeWitt Clinton and Robert Livingstone; by such graduates as Alexander Hamilton and Gouverneur Morris; and by such professors as Kent and Mitchell, and Davies and Anthon, and a score of others.

When the country got through with kings, it was thought best to alter the name of the college, and in a happy moment it was denominated "Columbia," a name that seemed to identify the institution with the new nation rather than with some eminent individual, as in several other cases. And ever since Columbia has sought to live up to the implication in her euphonious name.

Simultaneous with the new name came the establishment of definite faculties, of arts, medicine,

law, and divinity. But still it was but following well-beaten tracks in its methods of instruction. Then came desires for enlargement, which were the result of the prompting of President King. And from 1858 may be dated the more modern Columbia, as at that time it passed the mere collegiate stage, and took on the form of a university. And happily for the new university there came to its

psychology, educational administration, and kindergarten, elementary, and secondary education. The Horace Mann school, with 1,054 pupils, ranging from the kindergarten to the high school, is a school of observation for the students in Teachers' College; while the Speyer school, with 243 pupils, is a practice school for them.

Other features are the School of Domestic Sci-



TEACHERS' COLLEGE, COLUMBIA UNIVERSITY.

highest chair a man of colossal educational proportions, and with his eye not turned back upon a traditional college course, but rather towards the needs of the modern youth. It was due to President Barnard that Columbia came to provide, in addition to the customary curriculum, for making teaching a serious profession, and for the admission of women to larger educational opportunities. And the "Barnard" and "Teachers' College" of the present are the splendid outcome of his presidential dreams.

Columbia has shared in the almost phenomenal growth of the leading American universities during the past twenty years. Her student body for the university year of 1906-7 numbered 4,096, and the increase in attendance was second only to Harvard. In the arts course there were 419 women to 638 men. Teachers' College enrolled 743, Applied Science, 537; Medicine, 381; Law, 264; and Pharmacy, 254. The summer school attendance was 1,041. The degrees granted at commencement, 1907, were 812; while degrees and diplomas of Teachers' College were 884, making a grand total of 1,696.

Teachers' College has a corps of twenty full professors, who conduct the studies in the history of education, the philosophy of education, educational

ence, which was founded by a gift of \$400,000; and the Vanderbilt Clinic and Sloan Maternity hospital for medical practice.

But time would fail us to go over the list of dormitories, recitation halls, chapels, libraries, gymnasiums, etc., grouped on and about the Columbia campus. It must suffice to say that in these respects the equipment is as complete as architectural skill and money can make it. It may convey some faint idea of how expanded the university has become to be told that the apportionment for maintenance for the present college year is \$1,500,000.

In these days one cannot allude to any of our greater seats of learning and omit its relation to athletics, as this is a subject which it would be perilous almost to ignore. Columbia is favorable to basket ball, baseball, wrestling, lacrosse, and rowing. Her crew has a fine practice ground on the lordly Hudson, which is close by her doors. The crew participates in the annual inter-collegiate contests at Poughkeepsie, and has done creditable work in them. But for reasons which she deems judicious she has eliminated football from her athletic pursuits. Persistent efforts have been made by her student body to have it restored, even with restrictions; but up to the present these ef-

forts have been negatived by the majority vote of the authorities. It is their opinion that it makes too serious a draft on the student's attention to be encouraged.

The present president of Columbia is Nicholas Murray Butler. He is one of her own graduates of the class of 1882. He pursued post-graduate work at both Paris and Berlin. He founded and was president of Teachers' College in 1886, and succeeded President Low as president of the university in 1901. In these few years he has proven himself an able administrator, and has achieved eminence as an educator. He is almost as well known in Europe as in his own country. By public address, as by his pen, he has done much to create and maintain high educational ideals. He is a man of large horizons; and as he is in the very prime of life he may yet be able to carry Columbia to still higher levels of efficiency.

THE PROFESSIONAL TRAINING OF THE TEACHER.—(II.)

BY PROFESSOR PAUL H. HANUS,
Harvard University.

[Stenographic Report.]

It is clear that high school teachers ought to know all they can about children and youth; it is pretty clear that they ought to take pains to know all they can about the development of children and youth, so that they may address themselves to their tasks with some general appreciation of what children and youth really are, and may address themselves to the education of the individual with the developed habit of studying the individual. It may be said, of course, we know children and youth; we have had them with us always; we know them; we know what sort of people they are; we know what they need. Now nobody says that about the weather, and we have had the weather with us always, but no layman undertakes to predict or forecast what it is going to be like except in the immediate future. We know about trees; we have had them with us always, but when it comes to cultivating the tree, developing the tree with a purpose, or a fruit, or any other living thing, an animal, when it comes to doing that, we take pains to discover the nature of the thing we are dealing with from the beginning to the end. As a part of the teacher's professional training, he should study children and youth, so that he will have as the background of his study of each individual the general knowledge which the recorded experience of those who have studied children and youth in some effective way supplies.

A few years ago we had no literature dealing with this subject. To-day we have some. It is not nearly as good as it is going to be; that is a part of the growth which we are now making, but he, who would decline to acquaint himself with that literature to-day simply because it is not as good as it ought to be deliberately turns away from the assistance which he needs in carrying on the very important work with which he is charged.

This study is otherwise known by the name of the study of children and of adolescence. It is a part of educational theory, and is often called educational psychology, although educational psychology is broader than that. Any one who has studied in this particular field knows that what we do not know to-day is very much more than the little that we do know, but that the little we do know is so important that it is indispensable. It is therefore the duty of every teacher before he enters on his profession to study it, and of course it is also the duty of every teacher who is already engaged in his work to study it.

The field of educational theory is, of course, broader

than what is called educational psychology. The study of educational theory comprises, also, a thorough examination of what our contemporary educational aims, what our educational needs are, and whether our methods of teaching and management are satisfactory; whether, in short, our schools are accomplishing the ends for which the schools exist.

In the division of labor in organized society, education has been assigned to the schools and the teachers; and it is our duty to shape that education in such a way that the intention of society will be realized. The public want good schools, but they don't know what good schools are. It is our business to tell them. It is our business, also, to tell them the cost of good schools. It is their business to decide then whether they want those schools and whether they want them at that cost. Now what happens under such circumstances? Most teachers are routine teachers, conscientious routine teachers, to be sure. They teach their Latin, their algebra, their geography, their modern language, chemistry, manual training, whatever it is; but they teach it too often with no conception of the significance of that work in relation to the total work in which they are all engaged. They teach algebra, manual training, and chemistry as faithfully as they can, but that is the end of it. Most young teachers who enter upon their work without professional training grow for a little while, until they have beaten out a fairly successful routine,—two or three years, maybe five,—then they stop growing and fall into the jog-trot of routine. They are dead at the top after ten years' experience, and they never grow any more. I am sorry to say that I think it is true that this characterization is not unjust. It fits a large proportion of our high school teachers and a considerable proportion of our elementary school teachers. They are inert, not realizing the importance of their profession. They see in it only the performance of a daily routine, a routine which means merely procuring them the bread and butter which they need. Everybody knows the disadvantages of a deadening routine.

SALARIES AND PENSIONS FROM THE POINT OF VIEW OF THE COMMUNITY.

BY LINCOLN OWEN,
Principal Rice Training School, Boston.

[Discussion of the paper by Payson Smith in issue of December 19.]

It has been my privilege to study this question from the standpoint of the teachers and the public of Boston. It is a state problem. There is a great value in high salaries to any community that pays them. A pension is due the teachers as a simple matter of justice. A generous retiring allowance will tend to improve the service by relieving it of superannuated teachers and by bringing in young blood. It will induce ambitious young men and women to become teachers. Speaking as an individual, I would rather not have a pension; speaking for the community and for the great mass of teachers, the community needs a pension and many of the teachers need at the time of retirement a pension or some form of retiring allowance.

No community, unless perchance it be in New York, has paid adequate salaries. The statement is often made, our community cannot afford to pay adequate salaries. In New York, when they found that it was necessary, in order to save the metropolis of the country to put sufficient money into the schools, they went to the legislature, and by one act they established salaries that were adequate,

and a pension system that stands as the ideal pension system of this country.

Half pay, that is ideal, half pay, one-half of it paid by the municipality, and the other half paid by the teachers themselves, would, in my judgment, be a rational scheme. All over the country we have established annuity organizations, and they have been doing for a great many years their beneficent work. In the language of Joseph Cook, "these institutions are efficient, but not sufficient." They have done splendid work, and are continuing to do so. Personally, I am in favor of a pension scheme, a part of which is provided by the teachers themselves. I am in favor, not of the extravagant pension system that they have in the city of New York, but of a more modest pension system that would provide a community like Boston and the surrounding cities a retiring allowance for a grade teacher of at least a dollar a day. That is modest, reasonable, and fair. I think it is to be expected. I believe it is coming.

It seems to me that we are not ready at the present time to start off upon a campaign to secure a pension system for the country. I believe we are not ready to start off on a campaign to secure a pension system for the Commonwealth of Massachusetts. It takes a good deal of time to educate the people. It takes a good deal of time to determine the probable cost of things, and legislatures are not ready, and cannot be made ready, to take up a big subject like this, unless somebody of intelligence and capacity and known wisdom can put his finger on things and say such things are likely to happen, and the cost will not exceed such and such sums. We have no data to enable anybody, with reference to a state pension system, to determine the approximate cost.

We have had some experience in the city of Boston that we believe is valuable in that direction. For seven years we have had in operation an organization known as the "Boston Teachers' Retirement Fund Association." For some nineteen years we have had in operation an organization known as the "Teachers' Mutual Benefit Association." Those two organizations have given us for the city of Boston a lot of data and information with reference to this city. We are ready to argue and discuss the question with reference to this municipality.

It is true they have gone on in Maryland, and adopted a pension system that will pay to teachers in that commonwealth as they retire \$200. It is true they have established a pension system in Indianapolis that will pay to retiring teachers who have taught twenty-five years or more \$325, and an increasing amount for longer terms of service. Other municipalities have adopted pension systems. While that is not the ideal way, and the ultimate result will not be ideal for individual municipalities to start in and help their independent municipal system, I personally believe that that is the only way in which we can educate the public to a universal pension system. I have no doubt that during the present winter this matter will be discussed before the state legislature with reference to the city of Boston. The larger mu-

nicipalities,—the metropolis of each section in our country, in my opinion, has got to make the campaign, and prove the efficacy of money put into a pension system before the general government or the states very generally will take up the matter. To me it seems that the fundamental community problem, and teachers' problem, is the problem of providing adequate funds for the accomplishment of things that are to be done. Taking our country as a whole, taking our commonwealth as a whole, it has been made very clear to us that salaries today are entirely inadequate.

During the past year the teachers of boys' schools in the city of Boston assembled in one of the schoolhouses to consider the question of more adequate pay for them in view of their rather strenuous life and difficult problems. By a vote almost unanimous they said, if it is the choice between the two, more pay or fewer boys, by all means fewer boys. That is one feature of the problem that must be considered in attempting to do things that shall in the best way benefit the community. In our metropolitan centres we are assigning altogether too many children to the teachers. That will take additional money and we must be equal to the task of asking in an effective way for the money to reduce the number of children to a teacher, that they and the teachers themselves may be properly taken care of. But even then this perennial problem remains of improving the service by making it possible for a teacher to retire at the time that she ought to retire for the good of the service and for her own comfort.

A great many young people who go into the work of teaching are not in the race at the end. In the city of Boston hardly one in five of those who enter the service of teaching are there at the time when they would be eligible for the pension. I myself do not look upon the pension feature as a strong factor in securing the service of able men and women. It would be one factor provided it is a pension large enough, but the fundamental and primary factor in securing able men and women in our schools is a high salary paid now, when they are beginning, or assured within a few years.

The two points that are immediately before us for consideration are higher salaries for teachers in every municipality, no matter how humble, and smaller classes for the teachers to work with for the good of the children.

Abroad, the pension system is quite universal. The Munich system is one that has been discussed here most fully and most thoroughly. I was a little surprised myself to find that, while it is called a municipal system, the moneys for it are very largely supplied by the teachers, who submit to a 4-per cent. reservation from their salary that a 30-per cent. pension may later be paid to them. It seems to me that any reservation from a teacher's salary that exceeds 2 per cent. of the salary is too high.

I have attempted to answer very briefly and hurriedly this question: "Why should the community establish and pay for a pension?" I would like to say just a word upon a second question: "What would an adequate pension system cost the city

of Boston or any other metropolitan community?" I will take up just a few moments on that point.

In a single community like Boston or New York we can determine the factors that enter into the problem: How many teachers there are of every age from eighteen up to seventy-five or eighty or eighty-two. We can ask the actuary, and he will tell us how many of those teachers are annually arriving at the age of sixty and will for the next thirty years. What is the largest possible number of pensioners you are liable to have any one year? You can determine the actual number provided everybody retires at sixty or sixty-five or seventy, or whatever age you fix upon. Personally I am not in favor of any compulsory age, and I find that teachers very generally are not. It would be unwise for a municipality like Boston or New York, it seems to me, to fix upon a compulsory age for retirement. People differ. Allow those who need to retire at fifty-five or fifty, or whenever disability comes, to retire and give them a retiring allowance, and those who are competent and physically and mentally able to continue beyond sixty, allow to continue. If it should seem wise ultimately to draw a top line at sixty-five for some ranks and seventy for others, that is a matter to be adjusted. Personally, I am not in favor of drawing any line.

To establish a pension system in the city of Boston that would give to the teachers approximately 20 per cent. of the salary would cost at the end of the thirtieth year,—well, how much? Lay it before any individual teacher or any individual insurance man, and it seems a pretty blind problem. In the city of Boston, at the end of the thirtieth year on a very conservative basis you would have approximately five hundred pensioners, at the end of thirty years starting at the present time. Whatever the pension be made, it is a matter of multiplication, what would be the annual expenditure, the expenditure that you find at that time is likely to double every thirty years. The school population in the city of Boston has doubled during the last twenty-seven years, and it will, in all probability, continue to double at about that rate.

The problem is a big one. We are ultimately to have, in my opinion, a pension scheme. I hope that at the present time we shall not take action looking toward an attempted inauguration of the scheme to place before the legislature a bill trying to secure a state pension for the teachers of this commonwealth. When that question does come up for discussion, I hope that it will be found that every teacher in the city of Boston is a member of the Boston Teachers' Retirement Fund Association. I hope it will be found that every teacher in Malden, Cambridge, Melrose, and the other communities in the line of towns outside of Boston, who are eligible to be in the Teachers' Annuity Guild, will be found in that organization.

At your various county meetings the matter is laid before you, and as I understand it, generally laid before you on the basis of its being financially a good investment for you to enter that organization. If I were to appeal to you I should say: "You are teachers; this is a teachers' organization.

It is your professional privilege and your professional duty to be a member of that organization." So I say that, when a few years hence this matter comes up to be argued before the legislature, I hope that it can be shown that substantially all teachers who are eligible to that organization and similar organizations throughout the commonwealth will be enrolled in the membership. The most of us enroll ourselves in such organizations, not to get a financial return, but because there is need in the community in which we live, in our own profession, that teachers should be members of such organizations, and should pay the modest, moderate annual dues.

WHAT THE HIGH SCHOOL SIGNIFIES.—(II.)

SUPERINTENDENT WILLIAM E. HATCH,

New Bedford, Mass.

[The following was received too late for use with the Symposium in issue of December 12.]

The high school is a comparatively modern institution. Seventy-five years ago there were but three in the whole country. At the close of the Civil War there were about 150, while to-day there are over 7,000. Organized at first in the older and richer parts of the country, chiefly in cities, they are now found in nearly every city and hamlet throughout the land. The increase in their number has been most marked during the past twenty-five years, and now the school system of a town of any size is not considered complete without its high school.

At first the curricula of these schools were narrow, and were restricted to the ordinary English branches, with a small amount of higher mathematics, and a modicum of Latin and of Greek for those who wished to enter college. Now their curricula are broader than those of many of the colleges of thirty years ago, and with electives open to every student that he may choose those that best meet his wants.

The high school, therefore, signifies to its students of to-day opportunity, and such opportunity as never before has been offered. If they wish to prepare themselves for college they may do so with a thoroughness and breadth of knowledge that was not possible twenty-five years ago; if they wish to fit themselves for a technical or scientific school, and thus prepare the way for an industrial life, adequate means are provided for them to do so; if they wish to enter commercial life, the high school offers them courses which will enable them upon completing school to earn at once a livelihood, and with experience gained to occupy the higher places in the business world. Moreover, the high schools of to-day are being taught more and more by better educated and better trained teachers, refined men and women, all of whom are to a greater or less degree specialists in the subject they teach.

So I repeat that the high school signifies to its students opportunity. Is it appreciated? By some, yes; by far too many it seems not to be. From all classes of high schools comes the same tale. Only about fifty per cent. of those who enter remain to graduate. And it is not the fact that the majority of those who leave are forced to do so because their services are needed to help provide for the family larder. There are some so unfortunate it is true; there are others, a few, who fail on account of their health; but the greater number fail because they lack that earnestness of purpose and willingness to work, qualities which overcome obstacles and bring success whether in school or in the larger world for which school is the preparation. A high school principal said to me recently: "At the first sight of hard, earnest work, many pupils are ready to quit and leave school."

It has been claimed in the past that high schools did not offer to the students who entered them the branches of study which would meet their wants if they did not desire to pursue the studies in higher institutions of learning and that more practical studies should be offered such as would enable pupils upon graduating to begin at once to earn their living. This was a just criticism upon the high schools of the past, but it does not hold good to-day as I have shown. But while the opportunity has been broadened, and instruction has been provided to meet the wants of those who are to go from the high school to their various vocations, there remains the fact that a large percentage of those entering the high schools do not complete their course, or, if they do, get from it much less than they ought or might.

It is a critical time for both boys and girls when they leave the elementary grades and enter the high school. They are at once given more liberty; they form new associates; their social horizon is enlarged; and they must depend more upon themselves in the preparation of their lessons. It is a time when they need most the watchful care and guidance of both parents and teachers, a time when there should be the most cordial co-operation between the home and the school. Many pupils have failed of success in the high school because there was wanting the proper co-operation of parents with the teachers when their children were wasting their time and contracting bad habits.

To those, then, who enter the high school with the purpose of making the most of their time and talents, there

need be but little disappointment. They will acquire much useful knowledge; they will learn to apply that knowledge to acquiring more, whether it be in higher institutions or in vocations which they may enter upon at once; they will be sufficiently trained to perform well the duties to which they may be called; and they will have acquired a strength of character that will make them useful and honorable citizens. The world is waiting and welcoming all such and the supply is not equal to the demand. One never hears a graduate of a high school, who made the best of his time there, regret having attended it. But how many recognize when it is too late the value of a high school education and training.

JUSTIN H. SMITH,

Professor Modern Languages, Dartmouth College.

Cairo, Egypt, November 22, 1907.

I wish the high school boys of America could all travel in Syria as I have been doing and see how the youth are eager to obtain an education and get to America. The exodus is so great that enough to do the work do not remain in the old homes. Opportunities so coveted by those lacking them are certainly worth making the most of. Were anything needed to re-enforce the lesson a visit in this ancient land would provide it. The wealth of the Pharaohs has taken flight. Their power has vanished. Their cities are buried in dust and almost in oblivion. But the knowledge of their wise and studious men, inscribed in the tombs, preserves their fame and brings us from the ends of the earth to admire their achievements.

These and kindred ideas are naturally uppermost in my mind at present.

COLLEGE ENGLISH.

BY EDITH GILES.

CARLYLE'S HEROES AND HERO WORSHIP

OUTLINE OF LIFE OF THOMAS CARLYLE.

I. Early Life.

- (a) Education began at home.
- (b) Prepared for university at Annan grammar school.
- (c) Studied at University of Edinburgh, science and mathematics, but left without taking a degree.

II. Intermediate period between college and Carlyle's settling in London in 1834.

- (a) Left college without a degree in 1814.
- (b) Three years of teaching not as a profession, but merely as means of support.
- (c) Attempt at law, but to no purpose.
- (d) Tutoring.
- (e) Marriage to Miss Jane Baillie Welsh.
- (f) Writing for reviews.
 - (a) Living near Edinburgh.
 - (b) At Craigen puttock.
- (g) Important work, "Sartor Resartus," written at Craigen puttock.

III. Literary Life.—

London, Cheyne Row, Chelsea.

- 1835 "French Revolution," published 1837.
1837. "Lectures on German Literature."
1840. "Lectures on Heroes and Hero Worship."
1843. "Past and Present."
1845. "Letters and Speeches."
1850. "Latter Day Pamphlets."
1851. "Life of Sterling."
1852. Trip to Germany, to collect materials for Frederick the Great.
- 1858-1865. "Frederick the Great" published.

* Miss Giles uses the Riverside edition, Houghton, Mifflin & Co.

1865. Elected Lord Rector of Edinburgh University.

IV. 1866-1881. From death of Mrs. Carlyle to his own death, period of desultory work.

A preparatory study to "Heroes and Hero Worship."

First period—education, to Carlyle's leaving the university.

Thomas Carlyle was of Scotch parentage; his father was a man of great force of character, temperament, and intellect, which force his son inherited in even a greater degree; his mother had a sweet and sympathetic nature, with much ambition, and her character also appeared in her son, intensified by his strong temperament.

Carlyle received his first teaching at home, and doubtless was inspired with ambition by his mother. His first school was the grammar school at Annan, preparatory to the university, where he was drilled in facts and rudiments, but where he missed what he most desired—the study of the living work of live men. From the grammar school he went to the university at Edinburgh, where he learned science, and was trained in mathematics, but where again he missed what his nature craved—the human part of books. He left the university without having taken a degree.

Carlyle's literary life may be divided into three periods: The first from the time of his leaving the university to the time of his going to live at Cheyne Row, Chelsea, London; the second, his life in London, the period of literary work growing greater and greater in achievement, and completed in the publication of the last volumes of "Frederick the Great," in 1865; the third, the period from 1866, when Mrs. Carlyle died, to 1881, when Carlyle died, a period of honors and triumphs won by the work of his earlier years, and of some writing, but of no great literary accomplishment.

When Carlyle left the university, without a degree, the first problem that confronted him was what to do to make a living in the immediate future, and what pro-

fession to make the work of his life. His parents had intended him to enter the church, but that was impossible to him; he had grown so far in liberal thoughts that he could not preach as he would be expected to preach from the pulpit of the Kirk of Scotland. Then he tried to make law his profession and began to study for it, but this was as impossible to his temperament as the ministry was. His teaching was not more satisfactory, but it was a means of support, and when he became tutor in a wealthy family at least he provided for material wants. The first part of this period was, therefore, one of both mental and physical suffering, physical suffering because he had weakened his constitution in his attempts while at the university to make small means go a long way; mental suffering because of his own disappointment in himself, and in disappointing his parents in their ideal of his life; and greater than either of these, the suffering of the struggle to keep his faith, when he found that he could not keep his creed. But he came safely through these hardest years of his life; he earned his daily bread; he began his literary work with his "Life of Schiller" and a translation of "Wilhelm Meister"; and he kept his faith, unto a greater and deeper and more glorious sense of the religious experience than he had known before.

The second period of Carlyle's life and work began with his marriage to Miss Jane Baillie Welsh. Mrs. Carlyle's temperament was equal to his own in vigor; and intellectually she was well able to be critic and encouraging, even supporting companion, to her husband. She was brave, and she was loving unto the end; and Carlyle loved her as only a great, rugged soul can love. Whatever may be said of them or that they may have said of themselves in published letters, these facts lift their married life to a high plane of experience, if not to an altogether happy one.

The first part of this experience and the second period and of literary trial. The Carlyles lived on a country farm at Craigen puttock; during these years Carlyle wrote miscellaneously, making literary life his object, and "Sartor Resartus" his personal work and joy. In "Sartor Resartus" he looked clearly and directly into his own heart, and wrote out of it the truth and faith that he had won in his earlier struggle. No great success, that is, immediate success, marks this period, for "Sartor Resartus," though successful as a work, was not immediately successful in publication. However, the period was one of such growth that Carlyle found it necessary to go to London to live, where he could find the atmosphere and the resources necessary for his work.

Carlyle's London experience began in straitened circumstances, and in literary toil. His miscellaneous writing went on and "Sartor Resartus" being published, he began his "French Revolution." The first volume, on which he had spent five months of hard work, was carelessly destroyed and had to be entirely rewritten. Three years passed after Carlyle's going to London before the "French Revolution" was ready to be published, but from the time when it went to press, Carlyle was one of the world's recognized "great writers" for his own time, and for all time.

Between Carlyle's coming to London and the death of his wife in 1863, one great work followed another; some of his books being first written and delivered as lectures. The climax and end of this work was his life of Frederick the Great, published in 1865.

With the death of Mrs. Carlyle the great inspiration and motive of Carlyle's work was gone. He was sad, and growing old and feeble. He wrote to the end of his life, but at the last by dictation, for his hand was too palsied to guide his own pen. These last years were full of honors,—the highest tributes were paid him by England and by Germany, but he was always the man of great and simple heart, who had lived to do his work,

and having done it, was satisfied beyond the gratification of titles, and of orders, and having rested from his labors, his works do follow him.

APPLIED SCIENCE.*

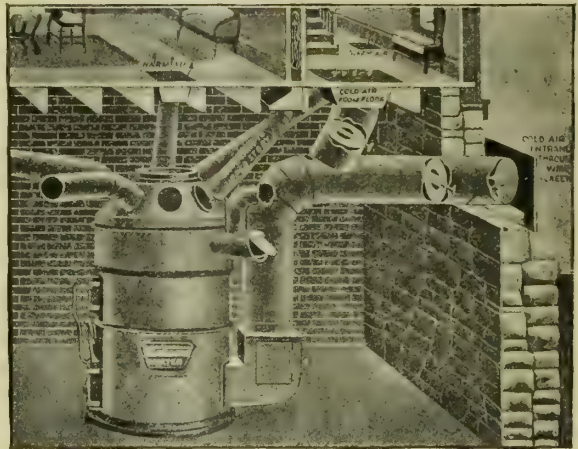
(X.)—THE HOT-AIR FURNACE.

Study of a Diagram.

A LABORATORY EXERCISE BY JOHN C. PACKARD,
High School, Brookline, Mass.

Introduction.—The fundamental principles underlying the operation of the hot-air furnace, so commonly used in this country, are of the simplest order.

The furnace consists of a large stove, usually of cast iron, surrounded by a casing or jacket of galvanized iron or brick. The cold air from the out-



side entering this jacket at the bottom through the "cold-air box," becomes heated by contact with the hot stove, expands, grows lighter, is pushed up by the colder air below, moves onward through the large pipes extending from the upper end of the jacket, and finally enters the rooms to be heated through registers in the side wall or in the floor.

This process of distributing heat throughout a substance by creating a circulatory motion within the substance itself is called convection. The movement of air may be made continuous by allowing the air to flow back to the furnace, after it has become chilled, through a return pipe, to be heated over again, or by providing some way of escape for this cooler air through an open fireplace or a register opening into the chimney flue. If there is no possible escape provided, the influx of hot air will soon cease. Our houses are generally so open, however, about the doors and windows that but little difficulty is experienced on this score.

Object.—To give practice in the Interpretation of a Diagram and to teach the main facts concerning the Operation of a Hot-air Furnace.

Apparatus.—The appliance to be used in connection with this exercise consists of a finely executed diagram printed upon heavy calendered paper, 5 1-2 inches x 8 inches, of a system of house heating by means of a hot-air furnace. These

* Copyrighted by John C. Packard.

diagrams may be had for one cent each of the Walker Pratt Manufacturing Company, Boston, Mass. A copy should be provided for each pupil.

Directions.—

1. Examine the diagram in detail.
2. Write a brief description of the plan, stating clearly what the diagram is intended to show.
3. Write an article upon "The Hot-Air Furnace," embodying correct answers to the following questions, the necessary information to be gathered from the diagram, your text-book of physics, the books listed below, and your own experience.
4. Secure a catalog from the makers of the furnace used in your own home, if your house is heated by this method, and write a brief description illustrated by the use of cuts from the catalog of your own home plant.

References.—Commercial catalogs, Walker & Pratt Manufacturing Company, Mass.; Kelsey Heating Company, Syracuse, N. Y.; E. B. C. Bibb Company, Baltimore, Md.; ("The Care of a House,") Clark, MacMillan & Co. 283 pp.

Questions.—

1. If the coefficient of expansion of air is .0036, and the temperature—difference between the outside air and the hot air coming through the registers—ranges from 0 degrees to 100 degrees C, what relation should exist between the cross section of the cold-air pipes P and the sum of the cross sections of the pipes marked J?
2. Upon which side of the house should the cold-air box P be placed? Why?
3. Why is the hot-air pipe leading to the second story made of smaller cross-section than that leading to the first story?
4. What provision is made for exit of air from the rooms? Suggest several good schemes, stating advantages of each.
5. Indicate by means of arrows the probable course of air currents in the room at the right upon

the first floor, and at the left upon the second floor, on the supposition that there is a fireplace near the centre at the back of each room.

6. How do you account for the fact that when a new fire is started smoke sometimes comes up through the hot-air pipes, dust and ashes also when the fire is vigorously shaken? How can these annoyances be avoided?

7. What advantages does a galvanized iron cold-air box possess over a wooden one?

8. Object of the dampers K? Why will not the registers at L answer the same purpose?

9. Object of the damper at Q? What will be the effect upon the circulation of air if Q is closed and R open? If R be tightly closed also?

10. Describe in detail the check draft at N with a clear explanation of the principle upon which it is supposed to work.

11. Coal gas occasionally comes up through the hot-air pipes. Is this a serious matter? How can it be avoided?

12. What is the object of the slide in the upper door of the furnace?

13. What is the purpose of the drum B?

14. Distinguish between what is known as the "direct draught" and the "indirect draught." Is any such arrangement shown here?

15. It sometimes happens that one register in the house will appear to be cold and the room chilled while all the others will be working. Explain and suggest a remedy.

16. Suggest several causes of poor draught, with remedies.

17. It occasionally happens that the delivery of air to some room, remote from the furnace perhaps, is very slow and sluggish. Mention several possible causes, with remedies.

18. What is the latest opinion concerning the utility of the hot-water pan G?

NOTE. A small model of the Kelsey Kfurnace may be had from the manufacturers in Syracuse for the sum of five dollars.

PUBLIC SCHOOL MUSIC.

MUSIC CREDITS IN THE HIGH SCHOOL.

BY ELIZABETH BILLS,
Sioux City (Iowa) High School.

[Discussion of Mary Reid Pierce's paper in issue of December 5.]

Miss Pierce has most ably set forth the value of music in public instruction. This valuation and the plea for a music elective course as a major study in the high school—are not these matters worthy of thoughtful consideration?

As was stated, music has always had an important place in the long history of education, having been ranked in the first course of representative subjects. The ancients taught that music was the essence of all that was good, just, and beautiful; that it was the very foundation of all moral and religious culture; and that it was not only the handmaid of morality and religion, but also of history, poetry, philosophy, and ethics. These many-

sided views are still admitted, yet the study of music in the secondary schools for several decades has been comparatively neglected, due to such causes as the rise of the sciences, the swift changes in the content of public instruction, and the university movement. To these might be added the non-appreciation of the educational worth of music in an age leaning toward commercial and industrial values.

As a more equitable view prevails of what the scope of public instruction should be, the claim of music to an equal rank with other subjects is being recognized, based upon the same reasons for which other subjects were admitted into the curriculum—the vocational and the educational values.

In regard to the vocational value of music, the present movement, of which Miss Pierce has

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EDUCATIONAL SPECTATOR.

THE WASHINGTON SITUATION.

Of all inscrutable situations, non-ravelable tangles, and unsolvable problems, educationally, that at Washington takes the prize.

For a third of a century the editor of the Journal of Education has been to every city in the country and studied at first hand the conditions whenever there was public interest in the outcome of a contest. This is especially true of Washington in its threatened upheaval of 1892, its great overturn of 1900, and the uprising of 1906. If information could signify then he ought to know what is doing there in 1907.

During the twenty months of the new regime he has visited the city several times, has been in touch with the superintendent and has followed the official doings and unofficial gossip in the press. No effort has been spared to know the causes and effects, motives and purposes in the triple twisted knot in which the school affairs are tied at the present time, and it is humiliating to confess that there is, in the situation, much that he cannot understand.

This is the more annoying because the general interest in the situation is greater than it has been in the affairs of any other city in all of these years. The few facts that appear to be established will be given with some interpretations and a few guesses.

For about twelve years prior to 1900, Superintendent Powell gave the city as progressive school work as there was in the United States and the city was the Mecca of alert teachers and superintendents from all sections of the country. He had previously made a national reputation for progressive ideals at Aurora, Illinois. In 1892 there was a congressional attack upon the schools resulting

in an investigation by a commission, of which Dr. William T. Harris was the chief factor, and the report was largely a laudation of the work done by Superintendent Powell.

Mrs. Ida Gilbert Myers, a graduate of Oswego, was head of the city training school, and until about 1897 this school and the superintendent were in hearty accord, each receiving high praise for the notable achievements. For reasons not at all clear, reasons personal not professional, there was a division of interests about 1897, creating an acute situation resulting in the great upheaval of 1900 in which Mr. Powell was deposed and his assistant, Mr. Stuart, succeeded to the superintendency. Mrs. Myers became his assistant and Miss Anna Godding, her assistant, was promoted to the principalship of the training school.

In 1906 an entirely new administrative scheme was adapted. Provision was made to secure a board of education, appointed by the supreme court, which should entirely eliminate party and congressional politics and secure an expert superintendent with large powers and limitless opportunities.

The conditions were not as attractive to the superintendents of the country as had been anticipated and men like Kendall, Pearse, Van Sickle, Gove, Carroll and Balliet declined to consider it. Dr. William E. Chancellor of Paterson, N. J. accepted the position and entered upon his duties in the summer of 1906.

He promptly eliminated Mrs. Myers from the system, and this act was, apparently, the cause of early and bitter attacks in the public press. Of this action he said in the issue of the Washington Star of November 17, 1907, "I believe Mrs. Ida G. Myers has been terribly wronged simply because her natural ability aroused the jealousy of others in the school system."

There soon developed acute friction with the colored school situation. About one-third of the pupils, teachers and members of the Board of Education are colored, and much of the criticism of the superintendent in the second six months of his official life in the city was due to this fact.

For one entire year the board of education supported Superintendent Chancellor with great unanimity, accepting for itself much of the criticism that came to him.

In August, 1907, for reasons not entirely clear, the unanimous support of the board of education was changed to unanimous suspicion, this in two months to unanimous opposition, this in an other month to a unanimous request for his resignation with a prodigious array of charges followed by a trial by the board extending over many weeks. So much for the facts.

The spectator spent a long afternoon, December 11, at the trial, when the superintendent's lawyer presented his side of the case and the following opinions seem justified. First Dr. Chancellor contends that the board of education ought not to sit in judgment after having unanimously formulated the charges upon which it is trying him. To this the board would say that it had a right to dismiss him without a public hearing but that it chose, gratuitously, to give him a chance to lay before the

public any mitigating circumstances that he saw fit.

Second, that the board of education admits that he is an eminent educator, highly regarded professionally, a bright, brilliant, and brainy man.

Third, that his lawyer admits virtually that his impetuosity and his public and private criticisms of the school system, the teachers, and the board of education justify the board of education in feeling aggrieved.

Fourth, that the board of education considers him "impossible" as the head of the schools of the District of Columbia after the experiences of the past few months despite his professional talent, equipment, and experience.

Fifth, that his lawyer considers his inspirational leadership, scholarly attainments, and professional eminence such as to make him of inestimable value to the district and that the board of education ought not for a moment to allow its pride or comfort to weigh as against his attainments and service to the city schools.

A LITTLE CHILD IN THE MIDST OF THEM.

The most effective incident that I have seen in a teachers' institute was at Clarinda, Iowa. The teachers had been together for a week. The superintendent was a young woman, a college graduate with experience as principal of a school in Helena, Montana. It was the close of her first year as a county superintendent.

The year had been filled to the brim with the doing of things. The institute had been exceptionally helpful in incentive and inspiration. It



was the last hour, and a special order of exercises had been printed which consisted merely of the names of the lecturers in the order in which they were to speak briefly—the last being "The County Superintendent." There were no introductions. One of the lecturers, a professor from the state university, had been there on three successive years and was not to return next year, so that the teachers made him a present, publicly. Everything contributed to throw a halo about the final minutes of the institute. Indeed the week had been simply glorious for the young county superintendent as she arose for the last word.

She had gone about half way to the platform when she paused, turned toward a little girl of three or four years old sitting with her aunt in the audience. "Come here a minute, Gladys," she said, and the little flaxen-haired girl took the hand of the county superintendent and they walked to the platform, where the little child was placed standing in a chair.

"I can say nothing." Every eye in the room moistened. "The week has meant so much to me. I can only place this child in your midst and say that to you—to us—will be entrusted for ten months such as she is. From them we are to learn, from us they are to learn, from them the manhood and womanhood of the future will come. Our privilege and responsibility are beyond expression. Good-by," and Jessie Field had made the noblest talk to teachers that I have heard.

VICIOUS INJUSTICE.

The expression of reactionary sentiment on President Roosevelt has already gone too far. We were of those who were inclined to resent his utterances on simplified spelling and nature fakers, but those who expressed themselves freely on these incidental experiences had no thought of disrespect, much less of opposition or antagonism.

Now scarcely a day passes in which some new and eminent American does not express in ridicule or epigram sentiments both unjust and vicious, and the effect is clearly discernible upon the people as one can but appreciate who is thrown in with all classes of persons in all sections of the country.

In this there is no justice for the elements for which Theodore Roosevelt was almost universally admired for nearly ten years are as real to-day as they have ever been. Of honest and noble purpose, fearless even to recklessness, personally upright and clean, almost to fanaticism, patriotic even to religious devotion are characteristics which outweigh incidental and temperamental ebullion in matters which do not concern him.

THE BIRTHPLACE OF THE FLAG.

The directors of the American Flag house and Betsy Ross Memorial Association have decided to present to the city of Philadelphia the historic building at 239 Arch street, where Old Glory was born. Immediately after the meeting adjourned the sub-committee on transfer of the property, headed by Dr. Edward Brooks, president of the association, went directly from the Flag House to the city hall and made a formal tender of the ancient little edifice, which was accepted by the mayor, who thanked the donors.

"The house," said Dr. Brooks, "was offered as a gift to the United States government two years ago. A committee appointed by this association went to Washington for that purpose, but the Congressional committee on public buildings declined the offer. It is the thought of the board of directors that either the city government or some patriotic organization of Philadelphia should own this building and have charge of it. The Betsy Ross house is a centre of great public interest as

the birthplace of the American flag, and is visited by between 300 and 500 people every day. The visitors come from all parts of this country and even from foreign lands. The house is to many persons a more interesting object than even Independence hall, on account of the romance that clings around it—the story of the patriotic young widow who made the first American flag at the request of General Washington.”

THE GEOGRAPHICAL MEDAL.

The National Geographical Society is the largest organization of its kind in the world, with 30,000 members and an annual income of \$80,000. Gardner Greene Hubbard, the first president, and really the founder of the society, left a fund from which a gold medal is to be awarded on occasion to those who make important contributions to the sum of geographical knowledge. This medal was recently awarded to a Norwegian, Captain Roland Amundsen, for being the first to make the Northwest passage and for definitely locating the magnetic north pole. Captain Amundsen, by his careful and scientific observation, has increased the sum of the world's knowledge with regard to the magnetic north pole, and has substituted for mere theoretical assumption important demonstrated fact. He has also solved a geographical problem which for many years successfully challenged solution, but the intrepid navigators who preceded Captain Amundsen, while they failed in the accomplishment of their chief purpose, gradually reduced the limits of the unknown zone and paved the way for his triumph.

FOR TUBERCULOSIS CHILDREN.

Once more Providence leads the world. This time the proposition is to establish a special school where anaemic children, those predisposed to tuberculosis and other diseases, may receive proper treatment. The school will be placed under the care and direction of the committee on hygiene, which will have the right to appoint the teachers for the school.

Physicians interested in the plan have volunteered their services for visitation and inspection of the school and also the necessary food supply. The regularly prescribed studies of the public school course are to be taught. It is surprising that it was left for Superintendent W. H. Small and his board of education and medical inspectors to discover that children predisposed to tuberculosis cannot endure the stifled air in ordinary school rooms.

WEIGHTY WORDS.

Boston's special committee, of which William J. Barry is chairman, has this to say: "Our boys and girls cannot get their education from school furniture, and after all the most critical and important thing to them is whether their particular teacher is a person of inferior ability or whether she is a woman of marked brains and capacity. If your child spends five hours a day with an inferior teacher, the education he gets is just as surely an inferior article as that a bad cook means a poor

dinner, with the difference that many of us can stand a poor dinner because we expect to have other and better dinners, but a child only gets its education once.

GARDNER G. HUBBARD.

Gardner Greene Hubbard, founder of the National Geographical Society, which now has 30,000 members, and whose fund provided the gold medal recently presented to Captain Roland Amundsen for discovering the Northwest passage and definitely locating the magnetic north pole, was for several years a member of the Massachusetts State Board of Education and chairman of the Board of Visitors at the Bridgewater school, so that many of the active school men of to-day took their diplomas at his hands.

Miss Alice Louise Harris, who has come to Worcester, Mass., from Evansville, Ind., is one of the distinctly successful women in supervision. Although she has done less public work than her sister, Ada Van Stone Harris, she has all the power and poise that have distinguished the achievements of her sister. She helped Superintendent Cooley to make the schools of Evansville famous, and she is sure to attract as much attention in Worcester as has been attracted to any city.

St. Paul is to have an admirably-appointed parental home and detention school. The bad boy is to be eliminated, now that the cities are awake to his necessities.

German universities have eight centuries of history, while the oldest in America is not yet three centuries old, and few of ours have one century of history.

Two schoolmasters in South Carolina are aggressive candidates for the United States Senate. The decision will come in August.

In Spokane the local dealers provide the domestic science department of the high school with all the material used.

It is cause for congratulation that the new Arkansas senator is Jeffries Davis and not Jefferson.

Avoid all public excitement over religious affairs in connection with the public schools.

The N. E. A. has met in Ohio but twice,—at Cincinnati fifty years ago, at Cleveland in 1890.

Boston and Cleveland voted vigorously to keep the schools out of politics.

No education signifies much unless it holds oneself in check.

A finicky teacher is overpaid at the lowest salary.

The present Chicago sewer canal cost \$52,000,000.

N. E. A., Cleveland, June 29-July 3.

No dishonest dollar is worth having.

Whoever does weak things is weak.

Inspire hope in the children.

Stand by your children.

THE WEEK IN REVIEW.

A SPLENDID SPECTACLE.

That was a splendid spectacle in Hampton Roads on December 16, when the sixteen battleships of the Atlantic fleet passed in review before the President, and steamed out between the capes on their long cruise to the Pacific. The President's yacht *Mayflower* led the stately procession out into the bay, and then dropped her anchors while the battleships, led by Admiral Evans' flagship, the *Connecticut*, and trailing off at 400 yards' intervals, to the *Kentucky*, steamed past, each radiant with the white paint which is a symbol of peace. The ships are to make four stops on the way to coal, at Trinidad, at Rio de Janeiro, at Punta Arenas, and at Callao, and they are scheduled to arrive at Magdalena Bay on March 14. There they are to be joined by the torpedo flotilla, which is already on its way, and by the Pacific fleet, which will add three battleships, eight armored cruisers, nine protected cruisers, and a division of torpedo boats, and will bring the strength of the combined fleet up to more than fifty vessels.

A SIGNIFICANT PRECAUTION.

An incident which occurred a day or two before the fleet sailed attracted some comment. On all of the ships there were Japanese servants and mess attendants. These by Admiral Evans' orders were all detached, and sent on board receiving ships at Norfolk and Brooklyn. The reason given is that they were enlisted men, and that their terms of service would expire during the voyage. But there is good ground for the opinion that the proceeding was of a precautionary character. It is said that when Admiral Evans was in command of the Asiatic fleet, with the *Kentucky* as his flagship, he had an unusually intelligent Japanese steward, whom he met several years later as an officer of the Imperial Japanese navy. It is well that no mysterious and crippling accidents should befall any of the gallant ships which have started upon this great cruise; or, if accidents of any kind should befall them it is well that there should be no Japanese on board to become objects of suspicion.

JAPAN IN FRUGAL MIND.

It is interesting to note, in this connection, that the financial program of the Japanese government, as approved by the elder statesmen, is one, not of increased expenditure, but of retrenchment. It carries with it a reduction in the expenses of the army and navy for the next six years which will save \$200,000,000. It is reported that the leaders of all parties have agreed upon this program, but it is anticipated that there may be some criticism when the matter gets into the Diet. Whatever else may be the meaning of this program, and it is generally accepted as one of the fruits of the understandings and conventions recently arrived at with European powers,—it at least does not indicate that Japan takes very seriously such differences as have arisen with the United States. If she really were cherishing belligerent designs,

they would disclose themselves in increased appropriations for ships and war materials.

A DISGRACEFUL EPISODE.

The world certainly would be scandalized if a sitting of the House of Commons were to break up in a personal scrimmage, with Mr. Balfour, for example, and some Conservative rival for the leadership striking at each other, until separated by robust colleagues. Yet it is a scene exactly parallel to that which attended the Christmas adjournment of our own House of Representatives, when Mr. Williams of Mississippi, the recognized Democratic leader of the House, and senator-elect from his state, and Mr. De Armond of Missouri, his rival for the leadership, engaged in a fist fight in the hall of the House, a moment after the adjournment, and beat and choked each other until they were separated. It was one of the most disgraceful episodes in American political history; and the men concerned in it ought to be made to feel the stinging rebuke of the American people. Men in such high positions who have no better control over themselves than to act in this fashion are not fit to sit in Congress, still less to lead it.

PEACE IN CENTRAL AMERICA.

The Central American Peace Conference, in session at Washington, has accomplished what the Hague conference failed to do, provided for the establishment of a permanent peace tribunal, to which the five signatory republics will pledge themselves to submit every controversy or question which may arise between them. The tribunal is to consist of five judges, one from each republic, and drawing a salary of \$10,000 a year each. It is provided further that any one of the republics may submit to this tribunal any question which may arise between itself and a foreign power. If these provisions are accepted and acted on in good faith, they should go far to make war impossible among the republics. Other treaties have been framed by the conference, including a general treaty of peace and amity, a financial convention, a treaty of extradition, and a treaty looking to a development of means of communication.

THE NATIONAL CONVENTIONS.

The Republican National Convention has been called to meet at Chicago on June 16. There was some talk among the Democratic leaders of the advisability of calling their convention for an earlier date, lest the Republicans appropriate their political capital. But different councils prevailed, and the Democratic committee has selected Denver as the city and July 7 as the day for the Democratic convention. This decision rewards the enterprise of Denver, which had made up its mind to secure one of the conventions at any cost. It is building, from the proceeds of city bonds, a great auditorium which will seat 14,000 people, and can be made to hold 11,000 more. It offered the Republican committee \$100,000 for convention expenses, but its proposal was rejected. It made the Democratic committee

MUSIC CREDITS IN THE HIGH SCHOOL.

(Continued from page 693.)

spoken, concerning a music elective course in the high school is one of unusual interest. At the National Educational Association three summers ago the plan was presented of making music a major subject in the secondary schools, and a course of study was made out. This course is exceedingly broad, yet sufficiently elastic to meet the varying conditions of all sections of the country; a course tentative, to be tested and readjusted by trial and experience. Such a recognition of music as a major study would afford relief and opportunity to many young people who suffer unjustly as things now are. Music is for them an important vocational study, but as members of the high school they cannot complete a course there, and adequately pursue their music, too.

The plan recommends four hours of music each week of the four high school years, a total of 576 hours. The conference stated that the plan of study might be divided into an elementary and an advanced course,—the elementary of two years and the advanced of four years, that might be completed in three years under certain conditions. The elementary only need be taken in the high school and the advanced in subsequent study elsewhere.

Naturally the first note of opposition one expects to have is that this plan is an innovation. But considering the high standing of the co-operative musical committee who formed and presented it, and the character of the association which accepted and endorsed it, in addition to the good sense of such a movement, we may discuss the suggestion of a fad without further notice, and consider the next probable objection, the cost to the tax-payer. However, the conference foresaw that the expectation of increased cost would be a serious obstacle to the better recognition of music, and suggested that the parents, in most cases, bear the cost of this musical training. Let private teachers, competent musical instructors, if need be, still conduct the teaching of music, then let the public school system give such pupils credit for this out-of-school work at its due valuation. It would not be the first time, by any means, that pupils have been given high school credits under the training of teachers not employed by boards of education. Ought not out-of-school work on music to be permitted as well, and so give pupils who have decided musical ability the opportunity to make that study as credits toward high school graduation?

It may be urged again that adjustment will be a difficult problem, getting the value of this out-of-school musical study. In favor of an easier valuation than is anticipated is the fact that what has been done can be done again. Several of the best schools in the country have adopted the plan, and must have solved the problem of getting credits; with the Eastern examining boards for college and university entrance music has an accepted rank; state and inter-state associations are now considering and approving the measure. Such facts indicate that the matter is worthy of our approval.

While the vocational side of music study will reach comparatively the few, the educational side should reach every one. It is true that general public sentiment looks upon music in the school as a pastime. It is because this commercial age is not over-friendly to culture that it offers so little encouragement to any subject for popular education that does not demonstrate its "bread and butter" value. High school students catch the infection, and feel that they have time only for what is subject to tests and examinations for credits, resenting all else as an intrusion. Boys will question the value of literature as a study, because, they say, they cannot use it in making money.

What can be done to counteract this mercenary, hard, realistic spirit in the schoolroom? Is there anything that penetrates the heart like music and song to give a spirit aglow with life? It seems as if all schools, not only the few, should have a time set apart for chorus singing and reading music. If one for good reasons does not wish to join, let him take an extra study for the credit to offset the credit for the work of the music hour.

I believe the high school everywhere should teach, as a phase of true school spirit, the music that refreshes, refines, ennobles, inspires; that will mean more for true development, as some one has said, than all the symbols of algebra, or the planting of Greek roots in brain soil. Yet music is a science as well as an art. It makes intellectual activity refreshing. Its rhythm is the best mental action; its mathematics are more exact than logarithms; its science is keener than chemistry; its art richer than that of the painter, the sculptor, the poet, because it is an aid to them all."

The melody of rhythm underlies all poetry. Especially as we go far back into the past are poetry and music closely united. Songs ought to find relationship with all school work. The collections of folk songs of all countries have unbounded wealth of material for history, geography, and literature. Said an able educator: "I would have a course in music literature as carefully worked out as a course in English literature, and related as nearly as possible to every branch in the curriculum."

For thought stimulation, for unity of character in the development of every high school boy and girl physically, mentally, psychically, is not music, both for its vocational and its educational value, entitled to one of the first places in the curriculum for credits?

A GREAT TEMPERANCE WAVE.

Probably never before in the history of this country has the question of the relation of the liquor trade to communal life received wider—not to say wiser—consideration than at present. Through the ordinary news channels information is repeatedly brought of this or that community passing a measure either prohibiting the trade altogether, or placing it under increasingly stringent regulations.

To group some of the ascertained facts suggests that, for some reason or other, a great temperance

wave is sweeping over sections of the land, that up to the present have not favored prohibition, but now wish to free themselves from the incubus of the saloon. And the singular fact is that this anti-saloon movement is not being fathered or fostered by any one political party, or by any one Christian denomination. It is largely a citizen movement, in which men of every political stripe and of every religious faith are co-operating.

In the most concise form here are some of the facts.

By actual and reliable statistics 33,600,000 of the 80,000,000 people of the United States are to-day living in communities in which, so far as law goes, the sale of alcoholic beverages is absolutely prohibited.

National legislation has shut out the sale of such beverages in the Capitol. Liquors are not allowed to be sold at any of the many army posts. No liquor can be sold to any Indian either on or off his reservation. The Hepburn-Dolliver act to prevent the shipment of liquor into states that have adopted prohibition was defeated in the last session of Congress by a very narrow margin, and stands a good chance of being ultimately passed.

The South is moving against the traffic. Georgia has become a prohibition state this year. So has Alabama. Mississippi is moving in the same direction. Ninety-nine per cent. of North Carolina is dry. Tennessee has only five wet communities. Virginia and West Virginia are more than half dry, and Florida more than two-thirds.

Kentucky, which has more than \$100,000,000 invested in the manufacture of liquor has ninety-seven of its 119 counties under prohibition. Louisiana has practically driven the saloon interests into New Orleans as its last cover.

Texas is more than half dry, and has drastic laws against passing round a flask in a railway train, while the sale of liquor is prohibited in dining-cars—those saloons on wheels.

Oklahoma has entered upon her career in statehood as a prohibition state, and the saloons which have been in the territory have already been ordered out.

Indiana has drastic laws against the liquor traffic, and is considering others yet more drastic. In a poll of the Ohio state Senate recently, seventy-two out of eighty-six members went on record as favorable to state prohibition. Pennsylvania is to vote on the question of a local option law at the coming April election, and is agitated at present throughout all her communities as never before.

But time would fail us to go over all the facts. Yet there is one that cannot be overlooked, as it has an educational interest. Nearly all the large colleges of the West and South have been swung into line in this movement for temperance. Leagues have been formed in them, committing their members not necessarily to total abstinence, but to use their influence definitely after they leave college to further temperance measures in the communities in which they may reside.

And, according to the latest reports, 48,000 students are already enrolled in these college temperance leagues.

SUGGESTIONS.

Keep a record of all extra cold days; of the days of good sleighing, of good coasting, good skating.

Have essays upon "The Snowstorm," "Skating," "Coasting," "Sleigh-riding," when each is most timely.

Read to the school or have the children read Whittier's "Snow-Bound."

Call attention to the way smoke rises on a clear, cold day.

Have studies of the frost work on windows these snapping cold mornings.

Fishing through the ice is a good topic for conversation and composition in the communities where it is common.

Teach about pickerel and lake trout.

Study about ice cutting.

It is the season for moose and deer.

"A Slippery Day" makes a good subject for a semi-comic composition, especially for children who can illustrate their writing.

If there is a genuine January thaw, have it talked about and the condition and effects observed.

Lumbering is a good theme for winter.

Study the trees that are cut by lumbermen.

The nuts of commerce are good themes for the season.

"Crows in Winter" would make a good subject for a few paragraphs by children that had observed them.

Burns' "Cotter's Saturday Night" is good reading.

"The Wood Pile" is another good subject for a few paragraphs touching upon the varieties of wood, the qualities of each, the way in which it is chopped, etc. The laurel, the holly, the yew, the juniper, the persimmon, the magnolias, are good winter studies.

Are you keeping a weather record? The days are lengthening.

Watch for the northern lights. By what other name are they called?

You may find green ferns under the snow.

The pussy-willows are covered with tiny scales.

The crows are looking for food after the snow.

Look at the snow crystals and sketch them.

How many different forms do you find?

You can now study the bark of the trees, and their general form.

"The Open Wood Fire" is a good subject for a dreaming composition.

"The Blizzard," if there is a good local specimen, or one anywhere that attracts the general attention of the parties, makes a good study.

The hare has put on his winter coat. What color is it?

The snowbirds and treesparrows still flock about the seed stalks in the garden.

How are fishes protected from the cold?

"Winter Evenings," is a good topic for conversation and composition.

RAISING SCHOOL FUNDS.

Among curious ways of raising school funds, the following advertisement, which appeared in 1753, is worthy of note:—

"We, whose names are hereunto subscribed, sons of some of the principal families in and about Trenton, being in some measure sensible of the advantages of learning, and desirous that those who are deprived of it through the poverty of their parents might taste the sweetness of it with ourselves, can think of no better or other method for that purpose than the following scheme of a Delaware-Island lottery for raising 225 pieces of eight (Spanish dollars) towards building a house to accommodate an English and grammar school, and paying a master to teach such children whose parents are unable to pay for schooling.

"It is proposed that the house be thirty feet long, twenty feet wide, and one story high, and built on the southeast corner of the meeting-house yard in Trenton, under the direction of Messrs. Benjamin Ward, Alexander Chambers, and John Chambers, all of Trenton, aforesaid."

Lotteries were forbidden in New Jersey, and in order to evade the law they were held on Fish Island and were termed Fish Island or Delaware lotteries. The venture was a financial success, and the building proposed was erected on a portion of the First Presbyterian church lot on Second, now State street, where it remained until 1804, at which time it was torn down to make room for the new church. The school was practically the beginning of the Trenton Academy, which was established some years later and conducted in a building on Academy street.—Selected.

THE MONARCH OF THE SEA.

Seven years ago the huge Hamburg-American ship, *Deutschland*, was the biggest thing afloat, measuring 679 feet in length. A whole fleet of bigger ships has since been set afloat, including the German Lloyd ships, *Kaiser Wilhelm II.*, 706 feet long, and *Kronprinzessin Cecilie*, 706 feet long, and the White Star ships, *Cedric* and *Celtic*, 700 feet, and *Baltic* and *Adriatic*, 727.6 feet in length; also the Hamburg-American ship *Kaiserin Auguste Victoria*, 727.6 feet long.

Now we have all these figures far surpassed by the gigantic Cunard steamship *Lusitania*. This ship is 787 feet long. Measure off an eighth of a mile and place this ship on it, she will lap over 127 feet beyond your mark. Place seven such ships end to end, they will extend 229 feet beyond a mile.

From the lower hold you ascend eight stories to the boat deck, a distance of eighty feet, and there is a saloon rising nearly twenty feet above that.

Her four smoke stacks rise to the height of 155 feet above her keel, far overtopping the spires of most country churches. These funnels are not round, but slightly flattened, and measure twenty-four feet in their largest diameter. If they were round, a room sixteen feet square could be placed in them with space to spare. Lay them horizontal and two trains of steam cars could pass through them abreast, on double tracks.

Her fudder weighs sixty-five tons, which would be a large load for three ordinary railroad freight cars. Her anchors weigh ten tons each, and every link of the chain cables is two feet long and weighs 150 pounds. In case of war, she is strong enough to bear an armament of twelve six-inch guns and twelve quick firers, and, with her sister ship *Mauritania*, large enough to transport an army of 20,000 men and their equipments.

The ship has two electric elevators for passengers and six for mail and baggage. She is lighted with 5,000 electric bulbs, and these are connected by 220 miles of wire

cable. Everything about the ship is palatial, and she is driven at railroad speed by four propellers with turbine engines of 70,000 horse-power, using forty tons of coal an hour, or nearly 1,000 tons a day.

Fully loaded she will draw thirty-seven feet and six inches, and at that draught will displace 45,000 tons of water. This amount of sea water would fill a canal thirty feet wide and six feet deep and a mile and a half long, lacking only 108 feet.

These comparisons may help some of our readers to get some comprehension of the enormous bulk of the *Lusitania*. But, big as she is, her sister ship *Mauritania*, nearly ready for sea, is six inches deeper and 700 tons larger.

These immense ships were built by the Cunard company to wrest the record of speed from German ships that have held it for six or eight years.

The *Lusitania*'s first trip was rather disappointing, but on October 11 she arrived at New York in four days, nineteen hours, and fifty-two minutes from Queenstown, breaking all records. Her average speed was 23.99 knots against the record of 23.58 held by the *Kaiser Wilhelm II.*, and her best day's run was 617 nautical miles against the *Deutschland*'s record of 601, and she is the only ship that has ever steamed from a port in Europe to New York inside of five days. It is a triumph of the turbine engine.—The Sea Breeze.

HOW THE WORLD IS CLOTHED.

Editor Journal of Education:—

Dear Sir: Your "First Aid to the Teacher,"—the Journal of Education,—has brought many very excellent things to us as teachers. One very useful feature, to me, at least, is the Book Table. From this reliable source I have received some of the most up-to-date and helpful aids in my everyday work. Among these I will mention Harris' "Guide Book to English," Carpenter's "How the World Is Fed," Morris' "Home Life," and now I wish to know if the Book Table can suggest to me as soon as possible a companion book for the last two, a book dealing with how the world is clothed.

Very sincerely yours,
A. H.

MUST NEEDS.

The question arises, "Should we say 'I must need go,' or 'I must needs go'?" If this were from the verb *need*, of course the second form would be obviously incorrect, even though petrified and in good use. The form *is* found in literature of the sixteenth century, in the first person, "I must needs remember"; in the second person, "You must needs graunt me"; in the third, "Frutes must needs spring," as it will be found in all periods from the earliest English. The form *is* not from the verb *to need*; i. e., to want, to be in need of; but it *is* from the adverb *needs*. The old English adverb *niedes* is the genitive form of the noun *nied*, meaning need, necessity, use. This is combined with the verb *must*; i. e., be obliged; it is the preterit, *moste*, of the old English verb *motan*, meaning may. *Must* is not inflected now; hence, the same form is used throughout. The form, then, "I must needs go," means "I must of necessity go," and *needs* *is*, as it has a right to be, an adverb.

E. W. Cleaveland.

Little birds sit on the telegraph wires,

And chitter, and flitter, and fold their wings;

Maybe they think for them and their sires

Stretched always on purpose those wonderful strings;

And perhaps the thought that the world inspires

Did plan for the birds among other things.

—Adeline D. T. Whitney.

BOOK TABLE.

THE ALDINE READERS. A Primer; a First Reader; Learning to Read (a Manual for Teachers). By Superintendent Frank E. Spaulding and Supervisor Catherine T. Bryce, both of Newton, Mass. Illustrations by Margaret Ely Webb. New York: Newsom & Co.

This series of school readers is as important an innovation as the schoolbook world has seen in many a day. There has been a lull in newness of late but here it comes full-fledged.

Mr. Spaulding's work in Passaic, N. J., attracted so much attention to him that Newton called him at an extra good salary, and has emphasized her appreciation in several ways. Miss Bryce has done much by way of making the primary work in Newton a sensation in Massachusetts and the region beyond. The embodiment of so popular a method in book form was inevitable, and here is the beginning in the Primer, First Reader, and Manual.

In every regard these authors and their publishers have gotten out of the beaten track. First of all, the illustrating is exquisite. The tints are delicate and unusual. The space given them is greater than in other books, so that the art effect is itself a feature. The art designs are exceptionally interesting. There are 199 boys and girls in the Primer, each as distinct and attractive as a Gibson girl. There are also thirty squirrels and eighty-eight birds. Both squirrels and birds are made to appear in every conceivable form for the delight of children. But really it is inconceivable that artist and authors who exhibit such exquisite taste in other respects should have introduced the "Teddy Bear" several times.

Action is in every picture, and the lessons are action lessons. We have stopped seeing a cat and having a ball. The ruling words in the first lessons are "come," "run," "play," "jump." It is "to" some place, "with" some one, and so on. The first two books are "action" readers in art and in type.

SONNETS OF A BUDDING BARD. By Nixon Waterman. With drawings by John A. Williams. Chicago: Forbes & Co. Neatly bound in board pictured cover. Price, 75 cents, net.

A book of original sparkling wit by one of America's most popular humorists. There are fifty-two appropriate illustrations in three colors by Williams. This is the most attractive humorous book of the year.

Nixon Waterman is in a class by himself. He touches more chords of the human heart than any other of our writers, and each is the human touch supreme, whether it brings smiles or tears, patriotic thrills or sarcastic chills. "Sonnets of a Budding Bard" are all of the lightest vein, with a strain of philosophy tightening the lines occasionally. Here are a few dropped stitches:—

"O boy, that stoodst upon the burnin' deck,
And gotst thyself in our school readers.

* * * * *

"Oh, didst thou stay because thou couldst not swim?
* * * * *

"But seemst to me that all I canst discern
In thy foolhardy, stick-to-it whim
Is that thou deemed the world had boys to burn."

"I love both seasons, but I wish I could
Enjoy them whilst they're with us, for, you see,
It's winter when the summer seemst so good,
And summer when the winter pleases me."

But what is the use? Every one of the twenty-five sonnets is such as no one else would write, and such as every one would like to read and laugh over.

OLD PATHS AND LEGENDS OF THE NEW ENGLAND BORDER,—CONNECTICUT, DEERFIELD, AND BERKSHIRE. With 165 illustrations, many colored, and a route map. By Katharine M. Abbott. New York: G. P. Putnam's Sons. Cloth. 408 pp. Price, \$3.50, net; \$3.75 by mail.

New England abounds in points of literary and historic interest, and no spot is so rich, if we except the twenty miles about Boston, as the Border of which Miss Abbott writes so charmingly and illustrates so beautifully. While this region has not been the birthplace and permanent home of as many eminent men and women as has the New England coast, practically every really eminent man of New York and New England has been more or less identified with it, as these pages show. The illustrations, 165 of them, are like so many choice photographs of rare places one visits, only these are photographs one

could never have taken, but would have liked dearly to have been able to take. If there was nothing between the covers but these 165 pictures, it would be a much-coveted collection for any home, but there is in addition rare historical matter not elsewhere to be had by the general reader, and delicious gossip about the experiences of hundreds of men in whom we are interested. It is a book you could not rob me of for several times its price if it could not be replaced.

RURAL SCHOOL AGRICULTURE. By Charles M. Davis, North Georgia Agricultural College. A manual of exercises covering many phases of agriculture for teachers and students. Fully illustrated with many original drawings and photographs. New York: Orange Judd Company. 290 pp. Cloth. Price, \$1.00.

Why has not some agricultural paper realized the possibilities in this field before? It is their realm. The book is admirable as to material and method, but one would know at first sight that it was not made by a house that makes school books. There is nowhere a greater distinction in the artistic and the artistless than in the making of a school book by a "house" and by those who do not know how to do this work. The author has done his part so well that it is too bad that the publisher has not done his part as well.

The aim of the book is to enlist the interest of the boys and girls of the farm, and awaken in their minds the fact that the problems of the farm are great enough to command all the brain power they possess. The exercises cover many phases of agriculture, and may be used with any text-book of agriculture, or without a text-book. The exercises will enable the student to think, and to work out the scientific principles underlying some of the most important agricultural operations.

THE OUTLOOK FOR THE AVERAGE MAN. By Albert Shaw. New York: The Macmillan Company. Cloth. 240 pp. Price, \$1.25, net.

Here are five notable addresses delivered by a notable publicist upon themes that fit into a complete whole gracefully. The topics are: The Average Man Under Changing Economic Conditions; Present Economic Problems; Our Legacy from a Century of Pioneers; The Business Career and the Community; Jefferson's Doctrines Under New Tests.

The topics are of general interest, but the chief value centres in the fact that they are discussed by Albert Shaw, in whose treatment of any subject there is well-nigh universal interest. To attempt to say what he says would be ridiculous.

GOLDSMITH'S VICAR OF WAKEFIELD AND DESERTED VILLAGE. Edited by Professor James Arthur Tufts of Phillips Exeter Academy. New York: American Book Company. Cloth. 16mo. 310 pp. Price, 45 cents.

A delightful edition of the famous English author's masterpieces, and part of the "Gateway Series," issued under the editorial supervision of Henry van Dyke. Professor Tufts makes the works he edits clear, interesting, and helpful by his annotations, while his introduction deals with Goldsmith's life and his valuation by his contemporaries and later writers.

THE USE BOOK. Issued by the United States Department of Agriculture, Washington, D. C. Paper. 248 pp.

The title of this government publication is somewhat mystifying, but the subject-matter is highly instructive, as it contains the regulations and instructions for the use of the national forests. Large areas of forest lands have been reserved by the government, the timber in them to be cut and used under careful directions by appointed foresters. Sixty-nine regulations are specified and explained at length, besides many other instructions as to the use of the forests.

NORTH ITALIAN PAINTERS OF THE RENAISSANCE. By Bernhard Berenson. New York: G. P. Putnam's Sons. Cloth, gilt. 340 pp. Price, \$1.50.

This is the best safe guide to a knowledge of the masterpieces from Northern Italy that is to be had for a merely nominal price. Even the most elaborate and expensive guides are not more critically made than is this book. This is the author's fourth notable work on the classic painters, so that his reputation has been established these many years, and that reputation includes steady advance in the virtues of a master's view of masters.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received by the editor not later than Friday preceding date of issue.

MEETINGS TO BE HELD.

January 1, 2, 3: Minnesota Educational Association, St. Paul.

January 11: New England Association of Penmanship Supervisors, 100 Boylston street, Boston.

February 25, 26, 27: Department of Superintendence, N. E. A., Washington, D. C.; president, Frank B. Cooper, Seattle, Wash.; secretary, George B. Cook, Hot Springs, Ark.

June 16, 17, 18: Kentucky Educational Association, Frankfort; C. C. Adams, Williamstown, president.

June 29-July 3: National Educational Association of the United States; president, Superintendent E. G. Cooley, Chicago, Ill.; secretary, Irwin Shepard, Winona, Minn.; at Cleveland, Ohio.

EDUCATIONAL ASSOCIATIONS OF NEW YORK.

Spring of 1908: Association of Colleges in the state of New York; chairman, President Rush Rhees, Rochester University; secretary, Howard J. Rogers, Albany; at Rochester University.

NEW ENGLAND STATES.

MAINE.

BUCKSPORT. The trustees of the East Maine conference seminary have received word from Edwin Ginn of Boston that the school will receive a bequest of \$25,000 from Fred B. Ginn, whose death occurred recently in California. The deceased was a native of Orland and an alumnus of the seminary.

BRUNSWICK. President William De Witt Hyde of Bowdoin College has announced that Andrew Carnegie had promised the college \$50,000 towards the \$200,000 which the institution must raise to secure the gift of \$50,000 from the general education board. The money from Mr. Carnegie will be given in the form of an endowment of a professorship of history and political science "in memory of his friend, that great and good man, Thomas B. Reed." Of the sum of \$200,000 to be raised by the college before March 31, 1908, \$93,155 has already been secured, leaving \$56,844.

MASSACHUSETTS.

EVERETT. George I. Bowden has resigned his position as principal of the Horace Mann school, where he has been master for the past six years, to accept the position of principal of the enlarged Brown school, Somerville. Mr. Bowden was born in Penobscot, Me. He was educated in the schools of that place, and is a graduate of the Maine State College, now the University of Maine. He came to Massachusetts in 1893, and has taught in Barre, Haverhill, and Hingham, as well as Everett.

ORANGE. The public school teachers of Orange have organized a teachers' club for purposes of general culture and sociability, and have

elected the following committees: General committee, Superintendent Dixon, Miss Marsh, and Miss Donald; program committee, Principal Cummings, Miss Newman, Miss Myers; social committee, Miss Rugbee, Miss Cunningham, Miss Bryant. The first meeting of the club will be held Thursday evening, January 9, at the home of Superintendent Dixon, and will be addressed by Judge Spalter of Winchendon, who will speak on his recent trip to California.

Miss Clara L. Carruth of Spencer, who now has charge of the commercial department of the Johnstown (N. Y.) high school, will assume charge of the commercial department of the Orange high school December 30. Miss Nina Wadsworth, teacher of grade 9, has been called home by the illness of her sister, and has resigned her position. Miss Parker, science teacher in the high school, has resigned, and will have charge of the science department of the Manchester high school next year.

BOSTON. The New England Association of Penmanship Supervisors will hold a meeting Saturday, January 11, at 100 Boylston street, room 1021, Boston, at 10.30 a. m. The following program has been arranged: "The Special Supervisor and His Work," F. H. Beede, superintendent of schools, New Haven, Conn.; "Writing from the Business Man's Standpoint," George E. Brock, president Home Savings bank, Boston; "Position and Penholding," F. W. Martin, Boston; "Round Table (a) How to Improve the Grade Teachers' Handwriting," leader, H. W. Shaylor, Portland, Me.; (b) "Use of Arm Movement Below the Fifth Grade," leader, C. E. Doner, Beverly, Mass.; (c) "Use of Counting," leader, D. W. Hoff, Lawrence, Mass. The officers are: President, Harry Houston, New Haven, Conn.; vice-president, C. E. Doner, Beverly; secretary and treasurer, Eva Louise Miller, West Springfield, Mass.

MIDDLE ATLANTIC STATES.

NEW YORK.

NEW YORK CITY. There has been some misunderstanding of the attitude of the New York city board of education in reference to the observance of Christmas in the public schools. The American Israelite of Cincinnati notes the actual vote as follows: In the matter of allowing Christmas exercises in the New York public schools, the board of education reiterated the decision it made on the question on February 13 of this year. Without a dissenting vote, this step was taken by the adoption of the following resolutions:—

Whereas, the board of education on the thirteenth day of February, 1907, in connection with the report of the elementary schools committee, presented on the ninth day of January, 1907, adopted the following resolutions:—

Resolved, that the singing in the public schools of hymns or songs of a sectarian character should be forbidden.

Resolved, that the reading from any distinctively religious treatise or book, other than the Bible, be forbidden, and that all such books and treatises, if any, should be stricken from the text-book list.

Resolved, that assigning to pupils the task of preparing essays or com-

positions upon any distinctively religious topic be forbidden.

Resolved, that in holding exercises at the beginning of the winter vacation great care should be taken to eliminate therefrom any matter of a sectarian or religious character, and that the city superintendent of schools issue a circular letter annually cautioning the principals and teaching staff in this respect, with a copy of this report. And,

Whereas, since the adoption of said report there has been an agitation to the effect that it was the intention of this board that Christmas exercises be forbidden in the public schools, and that the board of education has ordered the songs and song books now in use in the schools to be altered; and

Whereas, it is desirable to place this board upon record in order to correct any misapprehension as to its object and intention in passing said resolutions, it is

Resolved, that this board did not intend by the passage of said resolutions to abolish Christmas exercises as heretofore conducted in the public schools, and does not intend that the same shall be prohibited; and further, this board has not directed change in any books or in any songs; and further

Resolved, that this board did not intend to formulate any particular or specific rule for the guidance of principals in the conduct of the Christmas exercises, but necessarily left much to their good judgment.

PENNSYLVANIA.

READING. At the Berks Teachers' Institute held in this city lately, a costly bronze tablet to the memory of Conrad Weiser was unveiled. The tablet was paid for by the school children of the county, and was erected on the facade of the Stichter Hardware Company at the corner of Fifth and Penn streets, the site of Judge Weiser's Reading residence. As an example of what is all too rare, was the celebration of the birthday of John G. Dengler, the veteran school teacher of Oley. Mr. Dengler was presented with a loving cup and \$50 in gold, the presentation speech being made by D. K. Hoch. Mr. Dengler has been a familiar figure at county institutes ever since they were established. He has long been regarded as one of the best and most practical teachers in Berks, and there are many men and women in many states of the union who once called him "teacher." Mr. Dengler began his career as a teacher in 1857, when he was appointed as an assistant to Isaac Van Sickle, who then taught in the "schoolhouse on the hill," in Oley, near Friedensburg. The following three years he taught the Furnace school in the same township, conducting a subscription school in the same building during the summer. As a young man he was interested in the slavery question. In the spring of 1861 he started his subscription school as usual. The school had but fairly started when the news came that Fort Sumter had been fired upon and that President Lincoln had called for 75,000 volunteers. When the young schoolmaster closed his school in the afternoon of April 19, he told his pupils to take their books home with them, for he had decided to respond to the call of the

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President. Mr. Dengler enlisted for three months in the company of Captain Isaac Schroeder. When his three-months' enlistment had expired he returned home and was again engaged as a teacher. His interest in the cause which brought about the war, however, would not permit him to remain home. Consequently before the time for opening the school term he resigned his appointment, and enlisted for three years as a gunner in the Fifth United States Artillery under Captain James McKnight, in which position he served throughout the war, participating in many battles. His enlistment having expired, he arrived in Reading shortly after midnight November 15, 1864. At noon of the same day he was called upon by Abraham Hill, then a school director of Ruscombmanor, and asked to take charge of a school at Pricetown. He taught this school during the winter, and the following spring resumed the subscription school in Oley, where he has taught since. For upwards of thirty-five years he has taught the same school. The present term, therefore, marks his forty-seventh year as a school teacher, a remarkable record indeed, more especially since all but one were taught in the same township and more than three-fourths of the time in the same school. Mr. Dengler received his education at Freeland Seminary, Montgomery county. He studied surveying and has done much work in this line. When he first taught school he received \$24 a month. At that time the schools were open every other Saturday. His recollections of the early institutes are exceedingly interesting and he tells many stories concerning the crude methods employed in the early days.

At the same session one centre of attraction was the display made by the boys and girls of Berks, who are members of Superintendent Rapp's Boys' and Girls' Club. All day long parents and teachers passed in and out the stage entrance, for the display was on exhibition behind the scenes. It was with some difficulty that judges decided who was entitled to the premiums offered by the Reading Eagle for the various lines of work. How much good was accomplished by the working out of the plan of Superintendent Rapp and the awarding of the Eagle prizes cannot be estimated. One thing is certain—the interest in this matter will grow during the next year, and when the institute of 1908 convenes the county superintendent will be obliged to rent a room in which to exhibit the many things that the youth of Berks will bring to compete for more prizes. The object of it all is to create in the boys and girls a renewed interest in the farm and in country life, and it is evident that this is being accomplished. The corn was judged by

Professor John W. Gilmore of State College; the poultry by Irvin Romig of Reading, and the fancy work by Miss Cora Richards and Miss Rothermel, two Berks teachers. There was a lively demand for the buttons provided for the members of his clubs by Superintendent Rapp and they were proudly worn by the boys and girls. To encourage the interest in this matter and in order that that which has been started may grow, the Eagle has duplicated its offer of last year and has decided to offer \$100 for a similar contest next year. The county superintendent gratefully acknowledged this offer and said to the institute that he confidently expected that by next year he would be able to offer \$150 to those who were willing to contest.

SOUTHWESTERN STATES.

TEXAS.

SAN ANTONIO. San Antonio has developed in its public schools a system of school gardens, which W. T. Carter of the United States department of agriculture pronounces one of the finest in the country. Mr. Carter, who is an expert, is making a tour of inspection of school gardens, and says he finds great interest in the movement to make gardening and agriculture a part of public education. Soil and climatic conditions have combined to develop thousands of acres of gardens in this section that ship annually thousands of carloads of vegetables to the North and East, nearly a thousand carloads of onions alone went out, and other vegetables in proportion. The school children, of course, have caught the agricultural enthusiasm and have made a display of the products of their gardens at the San Antonio international fair, closed recently, that was astonishing. Their tomatoes, corn, beets, peas, cabbages, beans, and peppers of every variety were as fine as those displayed by any of the professional gardeners. Public-spirited citizens are to start a school farm outside of the city limits, so as to extend the teaching from gardening to the staple farm products.

Texas is essentially an agricultural state, and intends to encourage its rising generation to go back to the soil. This movement toward a further practicalizing of public education now taking such a hold in the West and Southwest especially appeals in this state, and a liberal part of the magnificent public school endowment of Texas will be used to develop a splendid system of public school agricultural training.

CENTRAL STATES.

OHIO.

YELLOW SPRINGS. Antioch, the college of Horace Mann, S. D. Fess, president, has 400 per cent. gain in students this year. What other college can match this?

ILLINOIS.

CHAMPAIGN. The twin cities of Urbana and Champaign will probably unite with the State University and have one union high school, first class in every respect.

LOOKING FOR BARGAINS.

Scottish Worthy in London—"Noo, what are the fares frae this station?" Booking-clerk—"They've just been raised. Some's tuppence; some's threepence."

Scottish Worthy—"Weel, weel. An' are there no excursions?"—The Sketch.

"Yes," said Meekley, "I'm told that we're going to move to Swamphurst."

"But," said the old doctor, "the climate there may disagree with your wife."

"It wouldn't dare!"—Philadelphia Press.

CALL IT OFF.

"That's a splendid phonograph, old man. It reproduces the sound of Roosevelt's voice better than I ever thought possible. What make?"

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College Notes.

In memory of John F. Morrison of Medford and Richard A. Lee of Brunswick, Me., two permanent scholarships at Bowdoin College were announced last week. Morrison and Lee were members of the class of 1908, and were drowned during a squall while yachting off Small Point on July 9 of this year. The Lee scholarship is given by the young man's mother, Mrs. Leslie A. Lee, wife of Professor Lee of Bowdoin, and is to cover the entire tuition of one student, preferably a member of the Beta Theta Pi fraternity. The other scholarship amounts to \$40, and is given by Benjamin F. Morrison of Medford, grandfather of John F. Morrison.

The Harvard University library has received from the estate of the late Dr. Humphreys Storer, '25, through Miss H. M. Storer, an important addition to its collections of coins, consisting of 245 copper coins. The best specimens in this collection are a piece of Swedish plate money and a Granby copper. The Granby coppers were struck by an ingenious blacksmith in Granby, Ct., in 1737, and as they were made of pure copper they quickly wore away, and are now very rare. A recent specimen was sold for as high as \$180.

The Billings library of the University of Vermont has received from Miss Emily Canfield a gift of ninety-one bound volumes, 169 pamphlets, and forty-four maps. The maps and many of the pamphlets relate to the early history of transcontinental railroads in America, and to projects for a navigable waterway from the St. Lawrence through Lake Champlain to the seaboard. Others of the pamphlets relate to affairs of the Protestant Episcopal diocese of Vermont. The volumes relate mainly to the early history of the state.

The catalog, which has just come from the printer, shows the largest enrollment of students in the history of Rutgers College. The enrollment by classes is as follows: Graduate students, three; seniors, forty-six; juniors, fifty-two; sophomores, sixty; freshmen, eighty-nine; specials, five. The list of the faculty and instructors is increased this year by the following names: Ralph Garrigue Wright, professor of chemistry;

George Hubbard Payson, professor-elect of ethics and evidences of Christianity; Edmond Wood Billetdoux, associate professor of Romance languages, and Frank Randall Pratt, instructor in mathematics and graphics.

The Heald prize for an original Yale song has been awarded for the first time since the offer was made several years ago. The song which received the award is called "Mother of Men." The words to the song were written by W. Brian Hooker, 1902, instructor in rhetoric, and the music by Seth D. Bingham, 1904, assistant in organ playing. Mr. Hooker's song is as follows:—

MOTHER OF MEN.

Mother of Men, grown strong in giving
Honor to them thy lights have led—
Rich in the toil of thousands living.
Proud of the deeds of thousands dead,
We who have felt thy power, and known thee,
We in whose work thy gifts avail—
High in our hearts enshrined enthroned thee,
Mother of Men—Old Yale!

Spirit of youth, alive, unchanging,
Under whose feet the years are cast—
Heir to an ageless empire, ranging
Over the future and the past—
Thee, whom our fathers loved before us,
Thee, whom our sons unborn shall hail,
Praise we to-day in sturdy chorus,
Mother of Men—Old Yale!

Vassar students recently for the second hall play produced "The Nativity," a fourteenth-century English play interpreting the scene of the nativity from the point of view of that period. The prolog was spoken by Miss Inez Mulholland, who explained that it was a pageant play produced by a guild patronage of a certain nobleman. The scenes were all grouped about the incidents of the nativity.

Sororities under college control for women students was urged as a solution of one of the vexing problems connected with school life at a conference of women deans of colleges and state universities, held in Chi-

cago lately. Mrs. Myra B. Jordan of the University of Michigan presided. Representatives from twelve states were in attendance. "Rooming houses are a poor substitute for home life," said Mrs. Jordan. "Of course, there is a great deal said against the sororities and much that is justified. However, under control, and in the jurisdiction of the college deans, they offer the best solution of one of the most difficult problems that are presented in our work." It was decided by resolutions adopted that each woman who was present at this conference should return to her home college with the determination to use her influence in obtaining better social conditions for women students.

Official registration figures for the new year at Tuft's college, which have just been issued, show a slight decrease in the number of students, as compared with last year. In 1906-1907 there were enrolled at the college exactly 1,100 students; this year there are 1,083. Other points emphasized in the annual catalog are a reduction in the quantity of the work required for a degree and an increase in the tuition fees. Hereafter fewer term hours will be necessary for a diploma, but there will be a corresponding increase in the individual work in the various courses. This, it is believed, will tend to raise the standard of scholarship.

Applicants for admission to the Freshman class of Wellesley College are warned that it may be necessary to close the list on January 1, since

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the capacity of lecture-rooms is liable to be exceeded. No important changes in admission requirements will be announced, but a new method of rating, by means of points, the requirements now existing, will go into effect as follows: English, three points; mathematics, three; Latin, four; a second language, three; history, a third language, science, one point each. College courses will be classified in grades I, II, III.; grade I, comprising elementary courses, grade III, the most advanced.

Two hundred and ten students are registered in the Western college for women—a gain of nine per cent. over the enrollment of last year. Fifteen per cent. of the students live beyond the Mississippi, thirty-three per cent. in Ohio, thirty-one in Indiana, ten per cent. in Illinois, 4.5 south of the Ohio river. Miss Sarah Skinner, professor of Latin and for thirty-two years a member of the corps of teachers, has retired on a pension from the Carnegie foundation for the advancement of teaching.

Professor Albert Ross Hill of Cornell, formerly dean of the Teachers' College of the Missouri State University, is soon to succeed Dr. Richard H. Jesse as president of Missouri University. Dr. Jesse has been in poor health for a year. The board of curators will meet December 27, and Professor Hill is their choice, it is said.

Professor William Henry Schofield of Harvard University, who is now delivering a course of lectures at the University of Berlin, was the guest of honor Saturday night at Christmas festivities arranged by those who have been attending his lectures. The festivities included the performance of a play, after which Professor Schofield presented to the university library a rare edition of Chaucer as a memento of his sojourn in Berlin.

The elocution department of Syracuse University has made a new departure in what is termed the "Laboratory method of public speaking" for upper-class men. Speakers will be furnished on request for functions of all kinds in the towns and villages of the vicinity. The object of the work is to give practical experience to those taking part, to supply a need of small towns, and to spread the name and influence of the university. The debate union has decided on the question to be submitted to both Bowdoin and Wesleyan for the coming contests. It is "Resolved, that, aside from the question of amending the constitution, the federal government should exercise further control over quasi-public corporations doing an interstate business." Wesleyan will choose a side and meet Syracuse there in March. Bowdoin will be met at Brunswick.

DYSPEPTIC PHILOSOPHY.

A friend is a man who never tells us his troubles.

A sweeping assertion must be the kind that throws dust in the other fellow's eyes.

Why should a church mouse be considered so poor? He doesn't have to live on the collections.

An optimist is a man who believes in mascots; a pessimist is one who believes in hoodoos.—New York Times.

THE WEEK IN REVIEW.

[Continued from page 697.]

the same offer with the result above indicated. There were committeemen who denounced the offer as a bribe, and others who insisted that at least any part of the \$100,000 which was not actually needed should be returned, but it was voted to take the whole amount.

THE RUSSIAN DESPOTISM.

It will be remembered that it was the wholesale arrest of the Social Democratic members of the second Russian Duma, thirty-seven in all, which led to the dissolution of that body. The trial of these deputies on the charge of high treason has just been completed. They were tried before the judicial section of the senate, which constitutes the supreme Russian tribunal. They were charged with being members of an association whose object it was to overthrow the government and establish a republic in its stead, and, to this end, to stir up mutiny in the army and insurrections among the people. It was contended in their defence that they were merely members of a political party which is recognized throughout Europe, and that their aims were not treasonable. Ten of them were able to convince the senate that they were not members of a treasonable organization. But the others were all sentenced to exile in Siberia for life, and most of them to long terms of hard labor in the mines beside. And the trial was secret, neither the accused nor their attorneys being allowed to be present.

A "WALKING BISHOP."

Good Bishop Coleman of the Protestant Episcopal diocese of Delaware, who was found dead in his bed the other day, was known affectionately as the "walking bishop" from the habit which he had of taking long tramps upon his vacations. Roughly garbed, carrying a heavy walking stick and but slender supplies of money or food, he tramped long distances, sleeping wherever the night found him, under shelter or without it. He was a good comrade with the poor and the lowly, and his identity was so well concealed that he was often an object of pity among those who thought it a shame that so sturdy and kindly an old man should have to wander about. Clock-mending was one of his hobbies, and on more than one occasion he paid for a night's hospitality by repairing an old-fashioned clock. In the summer of last year, being then in his seventieth year, he tramped 210 miles over rough country in Pennsylvania in ten days.

SELF INTEREST.

The real estate firm of Solomon and O'Sullivan had lots for sale in a new suburban addition. O'Sullivan—young, enthusiastic, and Irish—was writing the advertisement, the national eloquence flowing from his pen. He urged impending purchasers to seize the passing moment.

"Napoleon not only met opportunity; he created it!"

Mr. Solomon read this line in the advertisement slowly and carefully. "This fellow Napoleon," he said—"what's the use of advertising him with our money?"—Lippincott's.

THE MAGAZINES.

—Everybody's for January sets a pace for the new year that will be hard to beat. Foremost in importance is the story of the recent panic—"The Game Got Them"—by Edwin Lefevre, the Wall Street expert. William Hard takes up the question of "De Kid Wot Works at Night," and writes of the newsboy, the messenger boy, and the street gamin, and the problem they present collectively and individually to themselves and to society. "The Romance and the Reaper" is continued by Herbert N. Casson. The number has eight excellent stories. Booth Tarkington's serial, "The Guest of Quesnay," is each month winning for itself a larger circle of admirers. Bessie R. Hoover and Joseph Kochell contribute the two "Little Stories of Real Life." Verse is offered by Julian Street, Archer Huntington, Arthur Stringer, and Charles Buxton Going.

WOULD CHOOSE HIS COMPANY.

In the West, some twenty years ago, there lived a good man who gave up a part of his time to teaching the Indians the Christian faith. On one of his trips he stopped at the ranch of a well-to-do and very religious Swede, and requested a night's lodging.

The Swede thought a great deal of the missionary and disliked to offend him; but he also disliked extremely having a pack of dirty, greasy Indians hanging about his place, so, after much hemming and hawing, he stated his objections.

"But these Indians are Christians, my good brother, and if you can't abide with them for a single night here on earth, how do you expect to dwell in heaven with them through all eternity?" inquired the indignant missionary.

The Swede was perplexed, but after thoughtfully scratching his head a moment, he said: "The Bible says that in my Father's house are many mansions, an' I t'ank I haf a separate house."—Lippincott's.

HIS BROTHER'S FORE-THOUGHT.

A Tammany man tells a story in connection with a caucus held in Troy some years ago as illustrating how fully alive the Celts of that city were to the opportunities of American citizenship.

During the caucus in one of the lower wards of the city, a certain Michael Mulcahy was nominated for a minor position on the ward ticket to be voted for at the charter election. Some inquiries were made of Thomas Mulcahy as to who this person bearing the same name might be, as no one in the neighborhood could call him to mind.

"He's me brother," explained Tom, with cheerful alacrity. "He's not arrived in the country yit, but he tuk ship av a Wednesday, an' 'll be here in toime for the election."—Lippincott's.

THAT'S ALL.

"There is no reason why the pedestrian and the motorist should harbor any antagonism."

"No. The principal difference between them is that one is afraid of being run over and the other is afraid of being blown up."—Washington Star.

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THE DEAR BOY.

He—"Mabel, you grow more beautiful every day."

She (pleased)—"Oh, Jack, you do exaggerate!"

He—"Well, then, every other day."
—Punch.

IDENTIFYING FATHER.

"Where is your father?" asked the caller.

"Down in the pig-pen," answered the son of the house. "He has a hat on."—Lippincott's.

THE WRONG FOOT FIRST.

The Golfer—"How far is it to the next hole, boy?"

First Caddie—"About a drive and a putt, sir." (The golfer, after great preparations, drives his ball only a few inches.)

First Caddie (to Second Caddie)—"Hey, Jock! he's ta'en his putt first."
—The Sketch.

SERVANTS IN CANADA.

There is no better field for women servants to-day. One tries to imagine the effect on those pale anaemic workers of the sweat shops of such an advertisement as this, cut from the files of a Winnipeg paper: "Good general servant wanted. Highest wages paid. Every night out and a season's ticket at the rink."—Agnes Deans Cameron, in the Atlantic.

Tommy—"I wonder why the words is spelled in such a funny way?"

Jimmy—"Cause they was made in the first place by the school teachers, and they made 'em so's they would have to be hired to teach how to spell 'em."—Woman's Journal.

A scientist claims that the north pole is moving south. Now we know what Wellman is really waiting for.
—New York Commercial.

All Aboard for Canada.

NEW YEAR EXCURSIONS TO MONTREAL AND QUEBEC AT REDUCED RATES.

From December 30 to January 2, inclusive, the Central Vermont and Grand Trunk Railway Companies in connection with the Boston & Maine and New Haven & Hartford railroads will sell special excursion tickets from New England points to Montreal and Quebec and return at greatly reduced rates.

For example, the rate from Boston will be \$10.62 to Montreal, and \$12.07 to Quebec via Montreal. From Worcester the fares will be: Montreal, \$10.10, Quebec \$12.02; from Springfield: Montreal \$10.35, Quebec \$12.27; from New Haven: Montreal \$11.60, Quebec \$13.52, with proportionately low rates from other points. The tickets are good returning until January 25, and allow stop-over privileges at Montreal and other points in Canada. This excursion offers an unusual opportunity for visiting Canada during the most fascinating season of the year there, and when winter sports are in full swing.

The Central Vermont-Grand Trunk lines is the popular line to Montreal and Canada, operates three fast trains daily between Boston, New London, Springfield, and the Canadian metropolis. For further particulars or reservations write or apply to E. H. Boynton, N. E. P. A., 360 Washington street, Boston.

CAUGHT.

Mistress—"How was it that I saw a soldier kissing you in the kitchen last night?"

Maid—"I don't know, ma'am, unless you were looking through the keyhole!"—Comic Cuts.

ALONE IN HIS CLASS.

"Jones is the most prominent member of our golf club."

"Why, he can't play golf?"

"No; but he always pays his dues."
—Cleveland Leader.

KNEW SHE WHAT SHE SAID?

Feminine Customer—"What beautiful things you make out of celluloid! Do you think you could make a pipe out of it?"

Shopman (aghast)—"Why, madam, don't you know?"

"Oh, I don't care what it costs. I want to give it to my husband for a birthday present."—Chicago Tribune.

"THE NEW WOMAN."

"Canary bird women who feed out of your hand are being displaced in the thoughts of worthy men by women of intelligent conviction and moral courage."—The Public.

Howard—"I'll bet you a kiss on the result of the next presidential election."

Evelyn—"Isn't there any election before that?"—Syracuse Herald.

"Good morning, parson."

"Good morning, deacon. As I was coming along just now I saw a fight between a brindle bulldog and a mastiff. And, upon my word, deacon, more than fifty men were standing around. How can people take an interest in such things?"

"I dunno, parson. Which dawg won?"—Washington Herald.

BOSTON THEATRES.

KEITH'S.

A worthy successor of this week's truly remarkable holiday bill will be found at Keith's next week, and the holiday flavor will not be lacking, for as a festive occasion New Year's week has come to be looked upon almost on a par with Christmas week. That bunch of animation, Eva Tanguay, well named "The Cyclonic Comedienne," will head the bill. Miss Tanguay's initial appearance in vaudeville in Boston about a year ago was a great triumph for her, and there is every reason to believe she will duplicate her original success. She has a number of new songs, but still retains "I Don't Care" as her piece de resistance, as it well deserves to be. A new farce by George Ade has come to be looked upon as a real event in the vaudeville world, for his "Marse Covington" and "Mrs. Peckham's Carouse" are now looked upon as classics of their kind. "The Mayor and the Manicure" is the title of his latest skit, and it will be capably played by Eugene Jepson and company. Mr. Jepson, who is recognized as one of America's best character actors, has a part similar to the one he created in "Just Out of College." The Max Tourbillon troupe of cyclists, the leading organization of the kind; the Sandwinas, a pair of remarkable gymnasts, who have just arrived from Europe; the Dillon brothers who announce themselves as "makers and repairers of popular songs"; Quinlan and Mack, with their droll skit, "The Traveling Dentist"; Mr. and Mrs. Gene Hughes, in "Suppressing the Press," the \$1,000 prize sketch; the Country Choir, who sing the old time songs; Montgomery and Moore, in a lively offering that includes some clever piano playing and nimble dancing, and Little Hip, who will entertain the children for his second and last week, will all have prominent places on the program. The Pelots, comedy jugglers; Crouch and Richards, banjoists; the Nohrens, trapeze performers; Deery and Francis, in a lively sketch, and new kinetograph pictures will complete the show.

OUT OF THE SCHOOLROOM.

A schoolboy was asked to give some information in regard to the Cary sisters, the once famous New England poets, and he said of them:—

"The Cary sisters were two poets who lived in Massachusetts most of the time. They went to New York, where they made many fast friends. Their fastest friend was John G. Whittier."

At the time of the Longfellow centennial, when the school children were writing so much about him, one boy wrote:—

"Longfellow's poems were mostly of his own composure, but he wrote 'Tails of a Wayside Inn' where others did the talking. He was the poet lorryett of our country and was a cracker-jack when it came to real poetry."—Lippincott's

SCRATCH ACQUAINTANCE

"Who were with you on the picnic?"

"The usual contingent. Our sisters and our cousins, and the ants."—Baltimore American.

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